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PERSONNEL MANAGEMENT IN THE DEVELOPMENT OF INDUSTRIAL REGION AND ITS FINANCIAL SECURITY

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Abstract. The article examines the problems of sustainable social and economic development of the region of the mineral and raw material cluster associated with the search for the effectiveness of personnel management at the enterprise level. It is stated that under the conditions of economic turbulence, stagnation of production, sluggish growth of real income and wages, the issue of motivation and its connection with labor productivity becomes a major goal. The conclusion is made that the motivation to labour exceeds the compulsion which is higher than the personal inclination to labour. In this case, the personal desire to effective work is low and subsequently it reduces labor productivity and increases staff turnover. The statement is justified that a decrease in the importance of external negative motives and (or) an increase in the importance of external positive incentives and internal incentives will lead to better motivation to work, which will contribute to an increase in labor productivity. In its turn, an enterprise with such attitude will be more resistant to external influences.

Keywords: motivation to labour, industrial region, financial security

1. Introduction

The problem of achieving sustainable development is becoming more comprehensive and it covers all aspects of economic activity [1, 2]. In the existing system of knowledge about the parameters of the sustainability of economic development there is a number of scientific works, reports of research results of both domestic and international scientists [3, 4]. A special place is given to the issues related to the problems of financial stability of the country, industries, regions, enterprises and organizations. This situation is justified by the general theoretical approach which defines finance as a key element in the economic activity of any economic element in a market economy. This determines the importance of the theory and practice of financial stability as well as security which affects other types and levels of security such as investment, food, energy security etc. [5, 6, 7].

The aggravation of the situation in matters of sustainability of social and economic development and security was caused by the global economic crisis and a pandemic. Therefore at present the field of research on problems of stability and safety is constantly expanding while the number of "blank spots" that require more attention and study is also increasing. In the scientific circles the discussion about the directions of social and economic development and an increase of its sustainability is on the rise. An additional factor is the expansion of sanctions pressure on Russia, the assessments of which today are quite diverse [8, 9].

Results and Discussion

Statistical reports and the results of Russian and international scientific research and experts' opinions were used as a data base for the application of the empirical methods. At the empirical level methods of economic monitoring, polling, interviewing and statistical processing were used. To assess the model of the motivational concept of personnel at a particular enterprise a technique was used that takes into account the advantages and disadvantages of many approaches to analyze the motivation of labor activity in an organization. As a basis we took and further refined the methodology of C. Zamfir "Working motivation structure", which allows not only to determine the degree of internal and external motivation, but also to diagnose external motivation both positive and negative.

In this approach as in other methods of studying the motivational mechanism, there are weaknesses which are primarily related to the peculiarity of verbal behavior and the fact that interpretation of the results needs to take into account the limit of the data. We believe that conducting such an assessment of the organization's existing personnel motivation model is a more informative feedback than a dialogue with an employee since it is more difficult to obtain direct real information about satisfaction with motivation. This allows us to determine the discrepancies in the views of managers and the factual situation on this issue [10, 11]. On the basis of sociological studies conducted by various scientists in the field of labor motivational factors, a motivational model used in practice rather correctly reflects the realities of our time. In this model an individual's assessment of the importance of motivation factors at the same level of remuneration is correlated as follows. A person's inclination to labour has a greater motivational significance than an incentive to work, and this, in its turn, is of greater importance than compulsion to work.

The methodology for diagnosing the existing model of personnel motivation in an organization was tested in course of analyzing the effectiveness of personnel management at a small enterprise that provides security services. The survey was carried out in the category of "security guards" related to the main personnel which comprises 81% of the total personnel number.

On the basis of the group assessment the significance of each group of incentives was determined including internal, external positive incentive as well as external negative incentives in the personnel motivation model on an enterprise.

Consequently, at present, the company has developed a personnel motivation model in which the external positive motivation of personnel prevails over external negative motivation which is greater than the internal motivation. Thus, the results allow us to conclude that the motivation to work is superior to the compulsion to work, which is higher than the personal predisposition to work. This is not a perfect model; nevertheless it is not the worst option either.

In the context of increasing nonlinearity of macroeconomic processes the development of enterprises, especially in regions of raw and industrial profile, faces the problem of adapting the economic mechanism to the growing gap between the growth rates of production costs and income from the business activities. Personnel motivation has not been considered in isolation from the need to increase labor productivity and with the stagnation of wages and real incomes; economic actors are forced to revise the existing concepts of motivation. The analysis of the concepts of personnel management using modern methods showed that the concept of management is based on positive motivation of personnel that is the management prefers the incentive to effective work rather than compulsion.

Currently the tendency to adjust the management concept is to reduce the importance of external negative incentives and (or) increase the importance of external positive incentives and especially internal motives to be engaged in the work. If a company sticks to these trends the motivation to work will be more sustainable and will contribute to the growth of labor productivity. In turn, an enterprise with such policy will be more resistant to external influences. This will increase the stability of the financial results of the industry as a whole and will have a positive impact on the financial security of the region. Strengthening its financial security will lead to more predictable dynamics of social and economic indicators and an increase in the investment attractiveness of the region.

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COOPERATION AS A FACTOR IN IMPROVING THE QUALITY OF WORK IN AN INDUSTRIAL ENTERPRISE

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Abstract. Modern industrial enterprises, introducing the most modern industrial Internet systems, robotization, big data, digital twins, continue to depend heavily on staff, team cohesion, and relationship building systems. High technologies require a transition to hybrid competencies and "smart simplicity", lean manufacturing and optimization of all business processes at the enterprise. But at the head of everything is the efficiency of employees.

Keywords: digitalization, industrial personnel, strategic leadership, hybrid competencies.

Even in the digital economy, the human factor remains the most important link in the value chain. This is especially evident in industrial enterprises, where not only the quality of products depends on the efficiency of the personnel, but also the prospects for the development of the company, the image of profit, etc. The complexity of modern production, the introduction of the industrial Internet, robotization, big data, digital twins cannot replace a person, but only increase the role of a close-knit team, forcing the transition to "smart simplicity".

An industrial company faced with a deterioration in the quality of its products decided to increase its investment in research and development. Consequently, she had to cut costs in other areas.

The company tasked the purchasing department to reduce costs by

20% without compromising the quality of supplies. The purchasing department consisted of two parts: "category strategists", who figured out how to buy goods, and "purchasing departments", which executed the strategy. Attempts to cut costs have been unsuccessful. The company needed help finding the source of the problem.

The concept of "smart simplicity" has been proposed to help eliminate unnecessary organizational confusion. Increasing regulatory requirements, new technologies and growing customer expectations are just a few of the challenges organizations face. In an effort to respond to these challenges, companies often increase organizational complexity, which can be defined as the number of procedures, hierarchical levels, structures for interaction and coordination, necessary approvals and other formal levers and tools.

Confusion leads to many of the problems that are all too familiar to any leader of a modern company - such as high costs, slow decision making, narrow thinking, lack of innovation, difficulty in solving real problems and achieving real results. While complexity is an inevitable reality in today's business, it doesn't mean that confusion is just as inevitable.

Smart Simplicity helps organizations identify and remove confusion and drive lasting, measurable change. The factors that determine human behavior are taken into account, i.e. the context in which employees work - and then the context is formed to achieve the desired behavior.

The six simple rules of smart simplicity are not solutions per se, but rather a set of strategies based on economics, game theory, and organizational sociology. These guidelines enable organizations to promote new behaviors and improve productivity.

The first three rules create conditions for individual autonomy and empowerment to improve productivity.

1.Understand what your people are up to. Track performance down to behavior and how it affects overall results. Understand the context of goals, resources, and constraints. Determine how the elements of the organization affect goals, resources, and constraints.

2. Strengthen your integrators. Identify integrators - those people or departments whose influence matters to the work of others - by looking for points of tension where people do the hard work of collaboration. Integrators bring others together and manage processes. They work where constraints and requirements are common. Give integrators the strength and interest to collaborate on complex challenges. Remove management layers that don't add value.

3. Increase your total energy. As you create new roles in your organization, empower them to make decisions without taking power away from others. Providing multiple instruments at the same time is more efficient

than offering multiple instruments in sequence. Replenish power bases regularly to ensure agility, flexibility and the ability to adapt.

The second set of rules forces people to overcome difficulties and use their new-found autonomy to collaborate with others in order to radically improve overall performance, not just individual performance.

4. Promote reciprocity. Set clear goals that stimulate mutual interest in collaboration. Make each person's success dependent on the success of others. Elimination of monopolies, reduction of resources and creation of new networks of interaction.

5. Expand the shadow of the future. Let people experience the consequences of their behavior and decisions. Tighten the feedback loops. Reduce the duration of projects. Let people see how contributing to the success of others contributes to their success.

6.Reward those who collaborate. Increase the return for everyone when they work together for the good. Establish fines for those who refuse to cooperate.

If we consider a specific work with an industrial enterprise, then the following 4 steps apply for it:

1. Smart start: *What problems caused by complexity need to be addressed?* Top management and other stakeholders were interviewed to agree on key performance issues. Conversations with the various parties involved in this issue have produced some very eloquent results. The category strategists stated that the purchasing departments did not implement the strategies properly. The buying units complained that strategists were only concerned with strategy, not what the buying units really needed. In the meantime, the operating divisions bypassed the purchasing department entirely and procured themselves. This made it difficult for buyers to negotiate better prices.

2. Diagnosis: *What are the main causes of complications?* In-depth interviews focused on stakeholders and their respective behaviors in the hope of understanding why people behaved the way they did given their goals, resources and constraints. The real problem identified by these first two steps was that the three "players" - procurement strategies and divisions within procurement, as well as operational divisions doing their own procurement - were isolated from each other. They did not have common goals and therefore did not collaborate effectively.

3. Solution development: *What are the targeted interventions to reduce complexity and address the root cause of performance issues?* The solution was developed in the form of a three-step process. First, clarify the objectives for each business unit: Strategists had to develop innovative

purchasing strategies. The purchasing divisions had to develop the skills of the team members. Second, create “overlapping goals.” Third, cut back on the purchasing budgets of the operating divisions.

4. Implementation: *How do you implement the solution, make it sustainable, and ensure continuous improvement?* When the individual roles were defined, strategists had to be practical and buyers had to follow pricing strategies. Overlapping goals forced strategists and buyers to collaborate, and they formed a “community of practice” that upgraded everyone's skills. Finally, shrinking procurement budgets for operational units meant they lacked the resources to procure their own. They were forced to cooperate with the purchasing department. Ultimately, all the players were forced to work together. Result: The purchasing department met its cost-cutting objectives and the quality of the supply did not decline.

As a conclusion, there are three main areas of improvement:

· Remove internal monopoly on information or processes. This kills collaboration because monopolies don't need to take into account the needs and constraints of others.

· Remove resources. For example, if you clean up excess televisions in your household, people will have to collaborate to decide what to watch on the one remaining television.

· Create "multiplex" or communication networks. Place people in situations (for example, in communities of practice) in which they must consider mutual performance requirements.

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ADMINISTRATIVE PROMOTION PROCEDURES IN THE PUBLIC SERVICE OF FOREIGN STATES

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Abstract. The article touches upon the issue of high-quality implementation of incentive measures in the field of administrative management on the example of the use of established powers in relation to employees of foreign states. When defining the goals set, as well as disclosing research issues, the author relies on methods of analyzing the actual component of public administration, as well as logical comprehension of the work of its institutions. Based on the results of the study, the author comes to the conclusion that modern systems of incentive attention to the merits of civil servants operating in different countries have a number of differences and peculiarities. At the same time, in these systems, the main factors in the development of this issue are such aspects of social development as economics and legislative attention.

Keywords: encouragement, public service, incentives, corruption, responsibility, counteraction.

The relevance in the study of the issue of the development of institutions of disciplinary incentives (rewards) in the civil service is due not only to the general underdevelopment of this system element, but also to the weakness of the implementation of existing approaches in the choice of incentives. Thus, researcher D.A. Martynyuk notes that the application of incentives and awards to civil servants is one of the most effective means of achieving a balance in maintaining a balance between their needs and the interests of the state. At the same time, at present, the mechanisms of incentive rhetoric in the internal sphere of administrative regulation of public relations still do not have a clear and justified component, and therefore do not always allow constructing accurate and high-quality competence in the management of the foundations of the civil service in this matter. Moreover, the system of incentives for civil servants remains ineffective also because the manifestation of incentive logic on the part of authorized persons, as before, rests on the "old" principles of its implementation, inherited by the system from the previous regime[1].

Indeed, it seems quite natural that the most basic and at the same time problematic issue of building the sphere of public administration is the issue of legal stability of civil servants to those manifestations that the authors of various approaches in the order of its development call "corruption risks"[2]. In this case, incentive measures are used not just as a means of restraint, but also as ways of forming law-abiding behavior in the minds of specific subjects. The awareness that your activity is important, and therefore obligatory for the promotion of nature, in general, is the basis for the correct application of the method of encouragement in the specified environment. Therefore, the encouragement of an employee is the main means in the formation of his legal consciousness.

As noted above, at present, the domestic incentive system, despite the fact that enough time and effort is devoted to its development from year to year, is still not perfect. In part, this state of affairs is due to the underdevelopment of the incentive techniques themselves, as well as the opacity of the criteria on which these techniques should be based. For example, if we consider incentive influence as a factor influencing the behavior (consciousness) of an employee, then the integration of incentive techniques into the competence of official relations gives its fruits only if it is expressed in a systematic (not episodic), meaningful and timely response to high-quality performance their duties on the part of the employee, subject to taking into account his personal data.

Indicative in solving the issue of developing and introducing new methods of incentive logic would be the use of those techniques that are widely practiced abroad. In foreign institutions of public service, the incentive model of incentivizing employees has some peculiarities, and, importantly, it is based on a stimulating principle, the implementation of which depends

1 Martynyuk D.A.Forms of implementation of the legal responsibility of civil servants in the form of encouragement and punishment / D.A. Martynyuk // State authorities in the system of human rights activities at the present stage: collection of scientific papers of the IV National Scientific and Practical Conference, St. Petersburg, December 21, 2020 / St. Petersburg University of Management Technologies and Economics. – Saint Petersburg: Saint Petersburg University of Management Technologies and Economics, 2020. – P. 269-276.

2 Sopoleva D. M. Comparative characteristics of countering corruption in Russia and abroad. Sopoleva, A.V. Teryaeva // Modern paradigms of digital economy development in the research of young scientists: Materials of the international student scientific conference, at 3 pm, Belgorod, March 17-18, 2020. – Belgorod: Autonomous non-profit organization of higher education "Belgorod University of Cooperation, Economics and Law", 2020. – P. 206-213.

not only on the choice of the type (means), but also taking into account the personal factors of the applicant, as well as the characteristics of the manifestation of his personal qualities (attitude to official duties).

Moreover, studies affecting the analysis of the use of incentives and guarantees for civil servants of foreign states indicate that in each country the incentive metric has its own parameters, but one thing unites them precisely and unambiguously: incentive institutions can be open in nature, where incentives act as such: awards, prizes, titles, gratitude, etc., and closed, the systemic influence of which is much more significant and effective.

At the same time, it would be logical to focus in the analysis of legislative algorithms on the issue of the material contentment of civil servants (and other measures of real expression of gratitude), since it is his coordination, including when determining incentive measures, is one of the most effective means of stimulating nature. This is proved by various social polls conducted, first of all, among the employees themselves. In particular, one of such polls showed that material bonuses have a significant influence on the formation of a proper attitude to their duties on the part of a civil servant, while incentives in other forms of its use (public gratitude, placement on the boards of honor, awards, and even the removal of previously imposed penalties) are not perceived as effectively stimulating, and in most cases their assessments by the employees themselves are determined as frankly inappropriate[3].

For example, if we take as an example the procedure for the implementation of incentive measures for civil servants of a country like the United States, we can find that the main method for the formation of a successful incentive paradigm here is initially the method of so-called social incentive guarantees. In particular, the American legislation constructs the procedure for material incentives in such a way that the same issue of the appointment of official salaries is in direct relationship with the so-called "system of merit". Such a system is based on the principle of taking into account the professional characteristics of the employee, as well as the quality of the work performed by him, while the contracts concluded by the employees with the state provide not only for fragmentary bonuses and the use of other types of stimulants, but also contain provisions according to which employees entering in the group of the most successful, has the right to apply to the employer for an increase in the established wage standards in excess of those on an individual basis, regardless of the es-

3 Poll: the majority of Russians consider bonuses at work to be the best motivation [Electronic resource]: "TASS" website. URL: https://tass.ru/obschestvo/6902877 (appeal date: 09.10.2021).

tablished standards of the general social level[4]. In addition, the system of incentives, in accordance with the US Code of Laws, includes guarantees that provide for full payment for medical services for employees, as well as social insurance and pension benefits - upon reaching a total work experience of 30 years for both categories (in Russia, such an experience currently should be 37 years for women and 42 years for men[5]).

No less interesting in this matter is the example of the implementation of the "hidden" incentive logic of a country like Spain, where the order of initial and general incentives is directly related to the status of an employee. In particular, in Spain at the moment there is the lowest level of development of local government in Europe, which is primarily due to the fact that this country has a very high degree of administrative centralization. In turn, this is a consequence of the fact that the basis for building the civil service system is based on a clear principle of exceptional career growth, according to which a civil servant, in fact, cannot be dismissed from service until he commits a grave offense[6]. In contrast to our legislation, which adopted such mechanisms of control over the activities of employees as dismissal for loss of confidence, Spanish legislation places more emphasis on better selection and views public service as a privilege, which requires more substantial grounds for deprivation. In the same state, social guarantees similar to the American approach have been created, among which the following are a priori stimulating: early retirement, lifelong health care, no tax burden, as well as benefits when paying for utilities.

Determining the correctness of the construction of the aspect of material incentives for civil servants, it is necessary to pay attention to the fact that in some countries attempts were made to create incentive systems directly related to performance indicators. In the theory of determining methods for stimulating specialists and managers in the civil service, this approach is identified as a "clean system"[7]. It does not contain any premature indicators that guarantee you certain earnings or bonuses, but there is a range of criteria that make it possible to more or less accurately establish the quality

4 Malysheva G.A. State guarantees of civil servants: modern administrative and legal regulation and directions of improvement: dissertation ... cand. jur. sci. Specialty 12.00.14 – administrative law, financial law, information law. Voronezh. 2012. 216 P.

5 The FIU explained what length of service is required for early retirement // [Electronic resource]. Access: https://rg.ru/2021/08/19/v-pfr-obiasnili-kakoj-stazh-raboty-neobhodim-dlia-dosrochnoj-pensii.html (appeal date: 09.10.21).

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7 Belyaeva S.V. The system of material incentives in Russia and abroad in the new economic realities / S. V. Belyaeva, V. A. Belyaeva, S. M. Naumenko // University Science. 2021. № 1(11). – P. 99-103.

of an employee's work, and, on the basis of a specially built system of parameters, give an estimate of the amount of allowance. Naturally, the size of the premiums will also vary, taking into account the established indicators. An example of the implementation of this approach are the countries of the Organization for Economic Cooperation and Development (OECD), which includes countries such as Denmark, Korea, Finland, New Zealand, Great Britain and Switzerland. However, it should be noted that recently, some countries began to move away from using this approach of material incentives in practice, since a number of shortcomings were identified in its implementation, primarily related to a formal approach to business, as well as increasing corruption risks[8].

Another type of incentive measures for civil servants is the so-called open format means, that is, they are directly provided as incentive measures in the laws of countries, and take place in application, taking into account various conditions and depending on the official competence of a particular leader.

For example, in Japan, the law provides for direct incentives for employees for higher performance. So, the system of material incentives is built in this state in such a way that a civil servant can annually switch to a new level of remuneration for his own labor, regardless of the position held, of which, as the researcher notes, there are exactly thirty-two[9]. As the practice of using this algorithm has shown, it very effectively affects the overall performance of employees and, of course, increases the general level of civil service as a whole. Correction of wages according to the Japanese principle was at one time very successfully applied in the Soviet Union, and specifically, in the sphere of labor relations of the real sector, when an employee holding an absolutely ordinary position could, taking into account an increase in personal indicators, receive a higher wage (bonus), than his immediate supervisor. Separately, it is worth noting that the adjustment of wages on the scale of "Steps" in the sphere of relations between the state and the employee is made solely on the basis of changes in the indicators of wages outside of it.

And finally, another example of an interesting application of the

8 Yu.N. Koftina Organization of replacement of positions of the state law enforcement service abroad. Competitive selection / Yu.N. Koftina // Law and Order. 2019. № 4. – P. 137-138.

9 Goman K.I. Comparative analysis of foreign and Russian systems of material incentives for civil servants // Scientific community of students: interdisciplinary research: Collection of scientific papers based on the materials of the II International Scientific and Practical Student Conference, Tver branch of RANEPA, April 16, 2019 / Russian Academy of National Economy and Public Administration under the President of the Russian Federation, Tver branch. – Tver branch of RANEPA: "Triada" Publishing House" LLC, 2019. – P. 3-9.

foundations of the motivational and incentive model in relation to civil servants is the example of the implementation of the above measures in a country like the United Kingdom. Here, among the ways we have already indicated to counteract corruption risks, the state is trying to create a system in which serving the state will become an honorable phenomenon not only for a particular employee, but also for his family members. And it is not surprising, since in England, in particular, the main goal of the service itself is the maximum possible separation of the management system from politics itself, and the concept of "civil servant" is declared through the prism of another concept: "servant of the Crown." Here, the incentive system is mainly decentralized, that is, the amount of material incentives is determined not at the national level, but at the level of the head of a state institution. Meanwhile, in the system of general regulation of the issue of incentives, other mechanisms of social incentives are being developed and introduced, with which employees could justify their needs and requests, the analogues of which are very difficult to find in other countries. So, for example, in England, officials who have been in office for 20 years or more, and at the same time their track record gives reason to believe that their actions did not harm the public interest, can count on their children to receive an education free of charge. in some universities in the country, however, on condition of independent admission. At the same time, it does not matter what kind of position such officials are in or in what kind of status they served[10].

Summing up, it can be noted that the modern understanding of the implementation of the issue of applying incentive measures on the example of its legislative regulation in foreign countries is diverse. This, on the one hand, demonstrates the exclusivity and correctness of the use of the approach in the initial (basic) incentives for civil servants, on the other hand, it shows that the assessment of the effectiveness of the use of material incentives in this area directly depends on factors such as corruption risks and the economic state of the state itself. At the same time, in our opinion, some countries have created quite interesting incentive mechanisms (material incentives) for civil servants, the structural approach and the idea of implementation of which allows us to conclude that their use is possible in our domestic realities.

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ON THE ISSUE OF THE ELECTORAL ACTIVITY OF RUSSIAN YOUTH

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Annotation. This article analyzes the reasons for the low electoral activity of young people. The author cites official statistics showing the level of involvement of young people in the political life of the country. The activity of the state and the subjects of the Russian Federation in the field of youth policy is analyzed. The author proposes a number of measures to improve the work of regional election commissions of constituent entities in order to increase the electoral activity of young people.

Keywords: elections, youth, absenteeism, electoral activity, election commission.

Elections and the electoral process among the achievements of modern civilization occupy a special, extremely important place. Elections concern everyone. It is here that the present and future of generations are decided. It is necessary to understand that elections are the result of daily work to regulate relations in society, and not a one-time event on the days of voting.

Official data show that every year there is a tendency towards a decrease in citizens' interest in elections. So, according to the Central Election Commission of Russia, 109,532,328 took part in the voting in 2017, 108,142,185 in 2018, and in 2019 - 108,476,726 people, as of July 1, 2020 - 108,393,079 [9]. Based on this, we can conclude that some citizens refuse to participate in the electoral process. This phenomenon is widespread not only in Russia, but throughout the world. In the Great Russian Encyclopedia, T.A. Vasilieva considers the concept of "absenteeism" as the evasion of electorate from participation in elections and referendums [2]. It should be noted that this phenomenon is most common among young people.

According to the Federal Law of December 30, 2020 No. 489-FZ "On youth policy in the Russian Federation", the category of youth in Russia includes citizens from 14 to 35 years old inclusive [1]. According to the Federal State Statistics Service, by 2020 the following age categories of young people live in Russia: 14 years old - 1,498,000 people, from 15 to 19 years old - 7,161,000 people, from 20 to 24 years old - 6,889,000 people, from 25 up to 29 years old - 9,427,000 people, from 30 to 34 years old - 12,633,000, 35 years old - 2,479,000 people. As of January 1, 2020, this category in the Russian Federation includes 40 million people, which is 27.3% of the total population of the country [5].

Political scientists classify youth as a dynamic social group that can become an active and worthy participant in activities related to the organization and conduct of election campaigns. An increase in the degree of interest of young people in the management of public affairs is possible only if they can feel like real participants in all the processes taking place in the country. However, the reluctance of young people to participate in the political life of the country remains one of the most pressing problems.

The main reason for low social activity is associated with the widespread opinion among young people that “my vote does not solve anything”. Young people lose faith in their need and significance for the state, do not realize that the future of not only a particular region, but also the country as a whole depends on their voice. They seek to shift responsibility for their own life and situation in society onto others. This is due to the fact that “the transformation processes in Russian society have had a powerful impact on the formation of a whole generation of young people. The old and stable value system was destroyed, and Russian youth for a long period was left without clear spiritual and moral guidelines” [3].

Another no less important reason for youth absenteeism is distrust of the authorities. Young people questioned the legality of the elections and the freedom to express their will. The growth of mistrust is associated with the tense political situation in the country, falsification of the results of elections and referendums, bribery of votes. Young people are used as a "tool of influence" to achieve certain goals.

Another reason that reduces electoral activity is the lack of awareness and low level of legal culture among young people. Young people are poorly informed about the political activities of the state, about the work of election campaigns, about candidates. Lack of the necessary knowledge leads to the fact that some young voters do not understand how the candidate's proposed political program will change their lives.

Thus, having analyzed the main reasons for the low level of electoral activity of young people, one can come to the conclusion that a comprehensive approach is required to solve this problem.

Today in Russia a large number of methods have been developed to increase the degree of interest of young people in the electoral process. The state at the legislative level adopts normative legal acts regulating various aspects of state youth policy: Resolution of the Central Election Commission of the Russian Federation dated March 12, 2014 No. 221 / 1429-6 "On the Youth Electoral Concept", Resolution of the Central Election Commission of the Russian Federation "On holding the Day of the Young Voter". All activities are aimed at familiarizing young and future voters with the legislation on elections and referendums, at drawing attention to regional and municipal elections, at increasing civic responsibility, social and electoral activity of young people.

In our opinion, in order to strengthen the confidence of young people in elections, it is necessary to start covering issues in the field of political rights at an early stage of socialization. The optimal solution would be to introduce new subjects into school educational standards, for example, "Political Sociology" or "Political Science", "Fundamentals of Electoral Law". Also, increasing the degree of trust can be achieved through educational work. Many potential voters spend a significant part of their free time on the Internet. According to official Mediascope data, 94 million people in Russia use the Internet every month; 91 million people go online weekly and 83 million daily. The most active users are citizens aged 12 to 34 years (on average, 185-194 minutes per day) [6]. This factor can be used to involve young people in the electoral process. So, the election commission of the Samara region in December 2020 launched an online project - "About elections here". To implement it, the Youth Election Commission of the Samara Region and the first in Russia Youth Precinct Election Commission No. 3045 were involved. This online project allowed members of the youth commissions to create a special form for registration of participants, to open the telegram channel "About elections here". The implemented project contributes to the development of the idea of creating youth composition of election commissions, provides an opportunity to enter the reserve of the composition of precinct commissions, and in the future - to take part in the organization and conduct of elections [7].

An important factor is increasing motivation and awareness of the importance of young people's participation in the electoral process. So, in 2017, the territorial election commission of the city of Muravlenko of the Yamalo-Nenets Autonomous Okrug launched a new project for young people - "Vybormen is a hero who cares!" The goal of the project is to convey to young people that the voice of every citizen of the country is important. The project includes meetings, master classes, intellectual parties, debates and round tables. With the help of a PR campaign on Instagram, Facebook, Vkontakte, users of social networks will find out why the heroes of the project go to the polls, for what reason they take an active part in the life of their country. This project makes it possible to understand that the future of the city, district, country depends on the choice of young people [8].

In order to increase the level of legal culture of young people, the constituent entities of the Russian Federation need to carry out targeted work with young and future voters, apply special information and explanatory programs during the inter-election period, and also exchange successful practical experience. For example, in the Irkutsk region, a website has been created about the work of the Election Commission with young and future voters. The Election Commission organizes intellectual tournaments on electoral law, quizzes, discussion platforms, youth gatherings, and holds the festival "The Future is for Youth". The purpose of these events is to increase the level of knowledge of young people about elections, state structure, practical acquaintance with the procedure for holding elections, the work of electoral associations in the framework of election campaigns [4].

Such a positive experience in the work of the Central Election Commission of the Russian Federation, election commissions of constituent entities in attracting young people to public and political life will help to form the younger generation's knowledge about the electoral process in the country, increase civic engagement and responsibility through direct participation in elections. For this, the constituent entities of the Russian Federation need to exchange useful experience, carry out large-scale work aimed at educating young people in the field of exercising their political rights, and also strengthen state support in this area.

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CONCEPTS OF DUAL AND MULTIPLE NATIONALITY AS A THEORETICAL PROBLEM IN MODERN INTERNATIONAL LAW

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Abstract. The phenomena of dual and/or multiple nationality cause a large number of problems emerging in various fields, i.e. taxation, military service, diplomatic protection, etc. Due to this, the need to peruse traditional and modern trends in international legal regulation of the phenomena afore-referred is quite essential. The purpose of this paper consists in selecting and identifying the main directions of international and domestic policy regarding bi- and polypatrism. The research of the same attempts to distinguish the concepts of "dual" and "multiple" nationality. The article examines international legal practice in the field of dual and multiple citizenship, as well as the practice of States to resolve problems caused by the said phenomena. Whereas some States do prohibit their citizens by way of their domestic legislation from retaining citizenship of other states, the other part of countries, on the contrary, recognizes the existence of such legal phenomenon and attempts to settle the matter by making bilateral treaties. The article is based on materials of the UN International Law Commission contained proposals for solving legal problems in this area. Finalizing the paper, the conclusion is forwarded in respect of certain peculiar aggravations treated as having an objective order which relate to the appropriate unified measures to reach the settlement of dual and multiple nationality problem conditioned by the availability in the laws of various states of individual features of ethno-historical, socio-cultural, religious, etc. nature, affecting the current state of their lawful requirements in this matter, as well as a complex combination of relevant negative and positive consequences.

Keywords: international law, dual nationality/citizenship, multiple nationality/citizenship, diplomatic protection.

The phenomenon of nationality, classically clustered by the legal science in two of its manifestations – as an municipal institute and that one of international law, actively began to develop as late as in the end of XIX – early years of XX century. It is based on the ideas of national unity and equality of citizens. A special subspecies in the cluster of citizenship is dual nationality, the emergence of which generates a number of problems.

Traditionally, the citizenship is an object of domestic law, which, however, does not preclude the increasing role of the international legal regulation of the same. This is mainly due to the emergence of such interstate phenomena as statelessness and dual (multiple) nationality. In this regard, there is a need for international regulation, most often set forth by both multilateral and bilateral treaties, which influenced the comprehensive outcome of regulation of relationships connected with nationality at domestic level. In this regard, P. Spiro noted the special point in this respect, namely the emerging trend towards the formation of a "new international law of citizenship". This is due to adoption in the XX century of a number of international acts that made significant rectification of the previously existing regime of international citizenship law, expanded the scope of international law in this matter. Nevertheless, according to Spiro, this does not mean a comprehensive regulation of citizenship specifically by international law. Domestic authorities continuously remain under priority, but already within the limits set forth by the international legal framework [1].

Both in legal literature as well as in practice itself, along with dual citizenship, the term "multiple citizenship" is quite often used. Whatever might it be, neither international nor domestic legal acts contain a clear distinction between these terms, which are often used as synonyms. The identification of these concepts or their distinction on a quantitative basis (the presence of two nationalities – dual citizenship; more than two – multiple) does not seem to be correct. Dual citizenship by its nature is a special case (with narrow scope) of multiple citizenship, but the former, along with the phenomenon of statelessness, preceded the emergence of a more waste and general concept – "multiple citizenship".

Following the ascertained tradition of distinguishing the phenomena of "dual" and the "second" citizenship, one can trace out the delimitation between dual and multiple citizenship (dual and multiple nationality). The essence of the "second" citizenship lies in the fact that the state as if does ignore the availability with its proper citizens of other nationalities that is; it considers a person having the only and unique its own citizenship. The number of such legal connections with States is virtually unlimited. If any State recognizes the second citizenship of its own citizens by editing the relevant laws or entering a respective bilateral agreement provided the acceptance of another citizenship, we are talking about such a legal phenomenon as dual citizenship. Thus, dual citizenship arises upon naturalization in another country with the consent or permission of the State of origin, whereas multiple citizenship arises without the knowledge of the State. Based on the above, it is necessary to distinguish the situations when a second citizenship is acquired on a legal basis, that is, if there is an appropriate rule of domestic law or of an international treaty (i.e. dual citizenship) and when this happens by passing or without the knowledge of the State (i.e. multiple citizenship).

Along with this, it should be accentuated that dual citizenship often emerges as a result of a conflict of laws on citizenship of different states. We are talking about the application of the principles of conferring citizenship under the "right of blood" (jus sanguinis) and under the "right of soil" (jus soli). The United Nations International Law Commission has been working out the problem of dual (multiple) citizenship since the middle of the XX century. In the course of the work, a mechanism was proposed to eliminate these legal discrepancies, consisting in the implementation by States at the birth of a person of the general principle (jus soli or jus sanguinis) in order to assign citizenship [2]. At the same time, according to the general rule laid down in the Hague Convention dt. of 1930, which regulates some issues related to the Conflict of Laws on citizenship, each State itself determines in accordance with its laws who shall be deemed as its citizen [3]. As follows from the above, such a mechanism is not in line with the effective norm of international law and cannot be realized in reality.

Along with territorial changes, which resulted in expansion of migration processes, the relevant roots of dual citizenship are also linked with the interstate marriages. In accordance with the domestic legislation of a number of countries, dual citizenship may arise for a woman when she marries a citizen of another state. Such a situation may arise if the spouse's State prescribes the entry into citizenship of a woman when marrying the citizen of the latter, and the State of the woman entering into marriage, in turn, does not deprive her of citizenship in the case of naturalization in another country. The adoption of such norms has been associated with the emergence of movements in defense of the women's rights for equality with men since the middle of the XX century. States began to abandon the previously existing tradition of determining the citizenship of a child along with the principle of "jus soli" by the citizenship of the child's father [4]. Moreover, with the adoption of the Convention on the Nationality of a Married Woman dt. of January 29, 1957, women, when marrying a citizen of another State, have the right to retain the citizenship of origin and enter into the citizenship of her husband in a simplified manner. All this has led to an even greater spread of dual citizenship.

The domestic causes of dual or multiple citizenship encompasses the activities of persons themselves acquiring other citizenship, including in violation of the laws of States (multiple citizenship), and purposeful state policy expressed in increasing the number of persons with dual citizenship by attracting citizens of specific States in order to preserve historical ties with related peoples, assure sustainable influence of the former metropolies on the colonies or destabilize the international situation. The relevant example is represented by the case with Hungary and Slovakia, when both States adopted amendments to their citizenship laws in 2010. Hungary abolished the requirement of residence for naturalization, thereby making it possible for ethnic Hungarian minorities to naturalize in neighboring States, while Slovakia stated that any Slovak citizen who voluntarily acquires citizenship of a foreign State will be deprived of that of the Slovak State. Rainer Bauböck argues that although both laws do not infringe international law, they are still unacceptable from the point of view of the democratic concept of citizenship [5]. The situation itself creates a political rather than a legal problem, however, it cannot be denied that Hungary's policy aimed at strengthening ties with ethnic Hungarians abroad objectively provoked an increase in cases of dual citizenship.

Multiple citizenship is a source of a large number of problems that arise out due to non-availability of bilateral treaties between the respective States. At the same time, it sounds absurd to provide for all cases of its occurrence conclusion of such bilateral instruments between almost all countries of the world. In this regard, the eminent Russian scholar S. V. Chernichenko, who has devoted more than one work to the research of issues related to persons in international law including the problem of the citizenship, construes a global solution to the problem of bi- and polypatrism on the base of making bilateral treaties. Multilateral agreements in this situation do not seem to be effective because of the frequent opposite positions of the States regarding the regulation of relevant issues concerned the citizenship. Nevertheless, the afore-referred author admitted the acceptability of concluding multilateral treaties on citizenship issues between countries with similar legal systems [6].

The issue of diplomatic protection of persons with dual or multiple citizenship attracts huge attention. State practice shows that citizenship as such is a legal reflection of the fact of the relationship between a person and the State and entitles the State to protect this person. Fundamental in this matter is the Hague Convention of 1930, which contains a provision on the inadmissibility of diplomatic protection of a citizen against a State whose nationality he also possesses. Questions are raised by situations related to the need for diplomatic protection of a bi- or poly-patrid from a State whose citizen he is not. As a general rule, enshrined in the Convention, diplomatic protection will be provided by the State whose legal relationship with the person will be recognized as sufficiently effective. We are talking about the so-called "effective citizenship", which has received the most famous embodiment in practice in the "Nottebohm case" considered by the International Court of Justice of the United Nations [7].

As per the words of P. Spiro, despite the traditional understanding to the contrary, the Nottebohm case was not a case of dual citizenship, since he did not adhere to this status under any circumstances [8]. However, the Court's decision paid great attention to this status in the context of international law. Recognizing citizenship as an institution of domestic regulation, the Court nevertheless considered it necessary to be guided by the norms of international law in the implementation of protection. This is due to the fact that when two States grant their citizenship to the same person, this situation is no longer limited to domestic law alone. When deciding on the case, the principle of "effective citizenship" was applied, determined by such factors as “the habitual residence of the individual concerned, the centre of his interests, his family ties, his participation in public life, attachment shown by him for a given country and inculcated in his children, etc.” [9]. However, according to the Special Rapporteur of the International Law Commission, J. Dugard, such a concept “it is necessary to be mindful of the fact that if the genuine link requirement proposed by Nottebohm was strictly applied, it would exclude millions of persons from the benefit of diplomatic protection.” [10]. This is due to the opportunity that has arisen in the conditions of economic globalization and migration to legally acquire citizenship even of those States with which persons are not connected in any way. In his report on the topic, Dugard repeatedly pointed out the need for flexible application of the so-called "Nottebohm principle".

The states have used to recourse to several ways to overcome the dual citizenship problem and negative consequences thereof. These methods are aimed either at eliminating bipatrism as such, or at mitigating its implications. As far as the range of domestic measures apt for confrontation is concerned, the most common is the recommendation to choose one out of the two available citizenships upon reaching the age (option).

Viewing the discourse of domestic countermeasures against polypatrism expansion, the international ones seem to be more effective and fruitful due to the point that national legislation because of its unilateral nature, is unable to completely exclude the cases of conflicts of laws on citizenship and, as a result, cannot take into account possible changes in the municipal acts of other countries.

As per the content, the dual (multiple) citizenship agreements could be classified, from one side, into international treaties which the purpose is to prevent the occurrence of dual (multiple) citizenship as such, and, from the other side, the treaties aimed merely at resolving its most aggravating implication. The first ones encompass the European Convention on the Reduction of the Number of Cases of Multiple Citizenship and on Military Duty in Cases of Multiple Citizenship of 1963, the bilateral treaties of the USSR with Mongolia, Romania, Poland, Czechoslovakia and Bulgaria of the 50s and 60s, etc. on the prevention of cases of dual citizenship.

The second cluster of treaties is purported to deliver any possible ways to eliminate the consequences of dual (multiple) citizenship, which cause a large number of interstate disputes in practice. They include the European Convention on Citizenship of 1997, which allows for the preservation of multiple citizenship acquired automatically (by birth or marriage), and recognizes the right of participants to allow the emergence of multiple citizenship upon naturalization [11]. Besides it also needs to be included therein the bilateral treaties between the States aimed at formation of relevant regulation of dual citizenship [12]. Basically, the States use to make such agreements to preserve cultural and historical ties with related peoples.

As followed from the above, the phenomenon of dual and multiple citizenship represents an ambiguous complexity of qualities that combine a set of both positive and negative features, which makes it difficult to determine the attitude towards it from the side of the international community. The afore-said nature in its turn complicates the elaboration of proper international means to resolve the arising problems of bi- and polypatrism, therefore, the various other issues, not limited to diplomatic protection, taxation or military service are still expected the adequate resolution thereof, requiring further research in order to fulfill the gaps in international law.

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EXPERIENCE IN TEACHING THE DISCIPLINE "IMAGE IN PROFESSION" TO FUTURE DOCTORS

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Abstract. The article discusses the features of teaching the discipline "Image in profession" for students of the Medical Institute of Surgut State University (SurSU). The content of the discipline sections, the competencies formed, the evaluation tools used are indicated. The results of the questioning of students are presented.
Keywords: doctor's image, academic discipline, competencies, curriculum, questionnaires.

The relevance of the discipline "Image in profession" for medical students is due to the need of society for a competent, communicative specialist who has a positive image of a doctor as one of the main attributes of his professional activity. It consists, first of all, in a high level of professionalism, morality, social responsibility and the presence of empathy.

Taking into account the requirements of society as a whole, and individual patients, in particular, the doctor's profession should include certain image characteristics, such as the culture of speech and verbal communication, correct oral communication and written messages, control of one's own emotions, a neat appearance and courteous demeanor, and also high level professional competence.

Pasechnik I.P. gives the following definition of the image: "The professional image of a doctor is an image that fully corresponds to the specifics of the profession, it is the impression of a specialist that is created by his patients, colleagues, managers and subordinates. The general image of a doctor consists of a personal and professional image, which have blurred boundaries and clear requirements, non-observance of which leads to misunderstanding and neglect of the specialist. Formation of a professional image is the ability to create a positive image that will emphasize the best qualities of a specialist, both personal and business"[3].

Savunkina A.A. identifies such components of the image as: "moral reliability of a medical worker, professionalism and competence, humanitarian education of medical workers" [4].

Internal and external components are the components of a doctor's professional image. Zbronskaya M.A. points out that "The internal component is represented by the psychological concept "I-concept", the formation of which occurs throughout life and includes the personality's ideas about oneself, ideas about what impression does it make on others and the person's reaction to "feedback" with others"[1]. Panasyuk A.Yu. defines that "The external component of the image consists of a habitual, kinetic, mental, communicative and environmental image" [2].

In accordance with the federal state educational standard of higher education 3+ (FSES HO 3+), the purpose of studying the discipline "Image in profession" is to form students' understanding of the systematization of the knowledge gained in the field of the professional image of a doctor, the formation of practical skills for self-development, self-realization, self-education, as well as the use of creative potential in educational activities to eliminate risk factors and the formation of healthy lifestyle skills for patients and their families, the formation of business communication skills for working in a team, the formation of tolerance for the perception of social, ethnic, confessional and cultural differences among members of society. The total amount of discipline is 108 hours, of which 48 hours are allocated for classroom work of a teacher with students in the form of lectures and practical classes and 60 hours for independent work.

The content of the discipline "Image in profession" is compiled taking into account the above components of the image and includes the following sections: "Basics of imageology", "Business communication", "Non-verbal means of communication", "Office etiquette", "Educational work of a doctor".

The purpose of the first section of the discipline "Image in profession" is the acquisition of knowledge about the formation of a professional image of a doctor, about the appearance of a business person, an idea of a professional image and the field of its application, which includes not only the level of theoretical training and professional skills, but also the neat appearance of a specialist, his ability to follow etiquette, courteous communication with patients, colleagues, the presence of empathy, tact, politeness, the ability to ensure confidentiality and inviolability of medical secrets.

The extent to which the doctor is able to win over the patient, professionally and competently conduct his business and receive patients will depend on the correctness of the selected and formed business image.

The doctor should be able to present himself (self-presentation), be able to dress according to the situation, make a favorable impression, interact with colleagues and management to achieve the goal.

It is the components of appearance, such as clean and tidy clothes, cleanliness of the body, oral hygiene, the presence of a certain professional business style and demeanor of the medical worker, that should become decisive factors in the formation of the patient's and society's readiness to act in relation to the doctor with a positive attitude and predisposition. The appearance also determines the psychological attitude of the patient, his relatives, physicians themselves, heads of diagnostic and treatment-and-prophylactic institutions and all participants in medical relationships to effectively strive for communication and overcoming obstacles.

The purpose of the second section of the discipline is to form the communication skills of future doctors. The section contains five topics: 1) "Culture of speech of a business person, public speaking"; 2) "Forms of business interaction (business conversation, business negotiations, the culture of business meetings, business protocol)"; 3) "The moral and psychological climate of the team, the informal structure of the group"; 4) "Psychological personality types, peculiarities of communication in a team"; 5) "Conflict situations, typology of conflicts, conflict resolution." The knowledge gained in the second section influences the formation of the doctor's communicative image, i.e. his ability to communicate with colleagues, nursing staff, patients and their relatives. Patient communication skills are basic for the doctor, which allows the doctor to avoid complaints from patients and increase the satisfaction of the doctor and patient with the results of personal conversation and patient reception. The doctor must be able to determine the type of patient's temperament, characterize the main psychological personality types, and master the techniques of establishing contact with patients. In the process of communication, the doctor must be able to listen, build a conversation, correctly and consistently formulate questions, show tolerance, control his behavior, maintain confidence and tact. A physician with communication skills will more quickly make an accurate diagnosis, can teach a patient to monitor his condition and treatment results, will face fewer complaints and have better patient outcomes.

The purpose of the third section of the discipline is to form ideas about various systems of non-verbal communication. The optical-kinetic system represents expressive movements of the face and body - hand gestures, facial expressions, pantomime, eye contact. The acoustic system includes prosody - the vocal properties of the voice, the timbre and range of its frequencies, the tonality of sound and extralinguistics - the speed of speech, the inclusion of pauses in speech, and other speech instruments such as coughing, crying, laughter. The takeic system is handshaking, kissing, touching. The prosemic system is the spatial arrangement of the interlocutors. The olfactory system is responsible for recognizing odors. Non-verbal means of communication complement the content of speech, report on the attitude towards the interlocutor, as they express the feelings of the speaker, allow one to judge the person himself, about his condition, about his psychological qualities, and can also indicate especially important points in the communication process.

The purpose of the fourth section of the discipline is the formation of norms and rules of business etiquette. This section includes topics such as telephone etiquette, business writing culture, formal receptions, email writing guidelines, conference organization and conduct, resume writing guidelines, and job interviews. Official etiquette is the norms of official communication. Etiquette is a set of unspoken rules and regulations that govern relationships between people. The doctor must observe the principles of business etiquette, such as parity, punctuality, confidentiality, benevolence and friendliness, attention to others, image, literacy and professionalism. It is also important for a doctor to adhere to the norms of etiquette such as politeness, tact, respect, modesty, delicacy. The doctor needs to know the culture of business correspondence, to know the peculiarities of the language, style and requirements of modern correspondence. Therefore, in practical classes, students learn to draw up the main types of documents (order, order, memo, business letter) in the context of their future profession. Compliance with etiquette is the most important component of the process of forming a doctor's image.

The purpose of the fifth section of the discipline is to form the foundations of a doctor's medical and educational activities. The doctor must be proficient in the various methods used in educational work. Methods are understood as the main ways of carrying out activities that form a conscious and correct attitude of patients to their lifestyle, health, and interaction with a doctor. The use of the oral method is most often used when conducting lectures, episodic or cycle. Patients are informed about the signs of the disease, the dangers of self-diagnosis and self-medication are explained, and about measures to prevent the disease. An oral method such as conversation requires a better and more laborious training from the doctor. The use of the visual method of preventive work allows the doctor to present graphic computer tools, natural objects, dummies, models, models that form the patient's attentive attitude to personal health and timely seeking medical help and advice. Also, when carrying out medical and educational work, a doctor can use a combined method, including holding exhibitions dedicated to the preservation and strengthening of health, combined with lectures, conversations, and consultation.

To prepare for practical training and to complete tasks in the discipline "Image in profession" on the electronic platform Moodle posted material. It contains methodological recommendations for self-preparation of students for practical exercises, hyperlinks to textbooks and teaching aids, lecture materials, essay topics, a list of questions for the lesson, tests, assignments (to complete an assignment to assess the level of one's own image, diagnose and assess personal qualities, prepare scheme "Nonverbal means of communication", make recommendations for conducting a telephone conversation or negotiations, write a business letter, issue an order, form an order, prepare a memo, draw up an e-mail structure, write a resume, draw up a plan for a training and educational lesson).

According to the curriculum, drawn up on the basis of the FSES HE 3+, students of the specialty 31.05.01 "General Medicine, 31.05.02 "Pediatrics" as a result of studying the discipline "Image in profession" should have the following competencies: OK-1 - the ability to abstract thinking, analysis, synthesis; OK-5 - readiness for self-development, self-realization, self-education, use of creative potential; OK-8 - readiness to work in a team, tolerantly perceive social, ethnic, confessional and cultural differences; PC-16 - readiness for educational activities to eliminate risk factors and develop healthy lifestyle skills.

The learning outcomes were assessed using such assessment tools as testing by sections and topics of the discipline, the defense of the abstract, and the performance of assignments in the discipline.

After studying the discipline, medical students were asked to take a questionnaire to assess their own image. 72 students of the II course of the 2018-2019 academic year and 68 students of the II course of the 2020-2021 academic year took part in the survey. The results are shown in Table 1.

Table 1.

Image level of 2nd year students

Year of study	Number of students	Image level		
		low	medium	high
2018-2019	72	8,3 %	51,4 %	40,3 %
2020-2021	68	4,4 %	55,9 %	39,7 %

The image was assessed according to 60 qualities (accuracy, sincerity, sociability, responsibility, self-control, tact, decisiveness, patience, self-confidence, erudition and others) and image components (memorable appearance, culture, charm, costume, hairstyle, shoes, gait, pleasant timbre of voice, individual style, originality of thinking, developed intellect, professionalism, competence and others). The task of the students was the need to pay attention to the qualities and components of the image, which are of the greatest importance for their professional activities, and, if there is a need for this, to begin to develop and correct them.

According to the results of the study, only 40.3% of students in the 2018-2019 academic year and 39.7% of students in the 2020-2021 academic year assess the image level as high, while 59.7% and 60.3% assess their image as low and medium. Consequently, the work on the formation of a professional image should be carried out throughout all the years of study at the university and in subsequent practical activities.

The survey was carried out at the time of the completion of the second year of study by the students, which means that they still have to form their image throughout the entire professional path based on the knowledge gained in the discipline "Image in profession" in accordance with the stages of image formation, as well as taking into account all of its components.

Taking into account the importance of the timely formation of the doctor's image, starting in the 2021-2022 academic year, in accordance with the FSES HE 3 ++ curriculum, the discipline "Image in profession "is taught to students of the Medical Institute of SurSU in the 1st year.

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CROSSSENS TECHNOLOGIES IN GEOGRAPHY LESSONS IN GRADE 5

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Annotation. The work highlights the material on the use of cross-sense technology in the lessons of geography in grade 5 when studying the topic "Development of geographical knowledge about the earth's surface", describes the compiled cross-sense tasks and describes the methods of their use in the classroom.

Keywords: teaching methods of geography, crosssens technologies, lesson, teaching.

The school is engaged in creating for the child an image of the world and himself in it. In subsequent life, a person actively uses the images accumulated in school practice for making decisions and choosing a path. Images are closely related to associations that arise in thoughts in response to an emotional stimulus. They can be formed on the basis of various sources - speech, text, image, sound, video. Visualization allows you to connect all channels of information perception and make the picture of perception more complete, vivid and memorable. Working with images should reach a high creative level, allowing you to interpret and interpret the available material from your point of view, leaving room for individuality [1]. In this sense, a good tool for creativity, which can be made part of the systematic work on the subject, is cross-sense [2]. Crossens is a standard nine-square box, similar to the Point-and-Figure box. The idea of cross-sence, like everything simple, is brilliant and, like everything brilliant, is very simple. It looks like a crossword puzzle. But unlike the crossword puzzle, where all the cells are empty, in the crossword puzzle they are already filled with pictures. The essence of the method is to unravel the cross-sense, to compose a story - an associative chain, through the interconnection of images [3].

In the course of geography in the 5th grade, the section "Development of geographical knowledge about the earth's surface" is studied. In order for students to better engage in work, the teacher prepares various types of assignments for studying a new topic, for homework and for consolidating new material. The cross-sense method helps students get involved in the work process faster. Thanks to this method, students include active brain activity, logical thinking and creativity.

So, starting to study the topic "Ways of depicting the earth's surface", students are offered a cross-sense on this topic, which will allow students to come to the idea that today in the lesson they will study and consider ways to depict the earth's surface.

It depicts objects such as a globe, a map, a geographic map of the mainland, a plan of the area, an aerial photograph, a satellite image, the creator of the map collection, the first atlas, and a drawing of the terrain. All these pictures under consideration are ways of depicting the earth's surface (Fig. 1.)

Figure 1. Crosssens on the topic "Images of the earth's surface".

The purpose of including the cross-sense method may be to test the assimilation of knowledge on the topic "Ancient East" among students of grade 5. At the same time, the process of forming the skills to compare different countries and their cultures, draw conclusions, analyze images is being monitored (Fig. 2.). Relevance and feasibility: students have already studied the first states, and in order to better remember their features, characteristics, inventions and discoveries, I invite them to solve crosssenses and determine what topic they are devoted to. Each cross-sense is dedicated to one studied country. The teacher, working with cross-sense, invites the children to determine its topic, if they find it difficult, then you can determine what is depicted in one or another illustration by disassembling several images to allow students to make an assumption or give an answer and prove their point of view, why in your opinion this cross-sense is devoted to this particular topic. If there is time, in addition to these superficial connections, you can find deeper ones, thereby giving children the opportunity to analyze, compare, and draw conclusions. In addition, the first task in all-Russian verification work on the history of grade 5 is associated with the correlation of images and countries, which is why I consider it relevant to use this type of puzzles.

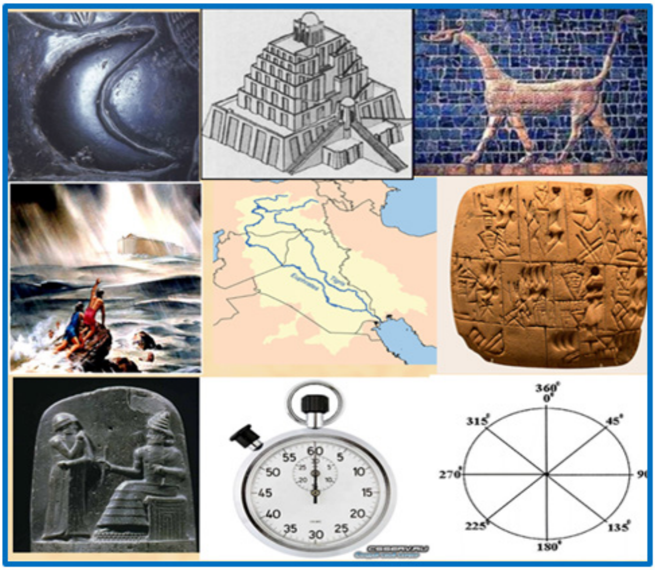

Figure 2. Crosssens "Mesopotamia".

Explanatory card

Sin is the god of the moon, the father of Shamash and Ishtar, the god of the inhabitants of Mesopotamia.

Ziggurat is a multistage religious building in Ancient Mesopotamia and Elam, typical of Sumerian, Assyrian, Babylonian and Elamite architecture.

"Babylonian dragon" - Sirrush on the gate of the goddess Ishtar in Babylon.

Clay cuneiform tablet.

Under the influence of the ancient inhabitants of Mesopotamia, we divide the circle by 360 degrees.

The number 60 was sacred for the inhabitants of the Ancient Mesopotamia, thanks to them we divide the hour into 60 minutes.

The top of a stone pillar with the text of the laws of Hammurabi. Shamash hands over the rod of power to King Hammurabi. In Mesopotamia, the myth of a worldwide flood arose, as the floods of rivers were very violent here. Map of the territory of Ancient Mesopotamia.

Crosssens on the topic “Where did the ancient peoples traveled” (Fig. 3.).

Figure 3. Crosssens "Phenicia"

Explanatory card

Lebanese cedar. It grew in Phenicia and was a material for the manufacture of ships.

Phoenician ship. The Phoenicians were good sailors.

The Phoenicians even swam around Africa. Their ships sailed from the port in the Red Sea and only in the third year entered the Mediterranean Sea.

In Phenicia, transparent glass was invented, from which vessels were made.

Stained glass mask made by a Phoenician artisan.

The Phoenicians planted olive groves. From olives (their other name is olives) they squeezed fragrant oil.

The Phoenician alphabet had 22 letters.

The Phoenicians found special shells at the bottom of the sea and extracted purple dye from the snails.

Purple fabrics that were created in Phenicia were highly prized in neighboring countries. Phenicia itself was called the land of purple.

Thus, "cross-sense" is a modern puzzle, the use of which in the lesson allows you to work within the framework of modern tasks designated by the Federal State Educational Standard. The use of known teaching methods in conjunction with new techniques will increase the efficiency of the learning process.

The use of cross-sence in the lesson opens up wide opportunities for the teacher and students. For the first, it allows students to test their knowledge in a non-standard and interesting way, explain new material, consolidate a previously studied topic, the second brings pleasure from solving the problem, since often the solution turns out to be non-trivial and unexpected. Solving the crosssens sometimes brings "unpredictable" results, if the students, developing the associative array, find such deep connecting threads between concepts and phenomena that even the author of the crosssens did not put them into this puzzle. Such surprises are always pleasant, since they prove that children are involved in the work and demonstrate an active work of imagination and logical thinking.

The use of cross-sence is permissible at any of the stages of the lesson, whether it be checking home slaughter, explaining new material, or reinforcing what was previously learned. Crosssens can itself be creative homework assignments for students in pairs or groups. The cross-sense gives the teacher the opportunity to show the connection of the learned concepts with life, to realize intersubject connections, and most importantly, it allows students to become interested in the studied material, since it opens up new shades of meanings in familiar and familiar objects.

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PEDAGOGICAL POSSIBILITIES OF CLUB ACTIVITY OF ORENBURG TEENAGERS IN THE 1930s-1950s FOR THE MODERN PRACTICE OF ADDITIONAL EDUCATION

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Annotation. The article reveals the pedagogical possibilities of the club activity of Orenburg teenagers in the 1930s - 1950s for the modern practice of additional education, consisting in educational, personality-oriented and socio-pedagogical positions.
Keywords: club activity of teenagers, Orenburg region, additional education; educational, personality-oriented, socio-pedagogical opportunities.

Socio-cultural and economic transformations have led to the need to modernize the system of additional education. A strategic goal has been set for modern additional education – the development of a creatively thinking teenager, the formation of his social competencies, civic attitudes, a culture of a healthy and safe lifestyle. Club activity is a means of satisfying the cognitive interest and creative needs of teenagers.

The analysis of historical and pedagogical knowledge makes it possible to compare the pedagogical past with the modern theory and practice of additional education, which, in turn, allows us to assess the current state of additional education, "the crises and risks to which it is subject, as well as to develop an effective strategy to overcome them" [1, 2, 3].

When identifying the pedagogical possibilities of the club activity of Orenburg teenagers in the 1930s-1950s for the modern practice of additional education, we were based on the position that historical and pedagogical knowledge acts as a "guarantor of the quality of the modern educational system of Russia during its active modernization" (A.M. Allagulov) [4, p. 119].

The following pedagogical possibilities of club activity of Orenburg region teenagers in the 1930s-1950s for the modern practice of additional education are identified: educational (expansion of teenagers' ideas about creativity, morality, humanity, ethics, aesthetics, psychology); personality-oriented (humanistic orientation, formation of personal experience, factors of personal self-determination) and socio-pedagogical opportunities (self-realization of adolescents in group relationships).

Educational pedagogical opportunities were realized by expanding the range of teenagers' knowledge about creativity, morality, humanity, ethics, aesthetics, psychology, as well as information about events taking place in the country, region and city.

The presented historical facts, previously cited in the study, indicate that:

-teenagers were offered a wide range of activities in club associations;

- assistance was provided to club associations both in material, technical and methodological plans;

-systematic interaction of teenagers with parents and specialists in certain professions was organized.

So, in Orenburg region in 1938 in the cinema of R.P. Sorochinsk the regional Olympiad on children's amateur performances was opened [5]. Meetings with representatives of culture were organized for teenagers. For example, in 1951, a meeting of students with Moscow artists took place in the Chkalovsky House of Pioneers. Honored Artist of the RSFSR Rina Zelenaya, Laureate of the All-Union Competition of Pop Artists Ivan Shmelev, laureate of the All-Union Competition of Performing Musicians Naum Stark and artist Boris Brunov performed in front of the audience[6]. Amateur art shows, creative reports of club associations were the daily practice of club activities.

The transcript of the regional meeting of Komsomol schools and secretaries of the Komsomol committees of incomplete secondary and secondary schools of Orenburg region, which took place on December 15, 1936, has been preserved in the archives. It noted: "The issue of cultural mass work is very big. I want to focus on 3 points: the work of the circles, how we conduct changes and preparation for the holidays. Taking into account the interest of children of different ages, we have created a number of clubs: physical education, choral, model aircraft, drama, chess. There are more high school students in physical education. We hold competitions for the best team of the class. Most of the clubs work under the guidance of the students themselves. Students were involved in the systematic reading of fiction. There is a library circle. Drama club students are preparing for the Pushkin Jubilee" [7].

Such club activity, carried out with the activity of the teenagers themselves, was creative. And not only in the artistic sphere, but also in inventing, creating existing models and mechanisms, performing labor and social duties.

The position put forward by Ya.A. Ponomarev is important, in which it is argued that the application of a known solution by an individual to a new object is a creative act[8].Therefore, any club activity of teenagers had elements of creativity. But in order to transfer a known action to a new object, it is necessary to assimilate this action at the beginning. Therefore, it is not necessary to neglect the reproductive activity of a teenager, whose experience is a component of the content of education. This is how creativity is taught - first, the assimilation of reproductive activity, then its repeated reproduction and, finally, transfer to a new object as a creative act.

The very same reproductive activity of a teenager becomes possible after he learns the experience of cognitive activity necessary to obtain information about the phenomenon. Such information is assimilated both through a system of special classes, including in scheduled activities, and in any cognitive interaction – on excursions, in conversations, when reading books, communicating with other knowledge carriers.

In the real practice of club activity, these different types of experience (cognitive, reproductive, creative) of a teenager usually exist inseparably, but in aggregate, being realized together in different situations.

In artistic activity, "it is important for a teenager to perceive the unique sensual appearance of an object as a carrier of his soul, an expression of character, fate, aspirations, related to the inner life of the teenager himself" [8]. If there is no "complicit" attitude to the subject, to the world, then a work, a poem will not work.

Classes in decorative and applied creativity help a teenager to become more aware of the feeling of love for the Motherland, to search for and create new decorative forms, to cultivate the ability to think outside the box, provide an opportunity to enhance the overall culture. Both in the past and today, decorative and applied art is flourishing: on the one hand, there is great interest in traditions, on the other hand, new materials, equipment, technologies open up unlimited opportunities for the embodiment of compositional design, emotional self-expression.

A teenager can engage in literary creativity, which consists in creating literary works (a poem, an essay, an essay).In a literary work created by him, there should be the most important thing - a unique content, an attempt at a personal solution to a problem that worries every person at this age.

In modern musical activity, the following types of creative abilities are developing

- the ability to create productively;
- the ability to creatively perceive music.

In club activities, teenagers are actively engaged in technical creativity. It is established that the acquisition of scientific, general labor, general technical and special knowledge and skills in classes on the basics of science, labor training and industrial labor should go in parallel with the inclusion of students in creative activities. Under this condition, the formation and consolidation of knowledge and skills is much more effective, since teenagers see in them the need for personal self-realization.

Currently, effective methods have been identified, including product modeling, manipulator design, design documentation with a reduced amount of data, performing creative tasks, working with changes to previously created structures, experiments with thought, troubleshooting using technical tools (including simulators).

Scientific and technical creativity is designed to develop the research capabilities of adolescents with a high level of cognitive activity, a tendency to research in the field of exact and natural sciences (physics, astronomy, mathematics).

The socio-pedagogical direction of creativity is designed to expand the knowledge of adolescents in the field of professional activity, increase general and technical culture, psychological and emotional stability.

Tourism and local history creativity includes teenagers in practical classes on the surrounding world. Tourism and local history are two complementary means of helping to understand the natural and cultural features of the environment. Tourist work is based on the cultural and natural conditions of the region, and local history work includes such forms of tourist work as hiking, excursions.

Ecological and biological creativity of teenagers not only provides knowledge about the environment and environmental problems, but also develops the ability to make informed decisions that are aimed at changing people's behavior in relation to the environment.

In the process of sports, the lost strength of adolescents is restored, thereby the recreational function of leisure is realized. Sport is an area of social activity, which is a set of spiritual and material values created and used by society for the purpose of physical development of a person, strengthening his health and improving his motor activity.

It should be noted that in the period studied in the study (1930s-1950s), the paradigm of knowledge in education dominated, which determined the set of skills and abilities of schoolchildren. At the same time, the advanced teachers of that time understood the need to go beyond such a set of educational content, mainly due to the realization of personal needs. This task was realized in club activities, not only covering all types of activities, but also based on an emotional and value attitude to it.

Even more significant changes in the content of education were made by club activity with a personality-oriented interpretation of its component composition. All four types of experience (cognitive activity, reproductive activity, creative activity, emotional and value relations) were not just comprehensively revealed in club activities, but became fundamentally necessary for its implementation.

Let us emphasize that the club activity of teenagers implicitly, that is, in its essence, contains personality-oriented development opportunities for its subjects, which sometimes, even despite circumstances, are implemented in specific projects and programs. Club activity is not just a complex of different types of activities, but a special type of activity for the self-realization of adolescents in group relationships, which are aimed at affirming the independent value of the individual while preserving the freedom of all club members.

We will highlight the factors of the realization of the humanistic orientation of the club activity of adolescents[9]:

-voluntary inclusion of adolescents in various activities;

- the teacher's faith in every teenager;
- prevention of negative consequences in pedagogical interaction;
- ensuring the social security of adolescents;
- taking into account the individual needs and interests, preferences of adolescents.

When organizing club activities of teenagers, a number of rules should be observed:

- taking into account the active position of a teenager;

-respect for the personality of a teenager;

-protection of the interests of pupils, continuous search for optimal solutions to current problems;

- formation of humane relations in the club activities of teenagers.

Thus, three main directions of modern education are reflected: sociocultural, consisting in the choice and implementation of lifestyle and behavior; individual, manifested in the self-restoration of personality; participatory, characterized by a choice of values.

The organization of the work of club associations in the 1930s – 1950s is characterized by a humanistic orientation and a variety of activities. The study of the historical and pedagogical chronicle of events allows us to confirm this conclusion. So on August 25, 1935, by the decree of the presidium of the regional executive committee, the building on Pionerskaya Street, house 9. in Orenburg was transferred to the organization of the House of Pioneers named after the XXI International Youth Day[10]. A meeting of young correspondents of youth newspapers with the participation of correspondents of the region took place at Nikelstroy in Orsk. In Orenburg hosted the opening of a chess and draughts club with the participation of parents and athletes. In 1936, a circle for the elimination of illiteracy and illiteracy was created at the Bauman collective farm in the Secretarial district.

Thus, the pedagogical possibilities of the club activity of Orenburg teenagers in the 1930s-1950s for the modern practice of additional education of children are determined, consisting in educational, personality-oriented and socio-pedagogical opportunities for the development of its subjects. The level of activity of adolescents depends on the possibility of satisfying their needs, manifested in motives that encourage activity and are a form of manifestation of needs. An important factor of club activity is its meaning, which forms the core of the motive of teenagers' activity.

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THE INFLUENCE OF SPORTS GAMES ON THE LEVEL OF PHYSICAL FITNESS AND FUNCTIONAL CAPABILITIES OF THE HUMAN BODY

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Annotation. The article examines the influence of sports games on the level of physical fitness and functional capabilities of the human body. Testing was carried out and the results of tests of athletes involved in volleyball, basketball and badminton were presented. Pedagogical observations of the athletes were carried out during training sessions in volleyball, basketball and badminton. Initial testing was carried out in February 2020, repeated in December 2020. The purpose of testing is to reveal the level of general and special physical fitness of athletes.

Keywords: physical training, tests, general physical training, special physical training, functionality.

It is impossible to achieve high sports results in team sports without the development of physical qualities and special physical training. The manifestation of such physical qualities as speed, endurance, flexibility, dexterity, speed-strength readiness are especially relevant for playing sports. The manifestation of other abilities of the human body, necessary to achieve victory, in the first place, as well as technical and tactical skill, depends on the level of their development. The analysis of scientific, scientific and methodological literature, the study of collections of proceedings of conferences of various levels and the experience of sports practice made it possible to determine the range of problems of the influence of sports games (volleyball, basketball, badminton) on the level of physical fitness and functional capabilities of the human body. For athletes in each sport, certain control exercises, sections, tests, trainings are carried out, which are developed by leading specialists, coaches. The results of these tests help plan, program the training process, and monitor the level of development of functionality.

Physical qualities are innate morphological and functional qualities that determine the physical activity of a person, manifested in purposeful motor activity. The innate physical qualities of a person are genetically determined and determined by the corresponding inclinations, acquired and realized in the process of life in a particular social sphere. According to Academician I.V. Rozhdestvensky, physical qualities are the basic concepts that characterize the level of physical culture. The development of motor abilities depends on two reasons: innate properties of a person that change with age, and training in certain motor actions, which also changes over time [5].

When carrying out the research, we also relied on the work "Research of the influence of practicing various kinds of sports on the level of development of physical qualities" [1].

The purpose of our work is to assess the impact of sports games on the level of physical fitness and functional capabilities of the human body.

Research objectives: to analyze the scientific, scientific and methodological literature on the research topic; to develop the content of tests of general physical training and special physical training of athletes; to conduct testing to determine the level of general physical fitness and special physical fitness of athletes. The study involved 56 athletes, including 21 volleyball, 20 basketball, 15 badminton.

The content of the tests for general physical fitness included: hand dynamometry, 30-meter run, shuttle run, long jump, forward bend of the trunk (flexibility test) [1].

To determine the special training of athletes, the following tests were used: running in a herringbone, high jumps with running pressure with both legs, 9 - 3 - 6 - 3 - 9, jumping from a squat, bending over for 20 seconds, throwing a packed ball, abdominal muscle strength and back, throwing a tennis ball [1].

The athletes had to perform the tests we proposed for general physical and special fitness at the beginning of the study and again. As a result of the primary and repeated testing, we analyzed the data obtained: as a result of the primary testing, the level of general physical fitness of volleyball players was the highest, their average score was 4.28. The result of basketball players is slightly lower - 4.17 points. The lowest level was shown by badminton players - 4.06 points. As a result of repeated testing, we received the following data. Volleyball players had an average score of 4.31, basketball players - 4.29, badminton players - 4.2 points. The dynamics of the development of general physical readiness among volleyball players was 0.03 points, among basketball players - 0.12 points, among badminton players - 0.14. From the data obtained, it can be concluded that the greatest positive growth was shown by athletes specializing in volleyball, but there is also an increase in results in other team sports. Proceeding from this, we can say that playing sports allows you to develop basic physical qualities and achieve a high level of general physical fitness.

As a result of the initial testing on special physical training, we received the following data: the average score of the special physical training of volleyball players was 3.9, basketball players - 3.7, badminton players - 3.5 points. As a result of repeated testing, the level of special physical fitness among volleyball players averaged 4.4 points, among basketball players - 4.5 points, and among badminton players - 4.4 points. From the above it follows that the dynamics of growth among volleyball players was 0.5 points, among basketball players - 0.8 points, badminton players - 0.9 points.

Based on the obtained data, we can say that badminton and basketball players have the highest dynamics of growth in the development of special physical qualities, slightly lower it can be traced among volleyball players.

The functional capabilities of the athletes were determined by combined running (Letunov's test). The scheme for its implementation is as follows: counting the pulse and measuring blood pressure in the initial state; squats for 30 seconds; counting the pulse in the first, second, third minutes; measuring blood pressure in the first and third minutes, running for 15 seconds; measurement of pulse and blood pressure in the first, second, third and fourth minutes; running for 3 minutes; measurement of pulse and blood pressure in the blood 1-, 2-, 3-, 4- and 5 minutes [3].

The research methodology and the scheme for recording the pulse and blood pressure data, as in the study of 20 squats, with the only difference that after a 15-second run at a maximum pace, the study takes 4 minutes, and after 2-3 minutes of running - 5 minutes. The advantage of Letunov's test is that it can be used to assess the body's adaptability to various and sufficiently large physical loads with the speed and endurance that are found in most physical culture and sports disciplines. During the functional test, attention should be paid to possible signs of fatigue (excessive shortness of breath, pallor of the face, impaired coordination of movements, etc.), which indicates poor load tolerance. Thus, athletes had to perform the Letunov test at the beginning of the study and during retesting [3].

According to the test results, the type of reaction to the proposed load was assessed. The ideal normalized response to the test is considered to be an increase (in humans) in heart rate, an increase in upper blood pressure to no more than 180, and the lower one either does not change or decreases slightly (to 60). With a normalized reaction, the pulse and blood pressure of a person rest very quickly (after 4 minutes of rest). All other types of reactions to stress - hypertensive, hypotonic and dystonic - indicate either overwork, or "overtraining" or poor adaptability of the cardiovascular system to physical activity.

As a result of the test, a normalized reaction to the Letunov test was established in all athletes participating in the study at the beginning and during the repeated study.

Thus, the goal set by us in the work has been achieved by us, the tasks have been solved. The study showed that sports games have a positive effect on the level of physical fitness and functional abilities of the human body. Further research is planned for December 2021 - May 2022.

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STUDENTS MOTIVATION FOR THE DEVELOPMENT OF COGNITIVE, INTELLECTUAL AND CREATIVE ABILITIES

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Abstract. The role of motivation in learning English is considered in the article, as well as various types of influence and ways to neutralize them. The main problems and issues related to the lack of motivation in learning English among students, which a modern teacher may face and possible ways to solve them are analyzed.

Keywords: communication, external motivation, internal motivation, language learning, non-standart lesson.

In the modern world, without knowledge of at least one foreign language, it is impossible to get a well-paid job. Knowledge of a foreign language indicates a high level of culture and education. The expansion of international relations increases the scope of the English language, which is gradually becoming a global one.

Motivation has become an important aspect of the English language learning process. Motivation plays a special role in any human activity, cognitive processes, it is also a fundamental problem of psychology and can be considered as the main issue of the process of mastering a foreign language. A modern teacher needs to understand what motivation is, possess all the modern arsenal of motivational tools, know all the types and subtypes of motivation.

Motivation is one of the internal psychological characteristics of the personality of a person studying. This characteristic is well expressed externally. It is possible to understand a person's motivation by his attitude towards something. Educational and cognitive motivation is what every teacher deals with. It manifests itself in the student's special approach to the learning process, the realization of his desire to study well.

I.A. Zimnaya considers motivation as a trigger mechanism of any human activity [1]. Both the worker and the student must be motivated. In total, in the process of studying the problem of the presence or absence of motivation, two main types of motivation were identified. This is primarily extrinsic and intrinsic motivation.

External motivation arises under the influence of the socio-cultural environment. A child guided solely by external motivation, learns English and any other foreign language, because:

• it's fashionable;

• it is useful and will help you learn new skills in your future profession;

• there’s such a subject is in the school curriculum, it is impossible to ignore it;

• he likes the teacher;

• friends speak English well, I want to be no worse than them;

• knowledge of English will allow you to communicate with children from foreign schools;

• English will help you to run your blog, channel, play games with peers from other countries.

English is the second most popular language in the world. It is important to know it for everyone who plans to work on a computer, travel, and receive decent pay for their work in the future. This factor is attributed to internal motivation – to the prospects of personal development in the future. External motivation can become part of the internal and together with it form a communicative motivation. Students try to master a new language in order to get good marks in the lesson and be no worse than others, write letters or chat in English. Language is the main means of communication, so sociable and inquisitive children try to learn English precisely for the purpose of further prospects in communicating with people from other countries of the world [6].

A subspecies of internal motivation is the motivation that arises in the process of learning activities. So, a student may not imagine who exactly he will become in the future, whether his future profession will be connected with the English language, whether he will be able to travel further than his country, region, but at the same time such a student is interested in studying. He learns the language and it helps him to read interesting texts, translate them and feel his own success.

The role of motivation in learning English is extremely high. English seems difficult and incomprehensible to native speakers of Russian. If young children in elementary school are happy to learn letters and words, then in middle and high school, where they are required not only to know poems and small texts, but also complex grammar, rules and large texts, motivation disappears. Starting from about the sixth grade, students can no longer explain why they are learning English. Due to the complexity of the program, interest in learning disappears, only 25-30% of students are still motivated to study. It is during this period that the role of the teacher increases [2]. Using personal experience and theoretical knowledge, the teacher is obliged to form motivation for each student to learn his subject. Motivation formation is understood as:

• creating special learning conditions in which the student has a goal and motive to learn a foreign language;

• the use of psychological techniques that help the student to consolidate the motive that has appeared, not to allow him to deviate from the chosen goal.

When determining the ways of motivation that would help a particular student become more successful in mastering a new language, the teacher has to study the factors of negative influence and look for ways to neutralize them. Negative factors affecting a student's ability to learn a foreign language include problems with memory, with the student's academic performance as a whole, the social and social status of the family in which the child lives. So, it is extremely difficult to give the right motivation to a student whose parents are against learning a foreign language or do not allow them to devote more time to study, taking up, for example, household chores. Not all children have good memory. Faced with the first difficulties, it is sometimes easier for a child to give up further language learning, to receive low marks daily, than to make an effort. In the latter case, it is no longer about educational motivation, but about the lack of will in general. To neutralize the factors of negative influence, teachers should use different forms of work with students:

• didactic games and exercises (to increase interest);

• personality-oriented approach (work individually);

• organization of extracurricular activities (for example, reading books in English, visiting museums to study the history of Great Britain);

• involvement of students in creative activities (creating projects, writing stories, plays, poems in English);

• conducting subject Olympiads;

• the use of modern technologies during the lesson.

Educational motivation is determined by the educational system, the policy of the educational institution, the organization of the educational process, the subjective personality characteristics of the student and the teacher, the teacher's attitude to the student and work, the specifics of language learning [3].

Thus, motivation is the factor without which it is impossible to master any useful skill. If a student does not understand and does not want to understand why he needs to learn a foreign language, then his level of knowledge will gradually tend to zero. Everywhere there is disappearance of interest in learning English from class to class. The older the student gets, the less desire he has to learn the language. Younger students perceive learning as a game, and getting to know a new language as another adventure. But it is difficult to learn any language, even your native one. Therefore, as the program becomes more complex, students lose their desire to learn – motivation. To maintain motivation at a high level and tune students into the learning process, teachers use various forms of work with students. Without motivation, no subject can be mastered, and certainly it is impossible to learn a new language without having an idea of why it is needed. Motivation can be external and internal, the task of the teacher is to discover the motives of the child and contribute to their strengthening.

The most effective motivating factors contributing to the development of English and any other foreign language are *games*. A variety of games is one of the most effective ways to attract the student's attention to the subject and increase his motivation. If the whole class is playing a game, the winner of which gets, for example, a good mark in a magazine or a sweet prize, then everyone will want to do everything to get as close to victory as possible. Games educate, entertain and teach the student imperceptibly. They also successfully motivate him, because the spirit of competition is strong in children of any age, no one wants to be the last, even in the English language class. The task of the teacher is not only to develop games suitable for age and level of knowledge, but also classes that will be interesting to all students. The game should form certain skills, for example, quick memorization of new words, promote the development of speech skills, teach the ability to communicate, develop important abilities and psychological functions. During the game, new material is remembered and the old one is repeated. *Poems, songs and rhymes*: new material is easier and faster to digest if all the familiar rules and texts are presented in the form of poems and rhymes. Children of primary school age are especially fond of the poetic form, but high school students and middle school also have nothing against learning complex rules and words using rhymes and analogies.

Most of all, non-standard lessons motivate, during which the teacher, not forgetting the need to issue new material and test knowledge, uses a variety of forms and methods of teaching, for example, sings, recites poems, learns with children and puts on plays in English, watches and discusses films, books. Non-standard forms of learning also include learning new words through reading and retelling books in a foreign language, making acquaintances with peers from English-speaking countries. For example, a teacher may give students a task, for which they will have to register in an English-speaking chat of a university and try to communicate with students. After communication, the students will have to make a report on what happened and what did not, and should assess if their level of English is sufficient for a meaningful dialogue.

Various extracurricular activities are well motivated – trips to English-speaking countries, visits to schools with a higher level of language learning, visits to universities where there are departments of English language and literature [5]. It is useful for children to stage scenes in English, arrange various exhibitions, make wall newspapers and keep magazines. Students perceive extracurricular activities differently from lessons. Even if they are engaged in learning during extracurricular activities, it does not cause them the same discomfort as studying in class for a conditional 40-45 minutes.

Children need to see the result of their efforts here and now, and not in a dozen years, so it is useful to attract students to participate in Olympiads and competitions where knowledge of English is necessary. To do this, the teacher himself must have a good command of English, as well as have access to the Internet, in order to always find interesting and promising events, participation in which will help motivate not only students of his class to learn the language, but also, perhaps, the whole school, the city.

Elementary school students like to make reports in English. The size of such a report may be quite small – one or two pages. But upon successful completion, the student gets a strong motivation for the future, especially if he previously had something wrong with grammar or memorizing new words. It is useful for high school students, under the supervision of a teacher, to give tasks for the production of school stands or a website in English [4].

It is important to remember that grades for modern children play a much smaller role than for students of past decades. Modern schoolchildren value knowledge most of all, therefore, motivating a student to learn new material with the help of good or bad grades is obtained less often than before. Students should be regularly reminded that learning English:

• allows them to watch interesting videos on YouTube, be the first to watch new cartoons and movies in English, play new games;

• helps them understand their favorite songs and communicate with

English-speaking bloggers they like directly;

• helps to read comics in the original;

• it will help to improve academic performance in general, since memorizing new words will allow them to train your memory.

Thus, a modern teacher has much more tools to increase the motivation of the student than his colleagues had before. Students are no longer bothered by bad and good grades, but many children understand that the knowledge they have gained will be useful to them in everyday life, when choosing a future profession. A modern child spends most of the day on the Internet, while he communicates there mainly with children from different countries. All of them are united by games, YouTube videos, movies. The translator does not always help out in all situations.

English is becoming a fundamental, one of the most important disciplines in the school curriculum. Motivation is the force that drives all people. A person who has no motive, purpose, desire, will not be able to master any skills, he will not get a job, he will not be able to learn a foreign language. Only the strongest motivation helps an adult to strive to achieve certain benefits. People without motivation live without definite goals. It's almost the same with children. But if adults learn a foreign language in order, for example, to advance in the service and get more money, then the prospects for building a career for a child are still very vague.

Many children start learning the language and make their first successes, because they are just interested in new knowledge. Interest is their motive. But as soon as the interest disappears, schoolchildren stop learning new words, have difficulties in composing grammatical constructions. The task of the teacher is not to let motivation disappear. To do this, various tools and methods are used to attract the attention of students, interesting lessons are conducted, including game elements, extracurricular activities are conducted.

Motivation is especially important for junior and middle-level students, high school students already understand a lot about the current social and political situation in the world, they roughly imagine who they will work with, so their main motivation is still the use of language for future work. Younger schoolchildren should understand that without knowledge of the language they will not be able to receive a lot of interesting information, communicate on social networks, write to bloggers they like, make friends with children from other countries [7].

In the search for motivation for a particular child, a personality-oriented approach is important. So, children from low-income families are unlikely to learn English out of a desire to communicate with other people, but for them knowledge of the language can become a road to a better life, the teacher should be able to explain it without affecting the feelings of the student. Motivation can be the desire to learn, interest in reading, love for a particular teacher. There are no children who cannot be interested in something. An English teacher has a large number of tools and factors that he can use to attract the attention of students to his subject.

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DIDACTIC RESOURCE OF PSYCHOLOGICAL AND PEDAGOGICAL SUPPORT FOR THE DEVELOPMENT OF RUSSIAN SPEECH OF SCHOOLCHILDREN BY MEANS OF PAINTINGS

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Abstract. The article is devoted to the problem of improving the methods and technologies for the development of the speech of schoolchildren by means of paintings. Against the background of historical processes that form the peculiarities of teaching the Russian language and the development of speech, the author analyzes the didactic resources of psychological and pedagogical support for the activities of students involved in the process of motivated active cognitive activity aimed at the development of Russian speech.

Keywords: psychological and pedagogical support, the development of Russian speech, cognitive activity, perception and understanding of "oneself", the aesthetic world of a teenager, a work of art, painting.

The issues of the development of students' speech by means of works of painting in the methodology of teaching the Russian language are traditionally relevant. Already in the 19th century, the positions of teachers, writers, and public figures were determined, who recognized the need to include work on a painting in the system of studying the Russian language, developing speech (K.D. Ushinsky, L.N. Tolstoy, etc.). The twentieth century enriched the method of developing speech by means of painting with the works of L.A. Khodyakova, T.A. Ladyzhenskaya, T.F. Kurdyumova, E.N. Kolokoltseva, A.N. Gorchak, T.M. Mironova, etc.). In the 21st century, interest in studying the features of the use of paintings for the development of speech, communicative and cultural competencies, universal educational actions is supported by researchers I.K. Gero, N. D. Galeeva, A.D. Deikina, A.P. Eremeeva, N.A. Ippolitova, T.M. Pakhnova, O.V. Gordienko, I.A. Shapovalova, R.S. Sahakyan and others. While maintaining the best traditions of the use of paintings in the process of teaching the

Russian language and improving the methodology for the development of Russian speech at the modern historical stage, the need to strengthen the methodological support of teaching and educating schoolchildren in the study of the Russian language, strengthening the scientific foundations for the development of innovative methods and technologies for organizing and implementing this process has emerged. Thus, the dominant role of such methodological approaches to teaching and development of Russian speech as anthropological, axiological, personality-oriented, system-activity-oriented is affirmed. The need for the development and implementation of successful practices for understanding the actual significance of the text in the technologies of critical thinking, methods of teaching interpretive activities is recognized. At the same time, attention is increasing to the study of the aesthetic and spiritual and moral potential of intersubject (interdisciplinary) connections of Russian language lessons, the development of Russian speech, and literature lessons.

According to scientists, a special role in the realization of the didactic potential of intersubject connections is played by the psychological and pedagogical support of students who are focused on understanding the world around them and themselves, their "I" in this world [1; 4; 5; 6; 7]. A necessary condition for the successful implementation of the didactic resource of psychological and pedagogical support for the development of schoolchildren's speech by means of paintings, as psychologists, teachers, methodologists rightly answer, is the "immersion" of students in active, motivated cognitive activity.

The study of literature on the issue of a person's understanding of his own "I" reveals the complexity of the integral nature of the intellectual and emotional characteristics of a person: cognitive component, emotional, behavioral. Such a three-component structure corresponds to the integral structure of a person's readiness to comprehend and form the image of his "I" through:

- self-cognition (cognitive component);
- evaluating oneself, one's personal qualities (emotional component);
- understanding the causes and consequences of their behavioral reactions (behavioral component).

The complex process of perceiving and understanding oneself, one's "I", psychologists say, is necessary for the successful socialization of a child. According to scientists, the ability to "understand oneself", to assess objectively one's actions, behavior, to be able to treat oneself constructively support the "emergence" in a child of an interest in the inner world of his "I":

- what emotional experiences do I respond to events;
- how these inner experiences are reflected in the mood and appearance;
- how does a change in attitude to his experiences, to his "I" affect a person.

A growing child without the support of adults is not ready to understand his own experiences, to evaluate their influence on actions and behavior.

Teachers who study such problems of adolescent growing up come to the conclusion that it is necessary to help the child understand himself, his "I", attitude to himself, using the didactic and aesthetic material of works of art, "immersion" of the student in the atmosphere of imaginary events close to the actual experience of the child.

The discovery of your inner world in recognition of your "I" in others - write scientists, always a joyful and exciting event that supports the child's understanding:

- your attitude to yourself;
- your self-esteem;
- your dreams, your opportunities;
- their agreement or disagreement (refutation, protest) with the opinion of others.

The child perceives the state of understanding his "I", self-esteem of his behavior and actions, his attitude towards himself through the focus on himself of the events of life. This is how the processes of self-identification that are important for the socialization of the individual take place.

The phenomenon of self-understanding in science is interpreted as a continuous self-interpretation that occurs in a certain social and cultural context in order to:

- become yourself, find personal meanings through experience;
- understand how people and "I" relate to the event, how others and "I" evaluate this event.

Self-understanding reveals to a person the truth about himself. The discovery of your inner world is a joyful and exciting event in which experiences, alarming, dramatic, begin, the formation is noted:

- attitude to yourself;
- self-esteem;
- perspectives, dreams, discovery of the world;
- the possibility of reflection on one's own universal human values, rejecting the readiness to accept or reject general moral maxims.

Psychologists believe that teachers cannot ignore a simple truth: all events are perceived through the "I", through the focus on oneself [1; 2;

3; 5; 6].

The cognitive activity of a teenager is characterized by the intensive development of formal operations, the ability to abstract study, hypothetical-inductive judgments with a significant lag in the content base of the intellect [4; 5; 6; 8; 9]. Consequently, the effectiveness of work on the development of the speech of schoolchildren, which involves the use of works of world artistic culture, is determined by its richness of the "content base", i.e. relevant knowledge about the social and cultural conditions in which a work of a particular type of art was created. For example, a teenager's psychological discovery when meeting with the paintings of landscape painters can be a comparison of his attitude to what is depicted with the opinion of a teacher, classmates. The readiness for self-understanding and self-determination of personal attitude to painting also depends on factors such as the social and cultural conditions of his upbringing. At the same time, one should not ignore the fact that "by acquiring the ability to immerse in oneself and enjoy personal experiences, a teenager learns a whole world of new feelings for him, the feeling of his own body, the sounds of music, the beauty of nature. Teenagers aged 14–15 begin to perceive and comprehend personal emotions no longer as a consequence of any external events, but as a state of their own "I" [5]. Such immersions "in oneself", personal experiences stimulate "the teenager to introspection, thinking about his problems and about himself." So, when preparing for an essay on the painting by Aivazovsky, the frequency of such phrases was noted: "I noticed it too", "I for some reason did not pay attention to it", "I liked it too", "I do not agree with you", " I do not like such a sea. It scares me", "we don't have a sea like this", "I think that these people will die", "of course, they will be saved", "why did Aivazovsky portray a tragedy at sea?" life, he can defeat the power of the sea element".

Reflections about the artist, about the painting combined with the need for communication with others, with the need for "solitude", for thinking about one's "similarity" and "dissimilarity" to others. Such differences, scientists argue, are necessary primarily because the awareness of the dissimilarity of oneself from others logically and historically precedes the understanding of one's unity and deep inner connection with the surrounding world.

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THE ESSENCE, STRUCTURE AND CONTENT OF THE COMMUNICATIVE COMPETENCE OF A MODERN TEACHER

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Abstract. In the conditions of the information society, the problem of formation and development of the communicative competence of a modern teacher is actualized.

Currently, communication is transformed from a factor accompanying the activity of a teacher into a progressively significant category that determines the nature, significance and effectiveness of pedagogical activity.

The article provides a retrospective analysis of the theoretical provisions on the communicative competence of the teacher and the three sides of communication, developed in the works of A.A. Leontiev, A.N. Leontiev B.F. Lomov, according to which the following sides of communication are distinguished: communicative (information exchange), interactive (interaction) and perceptual (perception and cognition of each other, establishment of mutual understanding).

Keywords: teacher, competence, communication, competence, empathy, communicative competence.

The emergence of new goals and values in society causes a constant increase in the requirements for education and teachers.

In modern conditions, society needs not just highly qualified teachers, but competent teachers with a high level of communication skills.

The essence of pedagogical activity in the conditions of the information society is communication with students, organization of interpersonal interaction. Therefore, the basis of the professionalism of a modern teacher is his communicative competence. A teacher who does not have a sufficient level of communicative competence is not able to implement personality-oriented educational technologies, is not ready to flexibly manage the educational process.

In order to scientifically substantiate the essence, structure and content of the communicative competence of a modern teacher, it is necessary to conduct a retrospective analysis of the development of this problem.

The concept of "communicative competence" was introduced by D. Himes and meant knowledge of the language, understood as the ability to choose options due to situational, social or other factors.

In the process of developing this concept, it has been significantly expanded and supplemented. The essence and structure of "competence" as a psychological and pedagogical category have been substantiated in numerous works of such Russian scientists as B.G. Ananyev[1], A.A. Bodalev [2], L.S. Vygotsky[3], I.A. Zimnaya[4], A.A. Leontiev[5], A.N. Leontiev[6], B.F. Lomov [7], A.V. Khutorskoy[10] and others.

The methodological basis for communicative competence is the theory of the three sides of communication, developed by domestic psychologists A.A. Leontiev[5], A.N. Leontiev[6], B.F. Lomov[7].

According to this theory, communication has three sides of its manifestation: communicative, interactive, perceptual (Fig. 1).

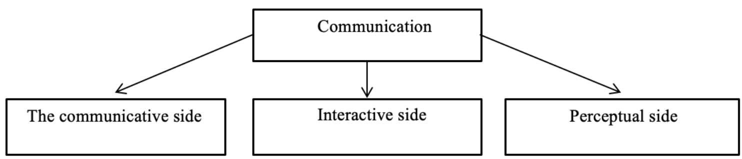

Figure 1- Sides of the communication process

The communicative side of communication consists in the exchange of information, the interactive side of communication involves the interaction of people in the process of interpersonal relationships, the perceptual side of communication manifests itself through people's perception and evaluation of themselves, other people and social communities.

The communicative side of communication is carried out in the process of verbal communication with the help of speech: external and internal, written and oral, dialogic and monological, as well as in the process of non-verbal communication with the help of kinesics by means of gestures (gestures), facial expressions (facial muscles), pantomimics (body movements) and visual communication (eye contact).

The interactive side of communication, or understanding it as interaction, is connected with the fact that communication is always organized in the course of people's joint activities, about it, and it is in this process that people need to exchange both information and actions themselves (A.A. Leontiev[5], B.F. Lomov [7], etc.). As B.F. Lomov notes, in the process of communication, an individual can influence the motive, goal, program, decision-making, the performance of individual actions and their control, i.e., all components of his partner's activity, in connection with which there is mutual regulation and correction of behavior.

In the conditions of communication, the regulatory function of the psyche manifests itself. Through communication, an individual gets the opportunity to regulate not only his own behavior, but also the behavior of other people, and at the same time experience regulatory influences from their side. It is in the process of mutual regulation that phenomena characteristic of joint activities are formed and manifested: compatibility of people, which may relate to different psychological properties and have different levels, a common style of activity, synchronization of actions, etc.

The interactive side of communication is implemented using various methods and approaches: personal, activity, competence, project, situational, etc.

The perceptual side of communication is the process of perceiving and knowing each other, establishing mutual understanding.

This side of communication is realized through the mechanisms of identification, empathy, reflection, evaluation and self-assessment.

The main theoretical positions of Russian scientists on the essence and structure of communicative competence are as follows:

- competence is a manifestation of the unity of knowledge, skills, skills, methods of activity, personality traits that allow a person to act independently, take responsibility for the assigned task, a person's ability to establish relationships with other people, a special form of activity of the subject of activity;
- communicative competence includes a set of knowledge, skills and abilities necessary for active activity and correct behavior in society, it determines the ability to purposefully use speech and non-speech means of communication to solve socio-economic, political, pedagogical and other tasks;
- in the process of communication, not only the demonstration of the communicative qualities of a person is carried out, but also their further development, a person develops as a person and as a subject of activity; communication is not only a significant factor, but also a condition for the

development of personality, etc.

We believe that in order to clarify the concept of "communicative competence", we should turn to the modern interpretation of the components of this concept: "communication" and "competence".

Currently, communication is understood as "communication, the transfer of information from person to person, a specific form of interaction between people in the process of their cognitive and labor activity, carried out mainly with the help of language (less often with the help of other sign systems)" [8, p.350].

In the social aspect, communicative competence is defined as "the orientation of a person in various communication situations, based on the knowledge and sensory experience of an individual; the ability to interact effectively with others through understanding oneself and others with constant modification of mental states, interpersonal relationships and conditions of the social environment" [9, p. 124].

The communicative competence of a teacher is largely determined by "makings - innate anatomical and physiological features that form the natural basis for the development of certain abilities. Thus, the features of the speech centers of the brain directly affect speech abilities"[2, p. 119]. Therefore, the makings are prerequisites for the successful development of communicative competence. The makings largely determine the level of students' communicative competence.

For example, the presence of autism in a young person – "a mental state characterized by the predominance of a closed inner life, loss of contact with reality and interest in reality, lack of desire for communication" [8, p.58] does not allow him to carry out effective pedagogical activity and is a contraindication to this activity.

An extroverted type of temperament (sanguine or choleric) is most preferable for a teacher. He should have developed perceptual qualities: observation, attentiveness, attention switching, the ability to read the face.

The teacher should be characterized by empathy – the ability to understand the mental state of another, to empathize, to grieve, to rejoice.

Communicative competence is the basic component, the core of the professional culture of a modern teacher.

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INTERTEXT IN THE PROSE OF BAKHYTZHAN MOMYSHULY

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Abstract. The article is devoted to functions and methods of implementation (forms) of the intertext in prose of Bakhytzhan Momyshuly. The relevance of the study lies in the lack of special works on the role of intertext in the philosophical prose by Bakhytzhan Momyshuly. Novels "Legends of the princes of time", "The phenomenon of blue Tauteke", "Ascent to the Father", and "Kara Zhuldyz" ("Black Star") by B.Momyshuly are analyzed. The analysis shows that the researchers believe that the main function of the intertext in works by B.Momyshuly is creation of artistic polysemy of a text. Thus, it is necessary to refer to the source of the intertext for a complete understanding of the author's intention.

Keywords: intertext, intertextuality, allusion, citation, argument quote.

The concept of "intertext", "intertextuality" has recently become widespread, while a special role is given to the problems of actualization of "ethno-cultural memory" in a literary text, the originality and individuality of the author's consciousness embodied in the artistic world of the writer's works.

I. V. Arnold defines the intertextuality of the inclusion of other texts or their fragments in the form of citations, allusions, reminiscences [1]. According to M. M. Bakhtin, intertextuality is «the echoes of an "alien" voice in the text», which can be either explicit or unmarked [2]. The issues of intertextuality and dialogism of texts were considered by such researchers as R. Barth, J. Derrida, J. Jeannette, Y. Kristeva, N. A. Fateeva, B. V. Tomashevsky, Y. N. Tynyanov, V. N. Toporov, M. B. Yampolsky, N. A. Kuzmina, I. P. Ilyin, I. P. Smirnov, V. I. Demin, A. N. Bezrukov.

It should be noted that currently there are two approaches to the study of intertextuality – **linguistic** (intertext as a property of the text) and **liter-**

ary (intertext as a property of fiction). Therefore, researchers give different definitions of this phenomenon, but during the study, we relied on the definition given by A.V. Savchenko: "... these are such text-forming elements that, implicitly or explicitly present in the text, cause additional semantic associations, allusions, reminiscences in the reader's mind and contribute to the expansion of the semantic boundaries of the text" [3].

In the research work of B.M. Gasparov "Language. Memory. Image" the theory of intertext is developed. The author compares our language activity with "a continuous stream of 'citation' drawn from the conglomerate of our language memory" [4]. In the works of B.Momyshuly, various kinds of intertextual inclusions are widely represented, allowing the author's idea to be fully realized. The most common form of intertext in author's communication is citation.It is formally labeled fragments of previously published texts.

The designated form of intertextual inclusion can perform several functions in the text:

- evidentiary (quote-argument),
- the function of illustrating the author's judgments (quote-example),
- the function of expressing the author's point of view with the help of other people's words, a reference to authority (quote-substitute).

In the text of the novel "Legends of the Princes of Time" there is a quote-argument illustrating the author's judgments, returning to the origins of his spiritual development, to his childhood, where the aksakal (educator) often relied on the ideas of religious teachers in his reasoning. Including Mahmoud Shabistari: "*Your friends and companions are gone, you will go too; if you want to become a free bird, leave the worldly carrion to the vultures*" [5]. In this case, the origins of the spiritual development of the hero are identified with travels in early discussions with the enlightener.

In the novel of the essay "Ascent to the Father" there is an explicit quotation, acting in an argumentative function. The author talks about certain spiritual things, quoting the words of Sufi master Sanai, teacher Rumi: "*Humanity, occupied only with useless things, sleeps, it lives in the wrong world. The belief that it is possible to avoid this is just a habit and custom, not a religion*"[6]. They act as a substitute quote from the point of view of the author, who is convinced that such a definition is the most appropriate and correct.

In the philosophical novel "The Phenomenon of the Blue Tauteke", are most often found religious texts and quotations from a parable from the Holy Quran: "Reward the one who does good with greater good, for he who does evil is satisfied with the accomplishment"; a little later: "We must accept everything with patience and gratitude, because absolutely everything comes from the Creator"[7].These are substitute quotations that allow the author to convey his own feelings about justice, mercy and contentment with what is with the help of a sacred text.

There are also quotations found in the text from the poems of one of the greatest poets of China and outstanding classical luminary Du Fu:

"Deep midnight around me,
But I won't light the candles –

The moon burns so brightly in the sky,
That it is light from the sky at night" [7]. These inclusions perform a retrospective function, destroying the epic distance between the events described and the present.

A **textual allusion** is a kind of intertext, since it contains a verbal, direct allusion to a work already known to the reader, that is, there is a certain precedent of the text. In the sixth chapter of the novel "The Phenomenon of the Blue Tauteke", excerpts from the novel by Khalel Suleimenov: "*The Era of Genghis Khan in the history of the Kazakh nation*" are somewhat mentioned. The author conveys the main plot of this book, telling about a tribe living in the Great Steppe, whose people were called wolves. Just like the title, the romance symbolizes the mythology of the people, oversaturated with fabulous allusiveness: "*Ashin was the first Kazakh on earth, and the wolf clan naturally became the ancestor of our nation*" Here are allusions to a popular myth in Kazakh mythology about the birth of Kazakhs from a Wolf and their merger into a confederation of Turkic tribes[7].

In the fairy tale- novel called " Kara Zhuldyz", an intertextual connection with Kipling's novel "The Jungle Book" is found not only in the plot and images, but also in the composition. It is not difficult to notice that the plot of the story is built according to the same scheme: a grown–up boy – upbringing in a family of wolves – a battle with enemies - a meeting with a spiritual teacher. However, there are significant differences in the story: there is a transformation of the images themselves. The first thing the reader pays attention to is the name of the main character: Mowgli - Kara Zhuldyz (translated as "black star", since the boy was born with a distinctive sign). Secondly, the action takes place in the forest kingdom, and the steppes of their native lands. To a calm, observant boy, the sages predict a long journey in search of enlightenment.But this is not the way of a monk and not the way of a warrior. As soon as he became a young man, Prince Black Star leaves his father's house, accompanied by the companions who raised him – a nurse wolf and a protector wolf. The squad moves from one world to another, discovering something in each of them both for themselves and in themselves. After going a long way, the prince realizes how much he has changed and how difficult the path to the goal is, when each next world can both bring it closer and distance it. Despite the "classic plot", the authors managed to supplement it with their own new colors and angles of refraction, delving into traditional images and allegories and resorting to a metaphorical understanding of the modern world. As we can see, despite the borrowing of images and references to stories. Kipling, B.Momyshuly private metaphors characteristic of his works, referring to the present.. Having preserved the plot of the classic work, the author places it in another chronotope.

Thus, as a result of the analysis, we came to the conclusion that the most frequent forms of intertext in B.Momyshuly's prose are **citations**, and it is rarely represented by **allusion** (references to a literary text). Depending on the artistic tasks and context, the functions of intertextual inclusions can be very different, but the most important thing is the creation of artistic ambiguity of the text, the expansion of its semantic space. The second most important is the characterizing function, when the writer draws a parallel between her heroes and heroes from other works of fiction. It is also worth noting the expressive function, since the appeal to famous authors and their works is a way of self-expression of any author, and in the prose of Bakhytzhan Momyshuly there is a transformation and reinterpretation of images, themes, motives, and also actualizes in the minds of his characters the mythological principle, archetypes arising from the deep layers of being, the world of being constants.

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EXTRACTION OF RADIUM, OR ABOUT THE BENEFITS OF POETRY

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Abstract. The **relevance** of the study is to substantiate the paradoxical fact of high appreciation of poetic work by society in the absence of a rational explanation of its benefits for every native speaker. The **aim** is to identify and justify one of the reasons for the demand for poetry and its benefits for the individual. **Methods**: comparative, descriptive. **Conclusion**. The use of words in unusual contexts for them, the poets expand the semantic structure of words and thereby increase the valence of the vocabulary of the national language.

Keywords: metaphor, conventionality, poetry, semantic structure, valence.

It is known that every nation values and reveres poets and writers more than all its representatives. At the same time, rarely anyone can give a clear answer to the question – why (usually they point to the cognitive and educational functions of literature, which are the main ones for such forms of public consciousness as science and pedagogy; literature performs these functions along the way, and poets do not see them as their main task).

The indicated paradox is associated with a clear discrepancy between 1) the unattainable height to which the people elevate the poet, and 2) the difficulty of answering the question of what practical benefit a particular poet brought to his people. Speaking about the role of the poet, it is often difficult even to recall the deep thoughts expressed by him, for which he could be revered so highly. It turns out that poets are valued not for ideas and discoveries of theoretical or practical significance, but for their ability to "play with words", to compose poems smoothly, which, according to many, is more like fun. Nevertheless, the most talented people who ruled the country, won battles and wars and saved the country from enslavement, scientists who made scientific discoveries, created cars and airplanes, televisions and telephones, without which we cannot do without today, are revered and famous less than poets, who are only known for "cleverly manipulating words." At the same time, it is obvious that if poetry did not contain benefits, it would not be in such demand. From what has been said, the need for a rational explanation of the specific benefits of poetry for a person follows.

Any language consists of "grasped" by consciousness (meaningful) episodes of reality, for which a person fixes into words-designations. The world is whole and indivisible, and words are scattered and express the meanings of only its individual segments. Therefore, languages that are discrete in nature are characterized by fragmentation and far from covering the semantic space of the surrounding reality.

If an ordinary person, in whose activity there is no creative principle, limiting himself to frequently used words and sufficiently mastered meanings, is engaged in repeating and quoting what has already been repeated millions of times, then a creative person – whether a lyricist or a physicist - is trying to express a new meaning that has not yet been expressed before. As Voznesensky wrote: "There are no "physicists", there are no "lyricists" - / Lilliputians or poets!" [2, p. 321]. Unlike artisans who follow the beaten paths, creators are paving new paths in the global semantic space. Actually, in poetry, the latter is mastered by unusual combinations of words, between which new semantic bridges are established through metaphors and comparisons. In this way, poets strive to overcome the fragmentation of the world they feel, which is reflected in language: "Poetry, due to the absurdity of wholeness, seeks to unite or, at least, to show the illusory unity and integrity of the spiritual world ..." [1, p. 109]. It is for this purpose that all the tropes created by brilliant poets (metaphors, comparisons, etc.) serve, which later often pass into the category of common vocabulary (rain is falling, time is flying, morning has come, the sun has set, catches the eye, pressure has risen, chair leg, etc.).

The main reason for the demand for poetry, therefore, is the poets' deep comprehension of reality. However, with a very common but erroneous installation that poetic images (metaphors, comparisons, etc.) denote a conditional reality, the very content of poetry becomes meaningless, which in this case would not be so in demand. At the same time, the content of poetic tropes does not mean any conventionality, but the very reality: this is revealed when analyzing the semantic structure of a word, where the components of meanings correlated by the poet in two words coincide absolutely. If we talk, for example, about the phrase eyes, like the sky, are blue, then the comparison with the sky is not a convention, since in the literal sense the color (of the sky) that is indicated is called (so the "sky-blue" component becomes part of the semantic structure of the word "eyes").

Having seen and actualized a very specific feature in distant realities, poets at a deep level associate the words denoting them with a common seme, which makes this phrase possible for understanding and further use. The use of words in unusual contexts (phrases) for them – when the defined word is enriched with a new seme - is one of the main ways to increase the number of semes in them and expand the content of their meanings in the individual lexicon of a person. It is clear that the most fertile ground for replenishing the semantic structure of words in an individual native speaker is poetry (fiction and partly science).

As in substances that appear to be different at the molecular level (for example, air and water), only when viewed at a deeper level, the same atoms (oxygen and hydrogen) are found, so in words that appear to be different in meaning at the "atomic" level, common semes are found. For example, in the metaphorical comparison of learning - light, the first word contains the seme "information", the word light also actualizes the informativeness that it represents (hence: a smart head is a bright head). To navigate in space, either illumination is required, or its knowledge, which, like a searchlight, dispels darkness. There is no conventionality in the figurative comparison of knowledge with light: the metaphor caught and accurately expressed that basic meaning, that common seme, which is the essence of light and knowledge, thanks to which this connection became common and formed the basis of the usual nominations (Ministry of Education, etc.). Thus, artistic reality appears to be conditional only at a superficial glance, and when examined in detail, it contains an accurate expression of the actual state of affairs, which is why poetry is so in demand.

When analyzing a poetic image based on the semantic structure of words, such precision appears in place of the apparent convention, which turns out to be a completely inaccessible find for rational consciousness. If, in ordinary use, people operate with superficial meanings of words, then the poetic image is based on the identification of the most subtle nuances of meaning, which reveal themselves only when distinguishing in a word several tens or hundreds of them included in its structure.

Many poets can find the word to be sick in the meaning of "to love": "But I recognize by all the signs / The disease of love in my soul" (A. S. Pushkin), "I stumbled upon it by accident / And since then, everything seems to be sick" (A. Akhmatova), "I like that you are not sick with me..." (M. Tsvetaeva), "Your son is perfectly ill! / Mom! / He has a fire in his heart" (V. Mayakovsky), etc. Is this usage conditional? It turns out not: the metaphor fixed an invisible at first glance, but a real connection between the phenomena. As you know, love is listed by the World Health Organization (WHO) in the register of diseases under the number F 63.9. Falling in love is characterized by "symptoms of obsessive-compulsive disorder: obsessive thoughts about other things, sudden mood swings, self-pity, insomnia, rash actions, blood pressure drops, headaches, allergic reactions" [5], in connection with which it is attributed to mental abnormalities (to the item "Disorder of habits and drives"), along with alcoholism, gambling and substance abuse.

The widespread combination of a broken heart is a metaphor in which, as a rule, conventionality is seen. In fact, there is no convention, because modern medicine has received evidence that "such stressful events as separation, divorce, loss of a loved one, betrayal, cause deep emotional experiences that trigger certain chemical compounds of the brain that significantly weaken the heart, lead to severe chest pain and difficulty breathing - symptoms of a heart attack" [6]. In medicine, this condition has been called "broken heart syndrome".

Due to his sensitivity, the poet can see the connection of phenomena that seem far from each other to an ordinary person. If a certain meaning (sema) is found in words that are far away in meaning, this indicates the discovery of connections in the world of things and realities, which leads to the emergence of new associations and, accordingly, thoughts. If comparisons and metaphors did not have a real basis and force, they would fall into disuse. Their relevance is due to the fact that poets celebrate a reality that has gone unnoticed. Thus, the poet opens people's eyes to the peculiarities of the world, which become the property of everyone. According to the figurative expression of V. Khlebnikov, "it is necessary to sow the eyes. The sower of the eyes must go ahead" [4]. The reader begins to see the world as keenly as the prophetic eye of the poet sees it.

Since words not only name objects, but also fix their signs in their meaning, a person needs the richness of his language for effective mental activity. This implies not only the number of words in an individual dictionary, but also (which is very important!) "quality", the content of the meaning of a word, i.e. the number of them in the semantic structure of each word, expressing the total knowledge about the object. It is the number of these in a word that determines its valence – the ability to form connections with other words, affecting the primitiveness or sophistication of emerging thoughts.

Since the process of mastering the world has contributed to the formation and continues to contribute to the improvement of man, the meaning of things seems to be the most valuable achievement of man, which is why humanity has been in constant pursuit of information about the world for centuries. This activity, in which both individuals and huge collectives and entire states take part, can be compared to the work of prospectors during the gold rush. By their significance, the smallest elements of meaning - semes - for a person are of such value that they cannot be compared with any precious metal, because the information about the world accumulated in words is the building material of each person's mental activity.

By creating additional semes in words and thereby increasing their valence, poets improve and hone the national language as an extremely important national and at the same time individual tool for each person to master reality. V. Mayakovsky spoke about both the significance of poetry and the reason for the people's veneration of poets:

"Poetry is the same production of radium.
In gram production, in years of labor.
Harassing a single word for the sake of
Thousands of tons of verbal ore.
But how sizzling is the burning of these words
Next to the corruption of the raw word.
These words set in motion
Thousands of years of millions of hearts" [3, p. 119].

The demand for poets is due to the fact that by unusual combinations of words they accumulate the semantic potential of individual words and the entire national language that everyone uses. In this regard, the contribution of brilliant poets to the development of the language is beyond doubt. The question may arise regarding mediocre poets, whose work for some reason also turns out to be in demand. In answer to this question, one can also draw an analogy with precious metals: as gold is mined not only in the form of nuggets, but also in rocks with a low concentration, so the substance of poetry has a value that is in demand in any quantities.

Thus, due to the fragmentary nature of any language, the desire of poets to master the semantic space of reality not covered by language through metaphors becomes relevant. In the seminal analysis of the semantic structure of the words included in the metaphorical combination, it is found that the content of poetic tropes should be understood not as a convention, but as reality, since the correlated semes coincide absolutely. If comparisons and metaphors did not have a real basis, they would fall into disuse. The use of words in phrases unusual for them is one of the main ways to expand the content (number of semes) of their meanings. If a certain meaning (sema) is found in words that are far away in meaning, this indicates the discovery of connections in the world of things and realities, which leads to the emergence of new associations and, accordingly, new opportunities for thinking. By creating additional semes in words, poets expand the semantic structure of the vocabulary of both the reader's individual dictionary and the national language as a whole.

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CLASSIFICATION OF ACRONYMS OF BUSINESS COMMUNICATION

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Abstract. The paper deals with attempts made by Russian linguists in research connected with classifications of abbreviations and acronyms in particular. Acronyms are defied as specific structural shortened units represented by initials, initial syllables of words and phrases. They are pronounced as words. On the one hand, acronyms embody the significative meaning of a common word, which acquires a new reference. Some word-like acronyms carry two types of information: basically about the referent and additionally connotative information with a humorous or different colouring. The author puts forward classification of acronyms of business communication of nine types.

Keywords: abbreviations, acronyms, extralinguistic and intralinguistic factors, qualitative transformations.

The vocabulary of the language is in a state of continuous development. Thanks to the formation of new words, there is a constant replenishment of the lexical composition of the language. One of the productive ways of forming new words is abbreviation or shortening of words and phrases. As a result of reduction process production of neologisms, "units of secondary nomination with the status of a word," is observed [Kubryakova 1981, p. 71].

Formation of abbreviations is explained by the action of two factors, extralinguistic and intralinguistic. In accordance with the laws of dialectics, extralinguistic factors reflect qualitative transformations in the picture of the surrounding world: social and interethnic changes, scientific and technological progress. Their characteristic feature is the dialectical dynamics of development. Intralinguistic factors are determined by the action of internal laws that define the development of language as "the immediate reality of thought" [Karl Marxonary]. As one important extralinguistic factor, it is appropriate to name the law of saving linguistic means and speech efforts [Martine 2009, p.166].

On the other hand, linguistics recognizes the effects of two other trends. The kinematic tendency stimulates language changes and determines its evolution [Jespersen 1925, 128]. Excessive volatility of the language is counteracted by a static tendency, due to which the language is preserved as a system [Lightfood 1991, p. 45].

Due to the action of these two tendencies, the language maintains stability as a system and remains in a state of equilibrium. However, being an open-type system, it is enriched under the influence of extralinguistic factors following transformations in the surrounding reality.

The term acronym (from other-Greek. ἄκρος - *the highest, the extreme* (here is used in the meaning of *the initial*) + ὄνυμος — *name*) is a special group of abbreviations represented by initials, initial syllables of words and phrases. Acronymy and acrophony are a special way of creating nominative units in accordance with the tendency of the language system to form abbreviations. The resulting abbreviation, which is called acronym, is pronounced as a word.

Acronymy should be considered as the action of evolution within the language as a system. In accordance with the law of economy of linguistic means and speech efforts, business and scientific terminology of different subsystems, which is usually represented by multicomponent phrases of several terms, is transformed into compact speech units. In the antinomy of "the Speaker and the Listener" such lexical units are more understandable to both the Speaker and the Listener or the Sender and the Addressee of information in business communication, and they are easy to pronounce and remember [Panov 2007, 17].

Acronyms as lexical units with special types of compression contribute to optimization of business and scientific terminology. A multicomponent word is accumulated in an acronym in a special way in a compressed form. It also seems important that at the same time the acronym embodies the significative meaning of a common word, which acquires a new reference. Acronyms, which are homonymous with common words, become carriers of two types of information: they convey both significative information about the referent and connotative information that renders a humorous, comic, ironic coloring to the utterance. Here are some examples: MUD - municipal utility district, WAR - with all risks, BOP - balance of payment («вор» - it is "*a thief*" in Russian), HEL(l) – **h**ome **e**quity **l**oan, BECON - Boston Exchange Automated Communication (БИКОН), («*бекон»* - it is "*bacon"* in Russian). As it is obvious from the examples some acronyms have specific connotations in Russian which make them easy to remember: **Z**EBRAS –

Zero coupon **e**urosterling **b**earer or **r**egistered **a**ccruing **s**ecurities.

The model is a commonly used word with which the abbreviation interpretation coincides. Here again are some examples: ICON – **i**ndex **c**urrency **o**ption **n**ote, GRIP – **g**uaranteed **r**ecovery of **i**nvestment **p**rinciple, SUNFED – **S**pecial **U**nited **N**ations **F**und of **E**conomic **D**evelopment, AIMS – **A**msterdam **I**nterprofessional **M**arket **S**ystem.

Attempts have been made to classify abbreviations based on their structure and the nature of their constituent components. Borisov V.V. defines two types of abbreviations: syntactic and morphological. Syntactic abbreviations include abbreviations in which the whole components of the phrase are omitted, namely abbreviations with ellipses. To the morphological type, Borisov V.V. attributes clippings, initial abbreviations and abbreviations of various types (with clippings and shortening of initials combined) [Borisov 1972, p. 120-121].

Business terminology as a specific subsystem of the language serves the field of business activities of people. “The English-Russian Dictionary of acronyms and abbreviations of business terminology” (Maximova T.V. 2002) served in the given paper as the source for classification of acronyms of business communication. An attempt was made by Ardamatsraya E.N. [Ardamatsraya 2007, p.40] to classify marine terminology when 11 types of acronyms were described but some of them do not refer to acronyms.

Classification of acronyms of business communication:

Type **I** - Classical acronyms formed by initials: AASE - **A**ustralian **A**ssociated **S**tock **E**xchanges, IMRO – **I**nvestment **M**anagers **R**egulation **O**rganization, PSAF - **p**rivate **s**ector **a**djustment **f**actor;

Type **II** - Acronyms that include the initials of the components of complex words of a complete phrase: GEMMA – **G**ilt-**E**dged **M**arket-**M**akers **A**ssociation, VIBOR – **V**ienna **i**nter**b**ank **o**ffered **r**ate, AIBOR - **A**msterdam **I**nter**b**ank **O**ffered **R**ate;

Type **III** - Acronyms that include shortenings of all elements of a complete multicomponent phrase: VFM - **v**alue **f**or **m**oney, VERs - **v**oluntary **e**xport **r**estraint**s**;

Type IV - Acronyms formed with an ellipse of service elements of an unshortened phrase - OMB - **O**ffice of **M**anagement and **B**udget, ABAAA - **A**ssociate of **B**ritish **A**ssociation of **A**ccountants and **A**uditors;

Type V - Acronyms formed by initials with an ellipse of significant full-valued elements of an unabridged phrase: BECON - **B**oston **E**xchange Automated **Co**mmunication **O**rder-routing **N**etwork, PUHCA - **P**ublic **U**tility **H**olding **C**ompany **A**ct of 1935, UNEUROP – **U**nited **N**ations **Europ**ean Economic Association, HIBOR – **H**ong Kong **I**nter**b**ank **O**ffered **R**ate

(“ХИБОР” in Russian), PUPOR - **p**opulation size of **u**sual **p**lace **o**f **r**esidence**;**

Type VI - Acronyms formed from initials and initial fragments: UNCITRAL – **U**nited **N**ations **C**ommition on **I**nternational **Tra**de **L**aw, ABECOR – **A**ssociated Banks of Europe Corporation, ALCO – **a**sset-**l**iability **co**mmittee;

Type VII – Acronyms formed from initial fragments; **INSTINET** – **Insti**tutional **Net**works Corporation;

Type VIII – Acronyms formed by initials and initial elements of the source language (French): AGEFI – **Ag**ence **e**conomique et **fi**nanciere (“АЖЕФИ” in Russian), UNICE – **Un**ion des **I**ndustries de la **C**ommunauté **E**upopéenne;

Type VII - Acronyms formed with the help of ellipses и телескопии; IFOX – **I**rish **F**utures and **O**ptions E**x**change,

Type VIII - Acronyms formed from initials, initial fragments and monosyllabic words: Incoterms – **In**ternational **Co**mmercial **Term**s, Unibank – **Un**ited **I**nternational **Bank**;

Type IX - Abbreviated monosyllabic words of a meaningful phrase, usually used for IT communication: GIGO – **g**arbage **i**n, **g**arbage **o**ut; WISIWYG – **W**hat **y(i)**ou **s**ee **i**s **w**hat **y**ou **g**et.

In the corpus of the dictionary nine classes of acronyms were identified. It is important to sum up that under the influence of extralinguistic factors exerting pressure on the terminological system of business communication there is a definite tendency for generation of word-like terminology. It is appropriate to recall and list some of the extralinguistic factors: the necessity of saving time and paper and speech efforts. There is a selective tendency in the language for acronyms as a specific type of abbreviations. They are not only convenient to pronounce but also easier to remember because acronyms generate associations with common words. In terms of the significative meaning it is possible to distinguish different connotations of funny, humorous or other content. As a result in the antinomy of "the Speaker and the Listener" or the Sender and the Addressee of information the balance is shifting in the direction of the Addressee.

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POSITION OF THE EVALUATIVE COMPONENT IN SEMANTICS

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Abstract. Author analyzes the structure of lexical meaning. The place of the evaluative component in the semantics of the word is determined. Analyzing various points of view, the author examines the concept of connotation, its scope and content. The expediency of including evaluative and expressive components directly into the denotative-significative component of semantics is substantiated.

Keywords: semantics, denotation, signification, connotation, evaluation, expressiveness, emotiveness.

The structure of lexical meaning has been studied for a long time, there are points of view on what to include in the semantics of the word, and what is not, what is essential and mandatory, and what is optional.

Most linguists distinguish denotative and significative elements of meaning as constants. From this position, a signifier is the relation of a word to a concept, a generalized group of homogeneous objects, and a denotation is the relation of a word to a designated object in a specific speech situation. Each of these elements is the realization of the corresponding aspects of lexical meaning: the signifier – generalizing, abstracting; the denotation – subject, situational. The unity of the denotation (subjective) and the signification (objective, related to the concept) constitutes the signified.

Along with the conceptual (signification) and subject (denotation) elements of meaning, the pragmatic one is distinguished, which is detected due to the implementation of the communicative function by the language. Aimed at the implementation of the speaker's pragmatic attitudes is another important component of lexical meaning – connotation, the place of which in the semantic structure of the word among linguists is still being debated. The composition of the connotative element has not been fully defined, the full set of pragmatic attitudes that are reflected in it has not been clarified. In addition, semantic and pragmatic components often do not exist in isolation in a language sign and cannot be clearly distinguished from each other.

When they talk about the lexical meaning, first of all they mean a set of semes enclosed in the signified of a linguistic sign. The connotation is characterized as an optional, additional element of meaning that complements the conceptual content and gives the word an expressive function. It seems that the connotation includes all the additional (emotive and expressive) shades of lexical meaning, which are realized, as a rule, in a specific speech situation and are beyond the limit of the meaning itself, that is, not included in either its denotative or its significative component.

Traditionally, along with the expressive and emotional elements of the connotation, an evaluative one is also distinguished. But is the assessment of the designated object or phenomenon of reality always concentrated exclusively in the connotation? This point of view is held by many researchers who consider the expression of the speaker's attitude to the so-called subject exclusively as an "overtone", " hidden meaning", part of a connotative element.

D. N. Shmelev suggests not to consider the connotative element as a single emotional-expressive-evaluative complex, but to divide it into components, according to the principle of entering / not entering into the structure of meaning [16]. The "incoming" component should characterize the attitude to the designated subject, and this is a specific feature of evaluation. But if evaluativeness is included in the structure of meaning as a separate seme, it is no longer "coloring", not additional "meanings".

A number of authors note the convergence of the elements traditionally distinguished in the connotation with the actual meaning of the word, and assigns these elements a significant place in semantics: "Since feelings, emotions are a form of reflection of reality and are closely related to human mental activity, they cannot but play an important role in changing the meanings of words" [9, p. 6]; "Emotional-evaluative imagery has, although indirect, but cognitive relevance, and therefore it is not necessarily connotative, that is, additional, secondary in the semantic structure of the vocabulary sign" [15, p. 30]. Evaluation and emotionality, from this point of view, play an important role in the actual lexical meaning.

As we can see, there is an ambiguity of approaches to the concept of "connotation" in the linguistic literature. Obviously, the reason for the ambiguous approach to the definition of connotation, apparently, is that the differentiation of the evaluative and emotional components proper is very difficult, since they usually act together and are connected within the meaning.

From our point of view, we should focus on the approach outlined by D. N. Shmelev. The solution is to include the evaluative component, traditionally related to the connotation, in the structure of the lexical meaning proper. A similar position is held by S. S. Khidekel and G. G. Koshel, who put forward the thesis that "the evaluative component acts as a mandatory semantic component of the meaning of the word" [13, p. 8]. That is, scientists talk about evaluativeness as a permanent element of semantics. Moreover, according to different evaluation grounds, three types of evaluation components are distinguished: intellectual-logical (the properties are objectively inherent in the referent), emotional (the attributed properties are objectively not inherent in the referent), emotional-intellectual (rationality and emotions coexist in organic unity).

The identification of such types is also based on psychological and logical approaches to assessment, which has a twofold, emotional and intellectual nature.

The idea of distinguishing evaluativeness as the main, rather than an additional, connotative element of meaning, was developed and scientifically substantiated in the works of V. I. Shakhovsky. The author believes that the evaluative and expressive components are not actually connotative, they are components of denotation. The semantic core of connotation is the emotive component, and emotion, according to V. I. Shakhovsky, is always both evaluative and expressive.

Thus, unlike emotion, evaluation can have its own referent, that is, it can find an objective reflection in the reality perceived by native speakers, in turn, expression is an expression of the degree of intensity of the sign indicated by the word and therefore it enters into the structure of the meaning itself, and is not part of the connotation, which in this case is a coded emotion of the speaker. The evaluative component of the meaning, as well as the expressive one, qualifies as objectively logical, part of the structure of the signified.

According to V. N. Telia, very often an assessment, itself included in the denotative macro component of meaning, is accompanied by various emotional connotations. Moreover, "connotation in ontogenesis" is preceded by "evaluative semantics of language units". That is, from this point of view, evaluativeness initially arises in a person's mind (in this case, subjective), and only then, when it is expressed, it acquires certain emotional connotations. In reality, it can be very difficult to determine what was primary at the time of a particular emotive nomination – the desire to express an assessment of the object of speech or the emotions caused by it. The evaluative value is "information containing information about the value attitude of the subject of speech to a certain property of the designated, highlighted in relation to one or another aspect of the consideration of some object" [11, p. 54]. Two important points are reflected in this definition. Firstly, the evaluative component of meaning is considered here as closely related to certain properties of the subject already reflected in the semantic structure of the word; secondly, the potential mobility of evaluativeness is stipulated, that is, the possibility of its essential variation depending on the pragmatic attitudes of an individual or the whole society united by a single linguistic and cultural space.

If we agree that evaluativeness can be expressed with a zero indicator, then it can be argued that in the structure of a linguistic sign, the evaluative component of the meaning is mandatory (positive, negative or neutral evaluation of the signified). Intellectual, logical evaluation is not an optional, additional element of semantics. Here, the assessment is concentrated in the signifier (a generalized representation of the feature included in the concept). Such evaluation is an integral component of semantics, does not depend on a specific speech situation, is fixed in the language system. The paradigmaticity of the evaluation component is confirmed by the fact that such an assessment has its own referent, that is, it finds an objective reflection in the reality perceived by native speakers, is logically justified. In contrast to objective evaluation, subjective, emotional expression of attitude to the designated object is not included in the signified and is a constituent element of connotation.

Emotive connotative elements are beyond the meaning proper, and their occurrence, on the one hand, is due to the specific use of the word (for example, in metaphorization), on the other hand, is in close relationship with the denotative and significative components of the meaning, since any figurative word usage is based on the inner form of the word, and it is the signified of the generating basis.

Logical objective evaluation, from our point of view, is always present in the meaning. It is part of the significative component of the meaning, connected with the concept. Opponents of this approach may say that the assessment of a particular subject, a phenomenon of the surrounding reality as good or bad is not part of this subject, phenomenon itself. And if so, then all that is "over" are connotations, insignificant additions. However, the meaning is neither exclusively an equivalent of the concept, nor a description of the physical, external features of the denoted; its components can be the most abstract signs, including good / bad. These signs can be very important, often the main ones, for distinguishing synonyms. And even if they (these synonyms) are called stylistic, the essence does not change.

The emergence of emotivity and expressiveness is most often due to the need for a certain evaluation nomination, that is, evaluation, as a rule, is primary in relation to the appearance of connotations. It is a logical component of the signification, superimposed on the direct, objective semantics.

Objective assessment characterizes the real features of objects, it is denotative (in a broad sense). Subjective evaluation, as a rule, is enclosed in a sign that is used for secondary nomination, and the content of the denotation in this case loses its concreteness, narrows. For example, we can consider the word hat in the meaning of 'clumsy'. Here the denotation is blurred, but the signification is concretized due to the actualization of peripheral semes of evaluativeness. In this case, the nomination is largely determined not by real reality, but by the internal form of a new meaning, various kinds of cultural associations that have led to a shift in semantics. And this, in many ways, is the specificity of the secondary nomination, in which the nominative units already existing in the language are taken as the generating basis. The new meaning, especially in the first stages of its existence, has more abstraction, it is more significant.

Regardless of whether the assessment is rational or emotional, its motive (the observed properties of the object, the facts related to the object, the attitude to the goal, etc.) always has an objective character. N. D. Arutyunova believes that "the evaluative value is due to the actual properties of the object to the extent that it is motivated by them" [3, p. 57]. Between the evaluation motive and the evaluation itself is a person who, in order to evaluate an object, "passes" it through himself. In such a situation, there is no need to talk about the strict logic of evaluation, but, as already noted, its motive is always objective, which indicates its importance in the structure of the lexical meaning of nominative units. Evaluation, strictly speaking, is not inherent in the subjects themselves. It is an expression of the relation of the subject of speech to its object. This attitude, evaluativeness "materializes" in the language, entering as a special component into the lexical meaning of the language unit – as a component of the significative (correlates with the general idea of the class to which the so-called subject belongs) the sides of the language sign.

Thus, it is more rational to assume that the evaluation component is not homogeneous. Objective evaluativeness is included in the lexical meaning and is reflected in its significative side. The positive / negative attitude of native speakers to the designated phenomena is fixed in dictionary definitions: by means of special droppings (e.g., high, disapproving, unich., etc.) or by means of proper evaluative words in interpretation ("good", "bad", "excellent", "disgusting", adverbs correlated with them, etc. – for example, they can be found in the interpretations of the words intelligible, stink, misfortune, etc.). And there is no need to talk here about evaluation as a connotation.

Evaluativeness can be complicated by emotivity, which, as a rule, is an additional element of meaning, located outside the signified language sign. In this case, evaluativeness is subjective, enters into connotation and is beyond the proper lexical meaning. Expressiveness, as an indicator of the intensity of expression in the meaning of a feature, is closer to logical evaluativeness, since most often it acts as a kind of intensifier of the evaluative component. Intensity is also often justified by real signs of objects, so the question remains debatable about the possibility of its intersection with the signified, that is, whether it interacts with the denotation and the signifier as closely as the evaluative component of the connotation.

Evaluation can be initially, at the primary nomination, embedded in the lexical meaning, being only a secondary seme in its structure, and subsequently becoming one of the main ones. As well as with its "zero" expression or subjectivity, occasionality, it can become active and gain a foothold in the meaning as objective.

It is quite obvious that the new component of semantics complicates its semantic structure of the word, sometimes changes its stylistic characteristics. This process is gradual: at first, the new semantic component is not regular and can be realized only in certain contextual conditions, but later in a number of words this component is fixed in the semantic structure of the word and determines its meaning.

So, evaluativeness is a component of the signifier, it does not seem appropriate to refer it to connotative elements of semantics. The assessment can be intellectual (objective) or emotional (subjective), fixed in dictionaries or not (emotional assessment, as a rule, is not fixed by dictionaries, since it depends on a specific speech situation, context). Finally, it can change in one direction or another, and then these processes are included in the range of different types of changes in the semantic structure of the word.

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THE RICHNESS OF SPEECH AND THE EFFECTIVENESS OF THE WORD (BASED ON THE MATERIAL OF THE MODERN KAZAKH LITERARY LANGUAGE)

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Annotation. The article analyzes the differences between the richness of language and the richness of speech used in oral and written communication and their relationship with the codification of literary norms. The role of lexical synonyms as one of the means of forming the skills of speech culture is also considered.

Keywords: richness of language, richness of speech, diversity of speech, synonyms.

At each stage of language development, under the influence of the development of society, extralinguistic factors, new directions and new aspects arise that require analysis of changes, new modifications in the language. It should be noted that the main provisions on the theory and practice of the Kazakh culture of speech, the problems of orthology are laid down in the works of leading scientists of Kazakh linguistics - A.Baitursynov, K.Zhubanov, M.Balakaev, R.Syzdyk and representatives of their scientific schools. Among the strategic goals of language construction in the Kazakh society, ensuring the unification of the norms of the modern Kazakh literary language through the intensification of scientific and applied research and the implementation of their results is of particular relevance.

First of all, let's focus on the definition of the concepts of "richness of language" and "richness of speech". One of the important criteria for distinguishing the wealth and poverty of speech is considered to be the "number of words". The richest lexical fund of the Kazakh language is listed as much as possible in dictionaries compiled by corresponding scientists. In total, the 15-volume "Dictionary of the Kazakh literary language", published in 2011, contains more than 150 thousand names of words and phrases. As well as lexicographic achievements of the Kazakh language: ten-volume "Explanatory Dictionary of the Kazakh language" (1974-1986);

"Phraseological dictionary of the Kazakh language" (1977); Persian-Kazakh explanatory dictionary (1986); two-volume "Arabic-Kazakh explanatory Dictionary" (1984-1989); one-volume "Dictionary of the Kazakh language" (1999);"Kazakh-Russian dictionary" (2003); "Regional Dictionary of the Kazakh language" (2005); "Dictionary of synonyms of the Kazakh language" (2005), etc. But the richness of language is only the basis, the basis for the richness of speech. The wealth of speech of each native speaker is the fruit of his personal "savings", and the savings earned in the process of active mastery of speech. The richness of speech is achieved only by a conscious desire to comprehend new means of language for the individual and their active development - the desire to diversify one's speech, use the means that language gives us, to comprehend its beauty and possibilities in the process of improving one's speech. One person is not able to own and use the full richness of the language, but each of us in one way or another draws from this treasury, common to speakers of the same language.

The vocabulary of an individual depends on a number of reasons (the level of his general culture, education, profession, age, etc.), so it is not a constant value for any native speaker. Scientists believe that a modern educated person actively uses about 10-12 thousand words in oral speech, and 20-24 thousand in written speech. The passive stock, including those words that a person knows, but practically does not use in his speech, is about 30 thousand words. These are quantitative indicators of the richness of language and speech" [1, 3]

Language is realized in speech, speech is an external manifestation of language, a verbal means of communication. The means of transmitting information with the help of words are verbal, and with the help of signs, gestures, facial expressions, poses, gaze – non-verbal. The mastery of linguistic means, the richness of language is a necessary condition for the development of human thinking and communication" [2] The basis of the speech richness of each native speaker is linguistic richness, or the diversity of linguistic units of each level – phonetic, lexical, word-formation, morphological and syntactic.

In T.V. Zherebilo's dictionary, the term "richness of speech" is defined as "richness of speech is one of the communicative qualities of speech, based on the variety of linguistic signs included in the structural unit of speech, the maximum possible saturation of it with different, non-repetitive means of language necessary to express meaningful information" [3, 50].

The richness of a language is judged not only by the number of words, but also by their ambiguity. I.B. Golub writes that "different meanings of a word expand the boundaries of its use in speech" [4, 36]. The linguist V.N. Golovin also gives a more detailed definition in his works on the richness of speech: the RICHNESS of SPEECH or the DIVERSITY of SPEECH is one of the Communicative qualities of speech, characterized by a variety of vocabulary, the absence of repetitive constructions (tautologies), the use of lexical and syntactic synonymy (in this regard, lexical and syntactic Richness of speech are distinguished) [5, 207].

Kazakh linguist N.Uali in his work on the culture of speech of the Kazakh language, supporting the diversity of vocabulary, also adds that the richness of speech is a quality that indicates a high level of speech skill and is a prerequisite for successful communication in different situations. The richness of speech is contrasted with its poverty (monotony), clutter and littering. For example, it is necessary to avoid repetition in the text of words of the same root or similar in meaning (the image depicted, combining together, etc.) [6, 45].

The richest source of replenishment of the vocabulary of the language is synonymy. Synonyms help to avoid unnecessary repetitions. Synonyms, differing in shades of meaning and stylistic coloring, allow you to formulate a thought with extreme accuracy, give speech a colloquial or bookish character, express a positive or negative attitude to what is being said.

And also in the preface of the dictionary of synonyms of the Kazakh language it says that Synonyms are one of the indicators of the richness of the language, the treasure of the vocabulary. to what extent each language develops, its richness and spontaneity, artistry are expressed in synonyms [7, 3].

In the dictionary of synonyms of the Kazakh language, each word has at least two synonyms, sometimes their number can reach up to fifteen. For example, sekiru-qarğu-yrşu-yrğu-orğu-şorşu, sözuar – sözşeŋ – söileuik – söilempaz, selqos – enjar – sülesoq – salğyrt – samarqau – boiküiez, sotqar – sodyr – būzaqy – qiяŋqy – sotanaq – būzyq – beibastyq, kişkentai – tittei – bittei – barmaqtai – qūrtymdai – qūrtaqandai – qūrttai – qyldai – qyldyryqtai – mitimdei – zäredei – şyntaqtai – şüikimdei [7, 23].

Synonymic means of language contribute to the formation of speech culture skills to a large extent, and lexical synonyms play the most important role here. Analyzing the synonymic relations that make up a significant part of the lexico-semantic system, in our opinion, it is very important to distinguish between language and speech norms. In the field of the lexical system, the dominant role belongs to the semantics of lexical units, and since there are a huge number of polysemous words in the language, there is a problem of correctness, semantic accuracy and stylistic relevance of the word and utterance. Correct word usage in a broad sense is the most essential link of high speech culture. It is this, combined with the correct pronunciation, stress and correct use of grammatical forms in speech, that determines the accuracy, literacy and expressiveness of the language [8]. Sinonimy alp-alpauyt, atqyş-mergen, belsenu-qūlşynu differ in shades of meaning.

In each functional style, the richness of speech manifests itself in different ways. It should be noted that in the language of fiction, the richness of speech gets the most complete manifestation. Talented writers are more able to achieve liveliness, clarity, colorfulness, since they possess the art of artistic words and the ability to correctly use the expressive means of language. And also the richness of speech is manifested in the journalistic style.

The richness of speech is assessed as the dignity of speech only if the language means are used expediently and in accordance with the functional orientation of speech. The main thing is to master the mastery of the word and use it in accordance with the communication situation.

The richness of speech – this is a variety of different means of language and speech and ways of using them. Therefore, in relation to this quality of speech, it is difficult to talk about norms. In fact, these are not norms, but recommendations, which consist primarily in not disturbing its harmony on the basis of knowledge of all sources of the richness of speech, and not forgetting that the use of each means should be appropriate. Thus, the peculiarity of professional business speech is that in some genres (for example, in contracts, instructions), the accuracy of word usage, taking into account the slightest nuances in the selection and construction of sentences is much more important than diversity in the use of speech tools. And in oral speech, the most important thing is the momentary use of the tool, which is why there is such a large percentage of "ready-made" expressions and phrases - cliches, cliches that "come to the rescue" when there is no opportunity to think and choose a better option. Enriching speech, it is necessary to know the measure in the use of speech units belonging to a different style, for example, to include conversational elements in scientific, journalistic or official business speech should be very careful, in accordance with the requirements of the relevance of speech. It should be emphasized that sometimes diversity can degenerate into a lack of speech. So, the abundance of adjectives intended to decorate speech, in some cases complicates its perception.

The main criterion for assessing compliance / non-compliance with the norms regarding the richness of speech is the expediency / inexpediency of using certain means in certain combinations with mandatory consideration of the specifics of the communication situation. Thus, both diversity and monotony can become a virtue or a disadvantage of speech, therefore, expediency should always be the main criterion when choosing certain means. If the use of various linguistic and speech means is appropriate, then it is important to strive for harmony when using them, and therefore richness as a virtue of speech always assumes that its author will enrich his statement with other advantages: relevance, accuracy, logic, accessibility, correctness, expressiveness, etc. The dictionary of the Kazakh language is constantly being enriched with new words. The diversity and originality of the Kazakh language allows everyone to make their speech rich and original. It should be remembered: gray speech filled with verbal cliches does not cause the necessary associations in the minds of listeners. Poverty, dullness, monotony of language are associated with poverty, dullness and not originality of thought.

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THEORETICAL PREREQUISITES FOR THE CONSIDERATION OF SELF-ESTEEM AS A COPING RESOURCE OF THE INDIVIDUAL IN THE CONTEXT OF THE WORKS OF SOME FOREIGN SCIENTISTS

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Abstract. The work on the basis of the theoretical hermeneutic interpretation of the works of W. James, Z. Freud, R. Burns, R. Rogers and others, foreign scientists reveals the essence of self-esteem of a person as an "I" -image, discusses how scientifically justified and effective the use of self-esteem as coping - personality resource in extreme conditions of police officers' activity. The work raises the question of the need for a more in-depth study of the relationship between self-esteem and the locus of control, empathy, etc., and makes some assumptions about the possibility of linkage of their loci in one chromosome. As a result of the analysis of the works, the conclusion is drawn that self-esteem as "I" is an image of a rather complexly arranged personal psychological phenomenon, which is reasonably considered in psychology as a coping resource.

Keywords: self-esteem and claims, "I" -concept, "I" -image, coping resources, coping strategies, defense mechanisms, coping behavior, police officers, stress.

Introduction

Self-esteem of a person in the domestic scientific literature exists as an assessment of one's own vision and self-assessment, and in foreign Anglo-American sources as a "I-concept" of a person. In recent years, an interest has appeared in the literature in the study of self-esteem as a resource for coping of a person with difficult life situations.

The self-assessment of police officers as representatives of the executive power in the system of the Ministry of Internal Affairs of Russia is of particular interest, both from the point of view of their social status and their moral and legal relations with the population. The activities of police officers are so complex, dynamic, daily stressful and stressful that they constantly have to overcome situations that threaten the life and health of innocent people and - themselves. Since these situations are permanent, one has to look for ways to adapt to them, i.e. coping strategies [22, p. 27] and connect consciously or automatically - external and internal resources, and in general coping strategies [1, p.3-18; 3, p. 20-24; 4; 6, p. 184-188; 8, p. 38-42; 12, p. 41-47; 16, 144-153;] to cope with stressful situations.

However, psychologists understand that human internal resources (self-esteem, locus of control, empathy, optimism, etc.) as coping resources are exhaustible [15; 18; 19; 21; 22.]. Internal defense mechanisms of the personality, as Z. Freud believed [11, p. 45], are so arranged that they turn on automatically in the event of a sudden threat, ie. unconsciously, and with frequent switching on, their level of activity decreases. Lack of choice of coping strategies and resources - leads to depletion of the body and the development of adaptation diseases. The physiological mechanism of this phenomenon is described in the works of G. Selye (1936-56).

Now it has become known that the state of stress in the current social conditions occurs more often when an individual experiences a loss of material and moral resources or is exposed to the threat of loss, as well as, if he does not receive the expected results from the investments made [15, 17, p.79; 18, p. 513-524; 19, p. 337-424; 20, p. 9-21; 21, p. 207-218]. The loss of both *internal resources* (as a result of burnout and depletion) and external *socially significant resources* (in the form of material values, etc.) can be the main cause of stress in a person. S. Hobfall with coauthors [15; 18; 19; 20; 21] believe that it is much more difficult to prevent the loss of resources than to acquire new ones. However, the mechanism of the role of internal resources, such as self-esteem, in coping with stress in psychological terms, has not yet been adequately studied.

Therefore, *the object of this study* is *self-esteem as an I-concept* of personality, well studied in the fundamental works of famous foreign scientists.

The subject of the research is an *indirect theoretical identification* of possible links between the psychological mechanisms of the influence of self-esteem as a "I" -structure on the success of coping personality behavior under stress.

The purpose of this study is to examine self-esteem in the existing scientific concepts of well-known foreign scientists, in order to find out: - as far as possible and promisingly, the study and mobilization of self-esteem as a coping resource of a person in extreme conditions of activity, to ensure coping behavior of police officers.

Scientific novelty - lies in the study of the role and connection of the internal mechanisms of self-esteem (overestimated-underestimated) as a coping resource of the individual.

The significance of this study lies in the fact that it shows the principle of continuity in science, the relationship between scientific achievements and the assumptions of scientists; without knowledge of the basics of which, the correct development of science and *practice of teaching the assessment and use of coping resources is impossible.*

Results of the hermeneutic method of analysis

William James' concept (11.01.**1842-**26.08.**1910)**. James was the first scientist to begin to study in detail the self-esteem of the individual. The individual, according to James, is formed in the process of continuous interaction with the environment. He believed that a person's self-consciousness is dual and contains 2 parts: conscious and cognizable in society [5, 135p.]. According to James, self-esteem, as a *natural* quality, is of two types and includes two opposite feelings: complacency-*overestimated self-esteem* (pride, hubris, arrogance); and dissatisfaction with oneself - *low self-esteem* (modesty, anxiety, despair, shame). For the assessment, James proposed a formula: self-esteem is equal to the number of achievements/divided by the number of aspirations (*self-esteem=success/aspirations*). In the context of the scientist's reasoning: a person's failures with an overestimated self-esteem are caused by a lack of achievements, and success comes with an adequate self-esteem of the individual [5, p. 89-90.]. According to W. James, it is impossible to be truly successful if the aspirations are higher than the achievements of the individual. Such situations often occur with "false" representations, described later by R. Rogers [10, p.214-220].

Z. Freud's concept (06.05.**1856**-23.09.**1939)**. At the beginning of his work, Z. Freud represented mental life in the form of three levels: the unconscious, preconscious and conscious; later he proposed a model of personality self-esteem, consisting of three components: "It", "I" and "Super-I" [11, p. 27 -57].

1) "It" is the base instincts of a person, the energy of drives, obeying the principles of obtaining pleasure; 2) "I" - real, - the interaction of the individual with society; 3) "Super-I" - a censor who observes the principles of morality and conscience, punishing himself with a sense of guilt, reproaches of conscience. Freud believed that if "I" acts to please "It", then "Super-I" and "I" -real are in conflict. In such a situation, the individual needs to save himself with the help of such protective mechanisms as *repression, projection, regression,* ***sublimation***, *etc*., described by Z. Freud in his *psychoanalysis*. In the mechanisms of personality psychoanalysis,

all this is presented as a holistic internal process that has three facets of "I", which are involved in the adoption or choice of this or that decision by a person. When *defense mechanisms* are activated, the three "I", interacting, act as both *motivating and restraining forces when making decisions*, for example, as a resource for achieving success when choosing coping strategies.

The teachings of Z. Freud [11,9-157.] Helps us to assume that psychological cognitive mechanisms and the libidinal motive "It" through the urge and the desire to find a way out of stress, can become a conscious energy potential of the personality. And at the same time, the interaction of the internal faces of *self-esteem becomes a resource for achieving success in threatening situations that require energy costs from the subject*. It should be noted that it is in psychoanalysis that the nature of these phenomena is studied, in accordance with which such interaction is carried out, i.e. success in the fight is achieved through the weakening or strengthening of libidogenic energy, created in the human body as a resource.

The concept of symbolic interactionists by **Charles Cooley** (17.08.**1864**-07.05.**1929**) ***and J. Mead*** (27.02.**1863**.-26.04.**1931**). Ch. Cooley [7, 303-307;] put forward the concept of "mirror I", proving that self-esteem of a person is based on the opinions of others and is formed in a group, where a person integrates his values and beliefs into this environment. Cooley believed that where there is no social communication, there can be no developed thinking. George Mead [9, 27-29.] Supplemented Cooley's theory, believing that the development of the I-concept of a person is a social process taking place within the personality, from where the "I-cognizing" and "I-empirical" are born. These concepts of the authors contribute to the assumption that all *socialized individuals will be able to adequately resort to various forms of social support as external social resources of the individual*, in support of the research of Lazarus and Folkman and their other followers [22, p.20; 24, p. 1172-1182; 4, p. 80; 6.184-188.].

I-concept by Carl Ransom Rogers (*08.01.****1902-****04.02.****1987).*** In his research Rogers [10, 27-177; 23,178-188] always proceeded from his own clinical observations. Rogers' I-concept is an I-concept based on past, present and perspective. He believed that in the case of significant differences between the "I" -ideal from the "I" -real, the person will feel a psychological dissonance, since the "I" -ideal is the image of the "I" that the person would like to correspond to. Rogers revealed that the "I" of the individual in his experiment is the "I" —the process-system in which a person develops and grows. He believed that in *self-esteem, a person strives for* *self-actualization and that this tendency is hereditary* and is inherent in any person as a desire for selfhood. This statement ***about self-esteem and self-actualization*** that occurs throughout life is one of the key postulates of Rogers' "I-concept" [10, 480p.].

But at the same time, Rogers revealed that the subject can create a *false image of "I"*, trying to look better, to represent a positive, but false I-concept. Ignoring, or, denying, their problems, exaggerating, the individual constantly distorts his experiences. The more he has to resort to lies, the more the imbalance increases and the person's defensive reactions to the demands of the environment are reduced: anxiety, fear, psychotic manifestations in behavior arise. Distorted evaluative perception of an individual does not work as an adaptive coping resource. This observation of the author forms the basis of his client-centered therapy [23, 178-188.], teaching the psychologist to correct *false behavior as one of the causes of stressful situations created by the client himself as a result of falsely overestimated self-esteem.*

E. Erickson's concept (*15.06* ***1902-****12.05.****1994.)*** The concept of this author [13; 14.] Includes periods of personality development, consisting of sequential 8 stages, including biological, psychological and social elements. He believed that the *"I"-identity of the individual*, forming in parallel with the group identity, creates in the subject a sense of stability and reliability and that: 1) the individual develops gradually, preparing to communicate with a wide social circle; 2) society is interested in providing people with such an opportunity. This allows us to believe that *self-esteem, as an internal resource, closely interacts with the external social resources of society as a genotype with a phenotype and develops.*

Robert Burns' concept [2]***.*** In his concept, Burns, relying on the works of W. James, Z. Freud, E. Erickson and R. Rogers, came to the conclusion that the I-concept is a system of the individual's ideas about himself: "the image of I" and his *assessment* of these ideas. Allocation of two components by him - descriptive and evaluative, made it possible to consider the "I-concept" as a *set of evaluative attitudes of the personality*, directed at oneself. According to Burns, 3 different perceived, but *not always coinciding* attitudes predispose to maladaptive behavior: 1) the real I - associated with the person's perception of his own abilities; 2) mirror (social) I - associated with how others see him; 3) ideal I - associated with a person's ideas about how he would like to see himself; the *coincidence* of these characteristics is the basis for the correct perception and development of a person, and is an indicator of his mental health, *high adaptability of his coping behavior, and a guarantor of the choice of adaptive coping strategies.*

Discussion and conclusions

Examining the concepts in chronological order clearly shows the contributions of scholars to the study of human self-esteem. In the presence of differences, the authors showed the components of this psychological phenomenon, emphasizing its complexity and versatility. This allows you to understand the degree of study and the essence of the evaluative part of a person's self-esteem; - the patterns of development of its sides, on the consistency of which the success of the individual depends.

These theories are united by the definition of I-concept as a developing self-evaluating system of a person, which includes "real", "social", "ideal" facets. In general, the "self-esteem" of a person is an internal *resource that allows him to* ***assess*** *the situation in the face of a threat and to be successful in coping with stress.* But beyond the scope of our knowledge is the mechanism of communication with self-esteem of such intrapersonal resources as locus of control, empathy, optimism, etc. Since the human body is a single interdependently functioning system, it can be assumed that *the locus of control is linked with self-esteem* as with the structure of "I", since it also *contains external and internal evaluative parts.*

Self-esteem as a "I" -image is a rather complex psychological phenomenon that has been reasonably considered in psychology as an intrapersonal coping resource, but the mechanisms of its action and their controllability have not yet been fully elucidated. There are prerequisites that speak about the heredity of intrapersonal mechanisms of coping resources.

Conclusions*:*

1. The formula of W. James [5,135 p.], On the conformity of claims to success, *suggests* that *self-esteem of a person adequate to achievements is a resource for his development. An individual, with an adequate assessment of his abilities and capabilities, can achieve success in overcoming difficult life situations. Therefore*, *during psychocorrection*, ***the psychologist must teach the client to measure his claims with his abilities, with his potential***.

2. Z. Freud's concept shows the potential of the interaction energy of the internal faces of *self-esteem ("It", "I", and "Super-I") - which, when protective mechanisms are activated, in the process of coping personality behavior, sublimating, can turn into an incentive resource for coping with stress. It follows from this that the psychologist,* ***when psychocorrection, must take into account the mechanisms of sublimation according to Z. Freud.***

3. The concept of R. Rogers [10] confirmed *that the pathogenesis of difficult life situations* is created by the subject himself as a result of inad-

equately *high self-esteem.* The client's falsely distorted representation of his "I" does not work as an adaptive resource, *therefore, psychotherapy, based on psycho-correction of the client's false "I", will contribute to coping with difficult life situations.* ***But for this, the psychologist must own, the mechanisms of communication according to R. Rogers.***

4. R. Burns' conclusion that the more the evaluative parts of I-real and I-ideal coincide, the more mentally healthy a person is, suggests that at the same time his strategies of behavior, coping with complex life situations, *will be more adaptive, which must be taken into account by a psychologist in psychoprophylaxis.*

In *the future,* we propose to form adaptive coping behavior in police officers as a guarantee of the prevention of adaptation diseases and deviant behavior. Within the framework of studying the problem of coping behavior, it is of interest: in what ways police officers currently cope with everyday difficulties and stresses and what resources are used for this; is it possible to practically sublimate aggressive dissonance, between different facets of self-esteem, into an adaptive resource. There is a need for research into the connection between coping strategies and Freudian defense mechanisms in personality behavior.

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PSYCHOLOGICAL AND PEDAGOGICAL SUPPORT OF INTEGRATION INTO ADULT LIFE OF HIGH SCHOOL STUDENTS

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Abstract. This article presents the results of a study of a psychological and pedagogical program to identify conditions for the successful integration of high school students into adulthood.

Keywords. High school students, adolescents, sociability, self-regulation, anxiety, conflict, self-organization, competencies, support.

After analyzing the scientific psychological and pedagogical literature on the research problem, we found that a fairly large number of scientists studied self-regulation, self-organization, conflict and sociability.

For example, such scientists as V.M. Bekhterev and L.I. Bozovic, L.S. Vygotsky, M.I. Dyachenko, L.A. Kandybovich, A.A. Ukhtomsky, M. Wertheimer, K. Dunker, K. Koffke, W. Koeller and others. It was they who stood at the origins of the definition of the main theoretical and methodological approaches and principles of self-organization.

Domestic and foreign scientists (G. Allport, G. Rogers, B.G. Ananiev, S.L. Rubinstein and others) believe that developed abilities for self-regulation improve emotional self-control, form purposefulness and endurance, reduce anxiety, a tendency to inner problems and self-doubt, which ultimately leads to increased performance.

The relationship between personality and self-regulation was considered by such researchers as K. Rogers, G. Allport, A. Bandura and others.

Speaking about communicability, it should be noted that many researchers (K. Shannon, N. Wiener, Z. Freud, K. Jung, G. M. Andreeva, N. A. Vagapova and others) are similar in their opinions: that communication in the context human relations is an interactive energy-informational exchange between two or more subjects. This means that during communication, a system of three interrelated elements is formed: two subjects of communication and a communicative channel.

Many scientists (Z. Freud, A. Adler, E. Fromm, G. Sullivan, K. Horney, K. Levin, L.A. Petrovskaya, A.G. Kovalev, A.Ya. Antsupov and others) believe that the ability to conflict is one of the valuable skills for a person, a necessary stage of socialization and adaptation, which expands a person's consciousness with the help of information about the possibilities and options for overcoming contradictions, as well as the presence of other interests and views of the world.

In our work, we have revealed the content and described concepts such as:

- psychological and pedagogical support is the process of interaction between a specialist and mentally healthy people, aimed at the formation and development of personal and social skills, as well as at providing psychological support in difficult life situations;

- integration into adulthood is the unification of the individual with the society of other people, while maintaining their individuality and uniqueness;

- competence in psychology is defined as knowledge, abilities, skills, as well as ways of performing activities, achieving goals, the ability to apply the necessary skills in interpersonal, professional and life communication in general (A.L. Zhuravlev, N.F. Talyzina, R. K. Shakurov, A.I. Shcherbakov, L.M. Mitina and others);

- competence in pedagogy is considered as an integral system of knowledge, skills and abilities for professional activity (A.A. Rean, Ya.L. Kolominskiy, V.V. Trunaev).

To be competent means to have the ability in the right situation to show the right knowledge, skills and abilities, that is, competence.

Having identified the necessary conditions and competencies for the successful integration of high school students into adulthood, a program of psychological and pedagogical support was developed.

For the program of psychological and pedagogical support of integration into adult life, we carried out the entrance and final diagnostics of high school students using the following methods:

1) Ch.D. Spielberger and Yu.L. Khanin scale for determining the level of personal and situational anxiety;

2) Methods for researching the qualitative features of communicative and organizational inclinations (COI) V.V. Sinyavsky, V.A. Fedoroshin;

3) Diagnostics of personality behavior in a conflict situation, questionnaire "Style of behavior in conflict" K. Thomas;

4) Test questionnaire of self-organization of activity (QSOA) in adaptation by Mandrikova E.Yu.

After the program, we got the following results:

1. As a result of the research according to the methodology "Ch.D. Spielberger, Yu.L. Khanin to determine the level of personal and situational anxiety" we see, we see that out of 19 people, 7 people have decreased the level of situational anxiety (12 people), the guys do not experience stress, they are not worried about anything. This suggests that such people can still put off important things until the last moment and this will not bother them. It takes more time to develop a sense of responsibility towards oneself and others, the skill of self-regulation.

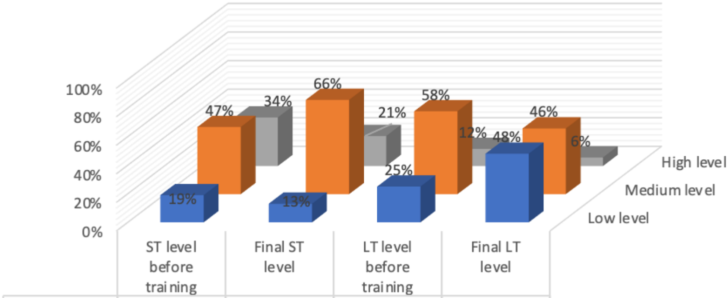
The average level of anxiety has 37 people (66%), before the program - 26 people (47%). That is, these people are able to constructively assess the current stressful situation without showing an excessive emotional reaction. At an average level of anxiety, high school students can realistically assess their strengths and deal effectively with stress. He mastered the skill of self-regulation by 11 people more, without losing a sense of responsibility in front of the goals, tasks and deeds.

A high level of situational anxiety has 21% of high school students (12 people), before the program - 34% of respondents (20 people). This suggests that the number of people who experience very strong emotional excitement in a stressful situation, especially when it comes to assessing their competencies and personality in general, has decreased by 8. But 12 high school students, in the circumstances that excite them, still take everything close to heart. These guys need more time to master the skill of self-regulation.

According to the comparative results of the study of personal anxiety, we see that 48% of the subjects (27 people) have a low level, before the program - 25% (16 people). That is, there are 11 more high school students who have effectively mastered the skills of self-regulation, are in a calm and relaxed state, confident in their strengths and capabilities.

The average level of personal anxiety is present in 46% of high school students (26 people), before the program - in 58% of the subjects (32 people). We see that there are 6 fewer high school students who experience intrapersonal anxiety and doubt their strengths and abilities. But there are still guys who emotionally react to those situations that affect their personality the most.

A high level of personal anxiety is present in 6% of respondents (3 people), before the program 12% (7 people). We see that there are 2 times less high school students who are inclined to express their emotions vividly in stressful situations. Adolescents who showed high results after the program could be in a stressful psychological state at the time of the diagnosis.



	ST level before training	Final ST level	LT level before training	Final LT level
Low level	19%	13%	25%	48%
Medium level	47%	66%	58%	46%
High level	34%	21%	12%	6%

Figure 1. Data illustrating the difference in indicators of input and final diagnostics according to the method of Ch.D. Spielberger - Yu.L. Khanina

2. As a result of research on the methodology for researching the qualitative characteristics of communicative and organizational inclinations (COI), V.V. Sinyavsky, V.A. Fedoroshin, we see that high school students have improved communication skills. Most adolescents do not get lost in a new environment, they constantly strive to expand their circle of acquaintances, show initiative in communication. At the same time, high school students try to be tactful when interacting with others.

The level of organizational skills also increased among senior pupils in the process of implementing psychological and pedagogical support. The guys know how to correctly allocate their time for training, circles and personal life. We learned to plan our activities in advance and understood why it is so important. Many gladly began to engage in social activities that are interesting for them, they are able to make decisions on their own in a difficult situation.

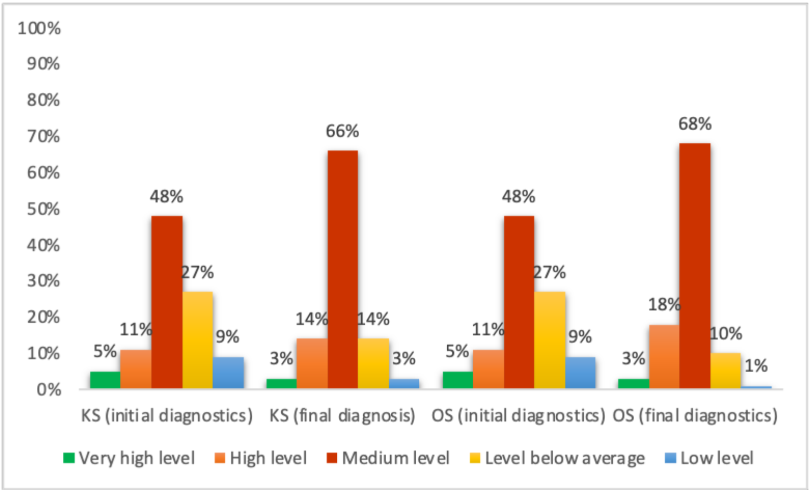


Figure 2. Comparison of indicators of input and final diagnostics by the level of communicative and organizational skills

Thus, improving communication skills and self-organization will help high school students find a common language with people of different ages, they will be able to express their thoughts more clearly, to defend their point of view constructively. Teenagers will be able to do a lot, not experience the stress of uncertainty and multitasking, as they have learned to rank cases according to the degree of importance and urgency.

3. As a result of research using the methodology "Style of behavior in conflict" by K. Thomas before and after the program, we see that the preferred type of behavior in conflict was cooperation, it is chosen by 32% of the subjects. Also, high school students began to strive more often to compromise in disputable situations (20%).

The choice of the strategy of behavior in the conflict as a competition decreased from 46 to 27%. It is important for adolescents to prove their case at any cost, perhaps in the future, the strategy of behavior in the conflict will change. Now, due to the peculiarities of adolescence, this strategy is more pronounced in such children.

In general, comparing the results, high school students mastered the skill of resolving conflict situations in constructive ways and expanded their knowledge about what types of behavior in conflicts occur.

4. As a result of the study using the methodology "Test questionnaire of self-organization of activity (QSOA) in adaptation of Mandrikova E.Yu." we see that adolescents have improved such indicators as: orderliness,

purposefulness, perseverance, fixation, self-organization and orientation towards the future. This suggests that the children have mastered the skills of organizing personal and study time.

After the program, we identified improvements in such competencies as: self-regulation; communication and organizational skills; constructive types of behavior in conflict situations; self-organization skills.

To identify differences between the results of the input and final diagnostics, we used the nonparametric statistical test, the Mann-Whitney U test. With its help, we proved that there are differences between the entrance diagnostics of high school students and the final one after the program.

Using the nonparametric method "Spearman's rank correlation coefficient", we identified relationships in the following methods:

1. In the methodology "Ch.D. Spielberger, Yu.L. Khanin Scale to determine the level of personal and situational anxiety "and the method of researching the qualitative features of the communicative and organizational inclinations "COI" by V.V. Sinyavsky, V.A. Fedoroshin, we identified the following relationships:

- situational anxiety, and communicative and organizational inclinations;
- personal anxiety, and communicative and organizational inclinations.

2. In the methodology "Ch.D. Spielberger, Yu.L. Khanin Scale for determining the level of personal and situational anxiety "and the methodology" Diagnostics of personality behavior in a conflict situation, questionnaire "Style of behavior in conflict" K. Thomas "identified the following relationships:

- between situational anxiety and the type of behavior in the conflict "Competition";
- between personal anxiety and types of behavior in the conflict "Competition", "Cooperation".

3. In the methodology "Ch.D. Spielberger, Yu.L. Khanin Scale for determining the level of personal and situational anxiety "and the methodology" Test questionnaire of self-organization of activities (QSOA) in the adaptation of Mandrikova E.Yu." we identified the following relationships:

- there is a relationship of situational anxiety with the scales "Plannedness", "Fixation", "Self-organization", "Orientation to the present";
- there is a relationship between personal anxiety and the scale "Orientation to the present."

4. In the research methodology of the qualitative features of the communicative and organizational inclinations "COI" V.V. Sinyavsky, V.A. Fedoroshin and the methodology "Diagnostics of personality behavior in a conflict situation, the questionnaire "Style of behavior in conflict" by K.

Thomas", the following relationships were identified:

- there is a relationship between the propensities for communication and organizational skills with competition.

5. In the methodology "Diagnostics of personality behavior in a conflict situation, the questionnaire "Style of behavior in conflict" by K. Thomas" and the methodology "Test questionnaire of self-organization of activity (QSOA) in adaptation by E.Yu. Mandrikova" there are the following relationships:

- the type of behavior in the conflict "Competition" with the scales "Fixation" and "Self-organization";
- the type of behavior in the conflict "Adaptation" with the scale "Purposefulness";
- the type of behavior in the conflict "Compromise" with the scales "Fixation", "Self-organization" and "Present orientation";
- the type of behavior in the conflict "Avoidance" with the scales "Fixation", "Purposefulness" and "Plannedness";
- the type of behavior in the conflict "Cooperation" and the scale "Orientation to the present."

Thus, one way or another, the development of these competencies is interrelated.

Thanks to our work with teachers and parents of high school students, we helped them realize how important it is to create safe psychological and pedagogical conditions to support the integration of high school students into adulthood.

In the process of implementing the program, we faced the following problems:

1) Adolescents are closed to other peers, it takes time for them to get used to informal work and imbued with confidence in the psychologist;

2) Often, at the beginning of the lesson, the schoolchildren have resistance to work for the first 7 minutes, because they come tired after school, hungry and want to go home. It is necessary to allow them to fulfill their minimum needs, ask about their mood, communicate, and only then directly carry out the exercises;

3) Not all guys are included in group work. This is most likely due to the fact that there are many teenagers in the group, so they think there is an opportunity to go unnoticed. In the future, it is necessary to divide the class into 2 subgroups for this program;

4) The presence of a teacher in the classroom during the training. The teacher disturbs the interaction of the psychologist-students with his remarks and comments, as well as attempts to control discipline. In the fu-

ture, during the work of a psychologist, there should be no teacher in the classroom;

5) Most teachers have a rather negative attitude towards students, so burnout prevention trainings were useful for them.

So, the goal and objectives of our work have been achieved. After analyzing the scientific psychological and pedagogical literature, revealing the content of the concepts of "competence", "competence", "psychological and pedagogical support", "integration", identifying the necessary conditions for the integration of high school students into adult life and developing a program for psychological and pedagogical support of older adolescents.

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PRESERVATION AND DISSEMINATION OF THE ELEMENTS OF TRADITIONAL CULTURE AMONG THE NANAI

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Abstract. In the article, based on field expedition work from 2019 - 2021 in the national settlements of the village of Kondon (Solnechny district), the village of Belgo, the village of Verkhnyaya Econ (Komsomolsky district), Khabarovsk Krai, the author considers effective means of national education of Nanai children. Certain social ideas, values, customs, rituals, and norms of behavior are important elements of national culture. Which are transmitted and assimilated through education and become part of the tradition. Over the past decades, we can observe the transformation of the cultural space, including national holidays, dances, museum work, festivals, exhibitions of arts and crafts.

Keywords: national education, traditions, Nanais, ritual, custom, folklore, culture.

The Nanai culture was formed under the influence of such factors as social, political, economic, transforming over a long time. Regardless of the national characteristics of culture, in Soviet times, as a result of the reforms carried out, there were significant changes in everyday life, material production, family and marriage relations, aimed at introducing new symbols, rituals, changing the values of the Nanai people. Serious transformations have also taken place in schools, which have affected the education system and educational work.

An important problem in the upbringing of the younger generation of the

Amur Region remained issues related to the transmission of the heritage of folk culture, the system of guidelines for upbringing. In the past, it was the family that acted as the main institution of socialization, the connection with which a person felt throughout his life. Traditional education, the transfer of experience from generation to generation, is one of the conditions for the stability of everyday life and the key to success in fishing and hunting. In the family, the upbringing of children strictly corresponded to the sex and age of the child, where everyone knew their responsibilities from early childhood. In the upbringing of boys, the main thing was the development of traditional crafts, for girls, housekeeping. (Fig. 1)

Physical education plays an important role in social life of the Nanai. Traditionally, children and adolescents played competitive games with a bow, developing the skill of a fisherman. The main provisions of trade etiquette were mastered in the process of one of the forms of traditional knowledge - oral folk art. In the folklore texts "Telungu" or "Nimgan" morality arising from the content of the narrative was emphasized. Young hunters applied these findings to their own lives.[1] Among the Kondon Nanais, shooting was carried out at a ground target and the range of the arrow was taken into account. Also, the competition was held in long jump, high jump, with a pole. The Condonts had: a double jump; jump on one leg from a place with landing on both legs; triple jump. For the Nanai, these competition games were not only entertainment, but also a systematic training of the entire musculoskeletal system.[2]

Physical education with elements of Nanai games is practiced in the gym, shaping the national consciousness of the child, fostering a sense of respect for national traditions through games such as: winter game - "Thueri Kupin", jumping according to the rules - "Tomyan", rope game - "Toptodi". From a survey of respondents, we found out that a significant problem is the development of modern models of sports equipment for practicing national sports, since implements and equipment are not sold in specialized stores, they need to be ordered only from masters of traditional crafts.

Additional extracurricular activities in the villages are carried out by means of fine arts, music, choreography. (Fig. 2)

For example, amateur dance performances of collectives reflecting the legends and customs of the people of various contents show a person's striving for harmony with nature and beauty. On the basis of folklore, the

1 Maltseva O.V. Gorinsky Nanais: the system of nature management. Traditions and innovations (XIX beginning of XXI century), - Novosibirsk,2009.- 92 P.

2 Prokopenko V.I. Traditional physical education of the Nanais: games and competitions. - Ekaterinburg: Publishing house of the Ural University, 1992- 68 P.

leaders try to convey to the audience through dance the significance of the cult of nature, shamanism, as the basis of the most ancient ideas and beliefs of the Nanai. Folk dance is an integral part of spiritual culture, a necessary component of ethnic identity, which occupies an important place in the life of every village. The ensembles annually perform at Krai events such as the "Tambourine of Friendship", "Summer Festival". On the basis of rural schools, they actively participate in socially significant events in the region. According to the leaders, amateur performances today are experiencing a modern influence, which makes it possible to interweave traditional and modern forms and affect the dance repertoire. Elements of the daily life of the Nanai are imitated by dance, through musical folklore, which is represented by songs in the Nanai language or recorded in a modern arrangement. The household sphere for folk dances serves as a kind of tool that allows you to reproduce the atmosphere of the surrounding life. So the wedding ceremony with dressing the bride, demonstrating a triple bow to parents, guests, each other is transmitted through the "dance of the bride". Dance to the sounds of tambourines "Tupigori", which is based on national games with a rope, a ball.

In the repertoire of amateur performances of the Nanais, a large layer is made up of performances with stories from holidays, songs, legends. Most of this group consists of "song dances". Illustrating the song with dance has survived to this day and has become widespread.[3]

At present, national dances have a modern original reading, they are performed to modern musical instruments, while the originality and spirituality are carefully preserved and passed on to descendants. The preservation and development of the traditional culture of the Amur ethnic groups, respect for the origins, care for the present increases the significance of the work of the Nanai ensembles.

The result of the study of national villages showed that the studied programs using various forms of work by children in school, kindergarten include national holidays, museum work, festivals, exhibitions of arts and crafts. It turned out that children would like to further study the history and culture of the Nanai people, where the transfer of experience to the younger generation takes place through educational institutions, culture, where, based on referring to the origins of traditional Nanai culture, history, language, folklore, arts and crafts, they develop a sense of national pride.

3 History and culture of the Nanais: historical and ethnographic essays: monograph / ex. ed. V.A. Turaev. SPb: Science RAS, 2003.-279 P.

Fig 1. Museum at the secondary school of the Belgovsky rural settlement of the Komsomolsk municipal district of the Khabarovsk Krai.
Photo by the author

Fig 2. Nanai family 2021. Belgovskoe rural settlement of the Komsomolsk municipal district, Khabarovsk Krai.

Photo by the author

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AESTHETIC PHANTOMS. ON THE ISSUE OF THE PHENOMENON OF REALISM ON THE EXAMPLE OF THE WORK OF THE TKACHEV BROTHERS

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"... the alpha and omega of the Academy of Arts and the Institute was realism: realism, realism, realism. Every work begins with the word "realism". But then they began to cool down to this, they began to argue about what realism is - before that realism was indisputable, and then they began to argue about what realism stands for, what realism is, and in general, all idea of realism was lost."
E. I. Rotenberg (L. S. Chakovskaya "Conversations with E. I. Rotenberg")

Abstract. The concept of socialist realism and modern approaches to its understanding are investigated. An attempt is made to interpret the topic in new semantic categories. The term aesthetic phantom is put forward, to which, apparently, socialist realism can also be ranked. In the context of the topic, in connection with the process of world economic, cultural integration and unification, the phenomenon of realism is analyzed. On the example of the work of the Tkachev brothers, the peculiarity of artistic search and the acquisition of new meanings in the heritage of artists is revealed. It is argued that despite the modern processes of globalization, which affects, among other things, approaches to the perception of art, there are painters who are unique in the primary elements of their plastic-visual language.

Keywords. Realism. Socialist realism. Phantoms. Art of the XX century. Domestic art. Globalization. Tkachev brothers. Regional specificity.

It seems possible that it is not so difficult to give a short logical definition of the concept of the term realism, which will contain its most essential features. Representing the Latin origin (reālis - "real") and being co-root with the word reality, it is essentially a synonym for reality. Nevertheless, applying the term "realism" as a style, method, canon, form, system or artistic program, we are faced with specific works, schools, artists, not to mention certain periods in the development of fine art.

Discussing the living phenomenon of realism, Alexander Ilyich Morozov reported that writing about realism in connection with the latest Russian art is not an easy task, but most of all and not a pleasant one [6, p. 195]. In the book "Socialist Realism and Realism", the author not only examines "Russian realisms" in the stream of their natural development (the traditions of itinerant movement, impressionism, innovative searches for modernism), but also reveals the non-identity of the official art of socialist realism and realistic creativity. It can be considered that the reflection of socialist realism, as an artistic method in the art of the Soviet period, still has an ambiguous assessment both in the professional environment and among art lovers. The heritage of the masters of the second half of the XX century is viewed under the prism of an ideological cliché, taking into the background the artistic merit of the works. These problems were directly or indirectly touched upon in their publications by art critics V.V. Vanslov, A.I. Morozov, V.A. Lenyashin, M.A. Chegodaeva and others.

The purpose of this study is to try to delimit the concepts (prevailing opinions) on the one hand about "socialist realism", understood as an artistic method in art, politically and socially subordinate to the state doctrine of the Soviet state, which considers culture as a means of agitation, and on the other hand, the creative heritage of painters who "Are unique in the primary elements of their plastic-visual language" [6, p. 201]. The article attempts to interpret the topic in new semantic categories.

In this regard, the author assumes that the very term "socialist realism" as a label is hung on the work of artists who gained fame in the second half of the XX century and does not allow to distance themselves from this political background, largely underestimating the perception of the actual creative heritage of one or another famous master.

In this study, "socialist realism" is interpreted as a kind of aesthetic phantom of a special kind. In this regard, a purely epistemological question may arise: how appropriate and justified is the use of this word - a phantom, in relation to the concept of socialist realism as an artistic method in art, firmly entrenched in the consciousness of the cultural life of Soviet Russia. For this, it is necessary to dwell, first of all, on the use of this concept in scientific vocabulary and literary speech.

The word "phantom" in the dictionary of V. I. Dahl is explained as pictures, phenomena of phantasmagoria, or as a doll, on which obstetric art is studied [4, p. 532]. S.I. Ozhegov, interpreting the phantom as "a bizarre phenomenon, a ghost" [7, p. 846]. In the Academic Dictionary of the Russian Language, a phantom is interpreted in three senses: as a ghost, a ghost; as fiction, imagination; and as a life-size model of a body or part of it, serving as a visual aid [10, p. 513]. In the "Psychological Dictionary" the concept of phantoms is associated with phantom pains in the postoperative or subsequent stage of life after a concussion, injury, surgery, when, for example, arms or legs, but a person at certain moments feels them through pain as real [8, p. 389]. And although the last definition appeals to a narrowly professional vocabulary (in this case, to a medical one), we are faced with a special phenomenon when there is no physical reality, but at the same time its imaginary existence is an objective reality, since it brings quite tangible experiences and feelings.

Phantom memories of certain events in a person's life proceed in almost the same way, when they make painful experiences with the same intolerable acuteness as at the moment of their manifestation in the past. This set of definitions cannot be regarded as exhaustive, nevertheless in the ancient Greek language, and in Latin, that is, a priori, the phantom is translated as "phenomenon" or "ghost" - an image of something: usually from the past. The USSR, as a state disappeared from the space of the world community, and today everything that was associated with Soviet art is perceived as pain, memory, phantom, and the art of socialist realism, in many respects is a phantom in its categorical meaning.

It can be considered that "socialist realism", as an image from the past, the image of totalitarian influence on art has become a kind of aesthetic phantom, which sometimes obscures the picturesque, plastic and other advantages of the picture, perceiving it only as a work commissioned to demand the praise of the Soviet system. It is difficult for the modern viewer to distance themselves from the political background when looking at paintings created in the second half of the XX century. Moreover, for many, the concepts of "socialist realism" and "realism" are synonymous in its artistic manifestations. How realism came to be understood as an official, sanctioned art and presented as a pivotal tradition of Russian culture is explained in detail in the book by A.I. Morozov. Thus, the works of the Tkachev brothers are classified according to the time and subject matter to socialist realism. In the context of the stated topic, apparently, it is possible to raise the issue of the complexity of the contradictions in the perception of works created in the spirit of socialist realism and not accepted with enthusiasm at official exhibitions.

One of these is the large monumental painting "Mothers" by the

Tkachev brothers. Having chosen a plot with the utmost simplicity, literally snatched from life - women of different generations sit side by side on a bench, the authors, with their artistic means and their talent for feeling the beingness of an ordinary moment, give this everyday scene a symbolic and metaphorical character. The passage of time is inexorable, people are born and grow old in this eternity, this is the theme of birth and death, the immortality of nature, raised by artists and solved simply and expressively through the image of a woman-mother, includes this picture in a number of national treasures of national culture. It is interesting to remind in this connection that the painting "Mothers" included in the exposition of the 1961 All-Union Art Exhibition was criticized by officials. The absence of an optimistic component, which was one of the characteristic features of the format of pictures of socialist realism, the distortion, according to the Minister of Culture E. Furtseva, of the image of the Soviet mother, put the picture in a row not exhibited. A number of artists, including A. Plastov, supported young artists. This work was included in the catalog of the exhibition under the title "On the Bench", thanks to this compromise, the picture was able to remain in the exhibition space, and, subsequently, ended up in the State Tretyakov Gallery. For the Tkachev brothers, the civic position of a famous artist who made a huge contribution to the development of national culture and became one of the examples of high service to art for painters was very important. Platov's painting "The Tractor Driver's Dinner" was also criticized at one time for alleged rudeness, humiliation and ignorance of life. Igor Dolgopolov figuratively writes about this story in his book The Masters. At an exhibition in 1958 in London, President of the Royal Academy of Arts Charles Wheeler, impressed by Plastov's painting, said:

– How much such art gives! Realism. You know, I somehow understood now with particular clarity why you Russians were able to withstand the war and win. Who can work so enthusiastically, oh, that is not easy to overcome! [5, p. 557].

It can be considered that one of the phenomena of realism is its richness and expressive imagery, which artists can implement in volumetric-spatial solutions. At the beginning of the new century, a number of exhibitions related to the representation of realism were held in the capital cities, where they tried to move away from the term "socialist realism" in the names of projects. In 2012, in St. Petersburg, the exposition of the exhibition "Realism in Russian Art of the Second Half of the XX Century" consisted of paintings by the classics of Soviet art - Geliy Korzhev, Valentin Sidorov, brothers Sergei and Alexei Tkachev. In 2015, the exhibition "Romantic Realism. Soviet Painting 1925-1945", which also tried to destroy the cliché about the lack of artistic merit in the paintings created at that time. Moreover, a month later, in December, a round table "Socialist Realism: Research Perspectives and Deadlocks" was initiated at the Avant-garde Center, where a range of research approaches to the topic of socialist realism and even the possibility of redefining the term were discussed. Thus, this layer of domestic culture requires further research, and the proposed approach to socialist realism as an aesthetic phantom is a method of abstraction from the established dogmas.

Without delving into the polemics of the preservation of the traditions of realism or into discussions about the main course of the national fine arts, we will quote the words of art critic A.I. Morozov. "There are rich houses in America and Europe, whose interiors are decorated with paintings by Vasily Nechitailo, the Tkachev brothers, Valentin SIdorov, Geliy Korzhev in gold frames, just like other salons are decorated with paintings by Italian or French masters of the XVII-XVIII centuries. This means something quite remarkable for us. Namely, in the course of time, the works of Soviet artists are removed from the too familiar domestic context with its arenas, bulldozer exhibitions and transferred to a large field of world culture, where some urgent questions for us arise in the air from century to century and look completely ambiguous"[6, p.15].

Modern artistic processes globally and non-standard interpret approaches to the perception of art. At the same time, in the space of national culture there are personalities-artists, whose work, which developed during the second half of the XX century, the time of Soviet art, is acquiring new meanings today. One of the important qualities of such painting is sincerity in the choice of a natural motive, the vision of color in space, the full-bloodedness of a pictorially plastic statement. These artistic characteristics fully apply to the works of the Tkachev brothers. People, events captured in the paintings of the Tkachev brothers are perceived as part of living life, because realist artists wrote sincerely about what is dear and close to them. The canvases of the artists are distinguished by a thoroughly developed plot, the depth of thought and the clarity of its presentation, as well as the density and power of painting.

Interesting statements by Alexei Petrovich and Sergei Petrovich Tkachev on the theme of trends in art and, in particular, realism itself: "There are only two areas - talented and mediocre. A talented impressionist is more expensive than a mediocre realist. And at the same time, a gifted realist is much more needed than an empty impressionist"[1, p.236].

Modern artistic processes in Russia (the development of domestic tourism, the creation of regional centers, etc.) are paying more and more attention to the cultural life in the region, perhaps drawing energy and strength from the spaces of a large country, just as artists tried to get themselves drunk emotions and a sincere sense of inspiration going to the open air.

Since 1995, the Tkachev Brothers Museum has been operating in the city of Bryansk, the homeland of USSR people's artists. Such a unique collection, the basis of which is made up of works belonging to two authors (co-authors), as well as individual paintings and graphic works of each of them in Russia, and perhaps not in the world. Today the collection of the museum contains more than 1000 works of artists: paintings, graphic sheets, the richest sketch and sketch material for paintings. The legacy of the recognized masters of Russian art, who sounded vividly with their works in the 60-70s of the XX century and continue to work until today, allows you to study the phenomenon of realistic art. On the example of the creativity of the Tkachev brothers, it can be seen in the skill of creating a volumetric-spatial picture, in the living language of "plein air painting", in a thoroughly worked out internal drama, in a single creative and life position.

Undoubtedly, the definition of realism, despite the seeming natural simplicity of expression, exhibits deep philosophical and cultural aspects. According to Alexander Ilyich Morozov, Artistic realism by its nature is a living phenomenon, constantly transforming, both at the level of individual creative efforts of the author, and at the level of changing styles of the era, as well as collective style preferences [6, p.200].

Illustrations

A.P. Tkachev, S.P. Tkachev. New life.

Tkachev brothers.

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THE CONCEPT OF THE SPIRITUAL AND MORAL DOGMA OF THE HOLY TRINITY AS A VALUE GUIDELINE IN THE CONTEXT OF THE PROBLEMS OF EDUCATION OF MODERN YOUTH (CULTUROLOGICAL ANALYSIS)

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Abstract. The topic of spiritual and moral education of the younger generation has acquired both cross-cultural and confessional colors in the modern space. Spirituality is one of the highest values of upbringing of young people, which is determined by many factors in the formation of the spiritual maturity of a person. In modern pedagogical science, the problem of spirituality "survived" certain periods of the rise and oblivion of interest. It is important to find specific forms and methods of broadcasting moral and spiritual and moral values, as a guideline for modern youth who find themselves at a crossroads. This article is devoted to assessing the moral character of modern youth through understanding the image of the Holy Trinity. Comprehension of the dogma of the Most Holy Trinity will reveal for adolescents the value picture of the world, where "getting used to the traditions" of their people allows mentors to form vitally high ideals among teenagers.

Keywords: Holy Trinity, cross-cultural heritage, value reference point, spiritual and moral education, young generation, deformation of ideals, moral and aesthetic atmosphere.

Analysis of the scientific problem: Christians often use the expression, "In the name of the Father and the Son and the Holy Spirit." The doctrine of the Holy Trinity is one of the central in Christianity [10, p. 155]. However, in the available scientific literature it is not clear enough the specific influence of this dogma on the processes of socialization and inculturation of the young generation brought up in a Christian socio-cultural environment. The real work is intended to fill this gap.

Main material: At the VI Ecumenical Council, the message of Sophronius, Patriarch of Jerusalem, was approved, where it was said that the Holy Spirit emanates eternally from God the Father and, therefore, is recognized by Light and God [10, p. 155].

The wording of the second member of the Symbol about the pre-eternal birth of the Son from the father says: "Light is from the Light, God is true from God is true," a clear picture of the consubstantiality of the three Persons of the Trinity is determined, each of which is Light and God [10, p. 156].

Trinity in that period was a concept, the analysis of which was practically absent in the works of the classics of secular philosophy and, which required serious reflection in order to comprehend its essence [10, p. 56].

It is the religion and knowledge of the traditions of the ethno-confessional heritage that are the factor that makes it possible to strengthen the identity of many post-Soviet regions, in particular, the Republic of Crimea, which has undergone a series of systemic challenges during a transformational period that has lasted almost thirty years [10, p. 157].

The specificity of this period lies in the ongoing radical change in the entire way of life of society as a whole and each of its members separately. The usual landmarks are collapsing, the established values are being questioned, which dramatically affects the moral and aesthetic atmosphere prevailing in society and creates tension in the spiritual and sociocultural life of the individual. Attention is drawn to this, in particular, by such researchers as A. Ya. Danilyuk, A. M. Kondakov and V. A. Tishkov [6, p. 29].

It should be noted that the role of religion and the church in Russian culture has always (except perhaps the Soviet period) been very significant. They had a great influence on the educational process. Thus, in medieval Russia, the educational ideal was determined by the Orthodox religion and found a living, historically concrete representation in the image of the Savior.

In the XVIII century, a different type of state arose on the site of the former Moscow kingdom - the Russian Empire with its capital in St. Petersburg. This led to certain deformations in church-state relations. Instead of the former "symphony of powers" inherited from the Eastern Roman Empire (Byzantium), the dominance of secular power over ecclesiastical power arose. MV Lomonosov noted: "All selfless service for the good and for the strength of the Fatherland should be a measure of the meaning of life" [8, p. 42].

During the Soviet period, the secularization of the educational ideal reached an extreme point. The party and the government have eliminated or minimized the influence of the Church on the life of society in general and each individual person in particular. However, they themselves began to de facto play the role of a new "quasi-church", and their doctrine - a pseudo-religion [3].

It is quite natural that in the 90s of the twentieth century, after the inevitable collapse of the Soviet educational ideal, a spiritual vacuum arose, which was filled with false values of freedom and irresponsibility.

This only testified to the need to return to the Orthodox educational ideal characteristic of historical Russia.

This is why it is vitally important, according to the previous Patriarch of Moscow Alexy II, the formation of immunity in the new generation - not medical, but "moral immunity", the revival "in their souls of striving for high ideals", rooting in them "feelings of faith and love, the search for truth God's ". Without this, the Patriarch emphasized, "and there will be no Russia in the world" [1].

It is this understanding that allows a person to realize the dialectical inconsistency of the postulate that God is one and, at the same time, is made up of three Persons, each of whom is God.

The foregoing testifies that unity does not exclude diversity, and strict adherence to church canons is impossible without personal mystical experience [9, p. 75].

Man is created in the image and likeness of God. This means that the image of the Holy Trinity is imprinted in its entire spiritual nature. "Let us create man in our image and likeness" - this is how the word of God says, pointing in the plural to the trinity of the Godhead, the presence of three hypostases in him and the trinity of the image of God, which is at the same time a human image. This is how Christian ethics interprets the place of man in the world and his relationship with God. However, in a modern, transforming society, things are not so simple.

In the new reality in which our society found itself after the end of the "dashing 90s", a return to the origins, the actualization of moral and aesthetic values, norms and regulations contained in Scripture, where the moral, aesthetic and moral comprehension of the hierarchy of the formation of personal values plays a rather significant role seems to be extremely important and relevant.

Spiritual Orthodox values are designed to consolidate society and contribute to the process of reviving the national culture. Their task is to consolidate society and become the core around which culture is reviving. Sacralization (more precisely, re-sacralization) of the Holy Trinity in this context is associated with three objectively existing unconditional values,highlighted by the Russian idealist philosopher of the late XIX century V.S. Solovyov: life (living being), the dignity of the individual, humanity (God-manhood) [14, p. 40].

Reasoning about the trinity may run up against the thresholds of perception caused by the dominance of so-called "ordinary" thinking.

The human mind is characterized by the desire to understand the expressed judgment [9, p. 76].

The word "understand" in this context means "to include a statement in the set of truths confirmed by everyday human practice, to find analogies in life, to harmonize with its traditional, "Aristotelian" formal logic".

Meanwhile, when realizing the phenomenon of the Holy Trinity, the subject must master the following categories.

Trinity. This category posits that God and the Trinity are one.

Consubstantiality. It implies that all three Persons of the Trinity have the same essence with each other. Essence is defined as Divine Dignity [11, p. 65].

Inseparability. Emphasizing that the Trinity is inseparable becomes especially important after the statement that each of its Person is God [11, p. 66].

Co-inherentsy. According to the teachings of the Church, the Father, Son and Holy Spirit exist together and always [11, p. 66].

Specificity. When analyzing the logic of the trinity, it is imperative to take into account the named property. Its essence lies in the fact that, despite the consubstantiality, the three Persons are not reducible to each other, and each has its own specificity. [11, p. 65].

Interaction. Three Persons are in the eternal interaction [10, p. 160].

From the point of view of the Christian worldview, God, having created man, gave him free will, giving him the opportunity to manifest human essence. However, freedom also implies responsibility in the face of the Lord. [5, p. 51].

The question of the uniqueness and uniqueness of the human personality was raised far from today: European civilization in general and its East Slavic branch in particular experienced a spiritual crisis more than once and always overcame it on the basis of a return to Christian spiritual values. Let us recall the words of Vladimir Monomakh about the uniqueness of the nature of the individual, personality, individuality coming from the depths of centuries: "If the whole world is brought together, no one will end up in one image, but each with his own image, according to the wisdom of God" [7, p. 166].

Gradually, the growing generation's awareness of the responsibility of the individual is growing, based on Biblical values and the doctrine of "grace".

At the same time, we are not talking about purely prohibitive measures, but about the positive propaganda of Orthodox values. Archpriest Vladislav Sveshnikov noted: "It is necessary not only to protect from this world, not just to seek traditional church forms of relations, but to create the possibility of unity with those people who, albeit with the burden of their disgusting experience, live next to us" [12].

Understanding the moral ideal of the Holy Trinity in the context of building moral and aesthetic values makes it possible for young people to convert to faith. Therefore, it is so important to show the closest connection between the dogmatic truths of the Orthodox faith, and a life filled with spiritual content through the introduction of adolescents to the lost traditions. It is important to reveal the influence of Orthodox traditions and attitudes on self-improvement. And until adults (in my person, teachers) show this aspiration as a personal example, until then we will not be able to return the younger generation to faith by any means. Having done this, people of the older generation strive to convey an assessment of the spiritual and moral idea of the Holy Trinity from the point of view of value guidelines in upbringing.

Nevertheless, cooperation with non-state institutions of civil society, the importance of which in our country in general and the Republic of Crimea in particular, is steadily increasing, cannot be neglected.

The well-coordinated work of the Church as a social institution and educational institutions of the Republic of Crimea is required.

The beginning of such cooperation was laid back in the 2000s.

The educational department of the Republic of Kazakhstan annually holds a republican Olympiad among students in Orthodox culture. The Republic annually organizes Christmas scientific and pedagogical readings, Cyril and Methodius Readings, Orthodox student conferences, all-Crimean contests "Family Hearth", "Revival of Spiritual Family Traditions", events dedicated to Easter, St. Nicholas Day and other Orthodox holidays [4].

Conclusions and prospects for further research

So, the image of the Trinity is the basis of the Christian faith, which means not the quantity, but the quality of God. Its aesthetic component makes possible a direct transition from sensual charm to spiritual and moral perfection of the personality.

This work shows that a moral understanding of personal attitudes and the upbringing of these attitudes is impossible without aesthetic patronage, and aesthetic patronage - without the formation of value attitudes in relation to the younger generation. Without comprehending the essence of the

Holy Trinity and Faith, the revival of the spiritual component in the youth environment is a baseless dream.

The problem posed in the work requires further study of specific forms and methods of moral and aesthetic education of young people in the tradition of familiarizing with the dogma of the Holy Trinity.

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MURALS OF TAURICA IN THE CONTEXT OF IDEOLOGICAL MOVEMENTS OF THE XIII – XV CENTURIES

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Abstract: In this material, one of the urgent tasks of modern cultural studies is considered, as the development of ways of informational return of archaeological, historical, art history and religious studies sources, which have features associated with the method of encoding information in fresco painting of the High Middle Ages. However, to date, no cultural understanding of the material has been undertaken as a fundamental understanding of the value and sociocultural significance of the originality of the painting style of Taurica in the XIII – XIII – XV centuries sets before the researcher the not simple task of mastering the "language of mural painting" through which the content of the artistic form of the period under consideration is embodied.

Keywords: Monuments of medieval art, cultural understanding, symbolism, picture of the world, expressiveness of the image, artistic taste, a kind of "historical painting", ideals of valor, the theme of military patronage.

Analysis of the scientific problem: A fresco for a medieval inhabitant of Taurica is a tangible material environment of the picture of the world. A fresco is not only a cultural or art history phenomenon, but primarily a historical one. She is part of society, and develops along with it. A certain interest in fresco painting is explained by the fact that the latter is a kind of "historical painting", in a conventional manner narrating about the real events of the life of Taurica in the XIII – XV centuries. Fresco art is a reflection of social norms of morality, ideology, psychology. And, of course, the study of these phenomena is the direct responsibility of a culturologist.

Main material: The specificity of the fresco as a source lies in the fact that, like any work of art, it reflects the way of thinking of the master who created it through the prism of sociopolitical and sociocultural processes.

When selecting sources in the study, the author of the article proceeded from the idea that the analysis of fresco paintings in medieval Crimea of the XIII – XV centuries. The "Paleologian era" should start with the least complex works, which include the plot compositions of the murals.

It should be noted that the problem of fresco painting is considered in connection with the issues of Christian culture as such, since the development of fresco painting of the Crimea in the context of Christian culture is an integral part of the historical (political, social) and religious processes of this time.

In the XIII century, Christianity on the land of medieval Taurica was formed as a dominant confession, and inhabitants professing Orthodox in the XIII – XV centuries were numerous. Together with Christianity, Taurica of the High Middle Ages received an already established image of the Church in its conservative classical understanding and folded teaching.

Fig.1. Eski-Kermen. Fresco of the Temple of the Three Horsemen. Cut through the frescoes by O.I. Dombrovsky

Tavrika of the described era lived an intensive not only political and economically rich life, but also an artistic and aesthetic life. In the general flourishing of architecture of the XIII – XV centuries, painting and liturgical creativity, it is Parsuna that occupies one of the leading positions - as an exponent of the spiritual and cultural life of society [4, p. 79]. It was during this period that the figurative language of painting reaches its maximum expressiveness and accuracy. It is distinguished by unusual expressiveness, spontaneity, freedom, purity of color tone, strength and joy of light [4, p. 78]. Not the least role is played by the form and structure of the fresco, acquiring symbolic fields [4, p. 79].

To determine the dominant character of the ideals of fresco painting of the XIII – XV centuries, it is necessary to pay attention to the choice of the subjects themselves and to the point of view from which they were depicted.

The fresco of the Temple of the Three Horsemen near Eski-Kermen can serve as a vivid example of composition, as a reflection of the era: on the wall of the temple there are frescoes depicting three horsemen in fluttering cloaks, three warriors-martyrs (fig. 1).

A sufficient number of images of the Holy Warriors is explained by the veneration in Tavrika at this difficult time. Their cult was especially widespread in the eastern border regions of the Byzantine Empire [4, p. 88]. In Asia Minor and Georgia in the XIII – XV centuries, their images were mandatory in the painting program of any, even the smallest, temple. The image of the three horsemen is unique because is a vivid example in the formation of the local Crimean style of fresco painting [4, p. 87].

O.I. Dombrowski, based on the results of studying the fresco paintings of the cave temples of Eski-Kermen and its surroundings, came to the following conclusion: "Of the many provincial Byzantine schools of painting, the school that in the XIII-XIV centuries formed in the South-West Crimea, was one of the most succumbing to the capital's influence; she was in close contact with the court aristocratic art of Byzantium" [3, p. 50]. The composition of the murals reveals the images of holy warriors who embodied the ideals of valor and courage, which were highly valued in the disturbing life of the inhabitants of medieval Crimea, full of dangers.

It should be noted that the fresco paintings of the temples of the Southwestern Crimea, along with the well-known provincialism, bear a clear shade of ancient traditions. Ancient traditions in mural painting as a dialogue of eras, concretely and visibly embodied the highest values of the heroic power of the gods of the early period. Mural painting as the most powerful cultural tool that served to convey the highest, undistorted truth: to love and protect your land. The fresco "Three Horsemen" is distinguished by a delicate pictorial style, which was cultivated by the capital's school, and Tavrika became their keeper [5, p. 88]. The traditions of the ancient world, surpassed and embodied in the images of the Hero-Warrior, are the symbols that make up the core of medieval culture. For many thousands of years of the medieval period, they surrounded the population of Taurica, as if they called not to rush, to think and understand the revelation of the murals [4, p. 79]. Only then try to comprehend the fullness of being. Local painters knew how to combine high skill, artistic taste, knowledge of antique samples and the desire to fully express new artistic ideas [4, p. 78].

The "riders" amaze with the refined nobility of their appearance. Fluttering patrician clothes echo the rainbow tints of cloaks: against their background, sculpted faces with extraordinary precision appear in contrast, making you recall the works of Hellenistic artists. The faces depict pacification and exultant spirituality, which are characteristic already for the Middle Ages [4, p. 80]. The creators of the murals are distinguished by the desire for great emotional excitement, tk. the metropolitan tradition was perceived by the artists of that time not as a dead dogma, but as a living source of inspiration [4, p. 81]. The fresco is filled with pictorial freedom, where the master's keen observation is manifested in the living breath of antiquity [1, p. 46]. The completed figures are framed with a strict frame. The fresco painting "Three Horsemen" stands out against the background of other frescoes of the Crimea of that time expressiveness and at the same time more iconic, spirituality and even detachment [4, p. 85].

St. George the warrior (frontally, with a raised spear in his right hand, with a shield behind his left shoulder, in his left hand - the reins), St. George the serpent-fighter and a Christian saint with a youth rescued from captivity, sitting behind the saint's back on the rump of a horse. Γεώργιος Τροπαιοφόρος is depicted in images associated with two legends: the fight against the devil in the guise of a serpent, and the miraculous salvation of the Paphlagon youth from the hands of enemies.

From a culturological point of view, the predominance in the era of the mature Middle Ages of interest in mystical dogmas, spiritualism, abstraction from reality, focus on hypersensitivity is noticeable. The saint is depicted in three persons. The number three in the Christian world is the personification of the Holy Trinity, as the presence of three versions of the image of St. Georgy on a horse on the fresco of the Three Horsemen [4, p. 78].

The Gospel mentions three wise men, three crucifixions on Calvary, resurrection three days later. Three is a symbol of the universe, as much is in one.

One of the most striking interpretations of the exploits of Γεώργιος Τροπαιοφόρος was "The Miracle of the Serpent." Once George learned that a terrible dragon was devastating the lands of a certain pagan king. It was Take (Beirut). The dragon "shut off" the water sources from the townspeople. Forced the citizens every month by lot to give him a maiden to be eaten. When this fate befell the king's daughter (in the East she was called

Elisava), the Great Martyr was just passing by and seeing the virgin, he prayed to God. He waited for the appearance of the dragon and pierced him with a spear. Taking away from the city to attack, prompting all the inhabitants, led by the king, to accept Christianity. In this image of the Saint, the omnipresent punishment for sins appears. A formidable judge with a sharp spear - a symbol of the overtaken punishment for sins without repentance.

The style of the Eski-Kermen paintings is most characteristic of the samples of the first half of the XIII century. The brightness of flowers and their variety does not create the impression of variegation, as is the case on many provincial monuments, for example, in Cappadocian paintings [4, p. 82]. Posthumous miracles of Γεώργιος Τροπαιοφόρος began to appear in the brands of Cappadocia. Later, "The Miracle of the Serpent" came to the fore and was already written on individual icons. Several types of images are known: on some the equestrian hero strikes the monster with a spear without any fancy, on others there are whole scenes with the princess, the townspeople and their king [1, p. 126].

In the Eski-Kermen paintings, we see iconic art. The fresco has a didactic meaning - it announces salvation. Mural painting is a means of transmitting information and it is also a goal, where information is carried with the help of signs. The image indicates a saving action: the idea of salvation. Disregard for the artistic form is felt in the fresco painting. The Savior endowed St. George the serpent fighter with special powers. The proclamation of salvation through introduction to Christian culture. Everything in the mural is natural. The absence of any artificiality is the path to a single sign. The word is preserved in the Bible materialized through art. Reified in fresco painting.

The local originality of the fresco painting "Three Horsemen" was far from immediately developed. A special and original style took shape gradually and slowly. Fresco painting is not just part of an architectural form. It opens the door to the world of the sacramental image or the sacramental rite of the Christian cult. The image opens to contemplation in visible theology - mural painting.

The fresco of "Three Horsemen" is not traditional, which shows the originality of the social order of Tavrika in the mature Middle Ages. Their geographic horizons are unusually wide. The idea of the Great Martyr as a patron and protector was so firmly rooted in the popular consciousness that during the XIII – XV centuries the authorities made repeated attempts to declare the hero their ally and patron and thereby raise their authority. The fresco painting is the focus of attention. Prayer contemplation saturates the temple painting. It passes through time and space and stops at living content.

An example of such attempts is the third image of Γεώργιος Τροπαιοφόρος in the Eski-Kermen mural painting. Tracing the development of the main subjects of the surviving fresco paintings of the Crimea, it should be noted the constant mutual influence of different cultural practices, which contributed to the transformation of Christian Greco-Byzantine traditions and the emergence of a peculiar, original Crimean-Byzantine style, where St. George is often depicted as a horseman, on whose horse you can see a young boy, whom the serpent fighter saved from the horrors of captivity and returned unharmed to the parent's womb. It is for this reason that the Church calls the Saint the Victorious as the liberator of the captives. In the symbiosis of the drawing and its place, it is high, in the main place, the image carries away upward. Through the image of St. George, a warrior, the contemplation of the Almighty is revealed in art.

The Arabs attacked the Christians of Lesbos. Among the captives was a youth whose parents suffered greatly from the loss of their child. A year later, on St. George's Day, the teenager's father and mother arranged a dinner for their loved ones. Suddenly their boy appeared, holding a glass of wine. The son narrated that the entire period was a slave to the Cretan emir. Suddenly Saint George appeared. He put the child on a horse and carried it home. With one hand the youth was holding onto the saint's belt. In the other hand there was a goblet, which he served on the table to the owner.

It pleased God to reveal to the world the Holy One as the patron of youth and innocence. In the district of Lesvos, it became known about this miracle. After this experience, Saint George the Victorious began to be revered as the patron saint of children. Coming to him for advice, people met with the Angel, so much good was radiated by the Saint on the fresco painting.

You observe social tendencies in the understanding of George. The saint was brought closer to other heroes of medieval legends: And with Michael the Archangel on a white horse, and with Nikita defeating the devil, and with Elijah the prophet, involved in lightning [1, p. 293].

Looking at the image of Γεώργιος Τροπαιοφόρος everyone experiences a strong sense of continuous life. Looking at the murals, you feel the sacred rite. In this interpretation of the murals, we can talk about the peculiar character of the great martyr, which threatens with his spear. Endowed with sacred power, he fiercely acts with his weapon in an attempt to defend the truth.

In cultural analysis, this is a rare iconographic type.

The fresco of The Three Horsemen is almost unknown. In terms of artistic quality and emotional richness, the fresco painting of the image is immeasurably higher than other works.

Conclusions and prospects for further research: The study of the image Γεώργιος Τροπαιοφόρος of the Temple of the Three Horsemen near Eski-Kermen as a single ideological and artistic system revealed a number of features concerning a specific plot in the mural painting. As a result of the culturological analysis, the author came to the following conclusions: the image of the saint is associated with special spiritual moods in the religious life of medieval society. Towards ascetic ideals, "smart" prayer. The topic of military patronage is especially highlighted and is obviously connected with the victories of the citizens of Taurica over the nomads. The military-historical theme of the fresco painting of the temple of the three horsemen near Eski-Kermen impresses not only with the significance of the murals, but also with the reflections that are born during contemplation. However, it is impossible to fully decipher the meaning of the entire symbolism of the image of the Holy Great Martyr, as well as to adequately represent all the specificity of the language of the figure's movements and all its subtlest nuances. This poses for the researcher the not simple task of mastering the "language of mural painting" through which the content of the artistic form of the period under consideration was embodied. The cultural understanding of the painting of the Three Horsemen temple as a special information carrier with its own method of encoding information in the painting of the High Middle Ages, reveals in a new way the holistic phenomenon of the Christian tradition of its time, reflecting the ideological movements of the era, allows to illuminate and collect in a new way what existed as disparate facts phenomena of the artistic life of Taurica in the XIII – XV centuries.

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