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**QUALITY OF LIFE OF THE RUSSIAN POPULATION: PRIORITIES OF STATE POLICY, ECONOMIC SECURITY OF THE COUNTRY**

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**Abstract.** *Increasing attention is paid to improving the quality of life of the population. The relevance of this article is due to the fact that the issues of improving the quality of life of the population form the basis for the formation of an innovative way of developing the modern economy of Russia. The article presents the results of the author's research on the quality of life of the population of Russia as a strategic priority of economic policy and state security. The place of the quality of life of the population in the system of economic security, its regulatory and legal base, and the system of indicators have been determined. Trends in the dynamics of life quality indicators are analyzed, threats to the economic security of Russia are identified and assessed. The final section of the article defines the strategic priorities of the state policy to improve the quality of life and proposes measures to reduce threats to Russia's economic security.*

**Keywords:** *quality of life, strategic priorities, economic security, indicators of quality of life, human potential, system of indicators of quality of life, digital transformation.*

In modern conditions, the most important factor in the development of any state is the quality of life of the population, which contributes to the accumulation of the country's national wealth and, accordingly, the development of human potential. Research and development of the concept of the socio-economic category "quality of life" is associated with the progressive development of society and depends on the economic progress of a particular state. The focus of the long-term socio-economic policy of the state is the steady growth of well-being and improving the quality of life of



the population.

This has been repeatedly emphasized in the speeches of the leaders of the Russian Federation, documented in the Decree of the President of the Russian Federation of July 2, 2021 № 400 "National Security Strategy of the Russian Federation, the Decree of the President of the Russian Federation of May 07, 2018 № 204 (as amended on July 21, 2020) "On national goals and strategic objectives of the development of the Russian Federation for the period up to 2024" and the Decree of the President of the Russian Federation of July 21, 2020 № 474 "On the national development goals of the Russian Federation for the period up to 2030"[1,2,3].

Today, the quality of life is an interdisciplinary and multidimensional category, which requires a comprehensive and integrated approach to the study, noted by Russian scientists [4,5,6,8,14]. This fact gives rise to controversy over the definition of the concept of "quality of life" to this day.

The category "quality of life" consists in its distinctive feature: quality of life is a complex multidimensional socio-economic category that encompasses all spheres of life of society, which, in turn, contains a description of people's life, as well as the conditions and circumstances of their quality of life. The concept of "quality of life" is broader than "standard of living" and includes components that relate to social well-being and security, the state of the environment, the political situation, the level of development of education and health care, as well as the psychological comfort of the individual [9].

The main problem that hinders the improvement of the quality of life is the decline in the level of well-being of citizens, which led to the aggravation of property stratification and the unevenness of the socio-economic development of the regions. The solution to this problem is possible by reducing the poverty level of the population, modernizing the education and health care systems, ensuring the affordability of housing, increasing social payments to the population, and creating jobs [15].

The strategies "Strategy of the National Security of the Russian Federation" and "Strategy of the Economic Security of the Russian Federation" make it possible to formulate in the most complete format the main priorities and directions of state policy in improving the quality of the use of human potential. The role of human potential in the system of economic security is to ensure the reproductive function of the economy. The importance of improving the quality of life of the population is expressed as a result of measures to increase the efficiency of social reproduction, which leads to an increase in the level of economic security of the state. Improving the indicators of the quality of life of the population has a positive effect

on the level of economic security of the country.

The category "quality of life" as a multidimensional socio-economic category is governed by an extensive set of normative legal acts, which are arranged in a hierarchical multilevel order and correlate with each other. The legal framework, according to the authors, must comply with the objective conditions of development and the current economic policy of the state, as well as comply with international rules and standards [19]. Moreover, the system of indicators of the quality of life should characterize the most complete list of spheres of human activity and reflect the level of implementation of the individual's needs in accordance with social standards in conditions of limited resources. An important condition for the formation of a system of indicators of the quality of life of the population in the aspect of economic security is the threshold values that determine the likelihood of a risk of socio-economic damage, as well as the likelihood of adverse consequences. The inconsistency of the indicators of the quality of life of the population with their threshold values can lead to a threat to national economic security.

Maintaining a high level of well-being of the population are priority areas, strategic priorities in Russian state policy and are aimed at:

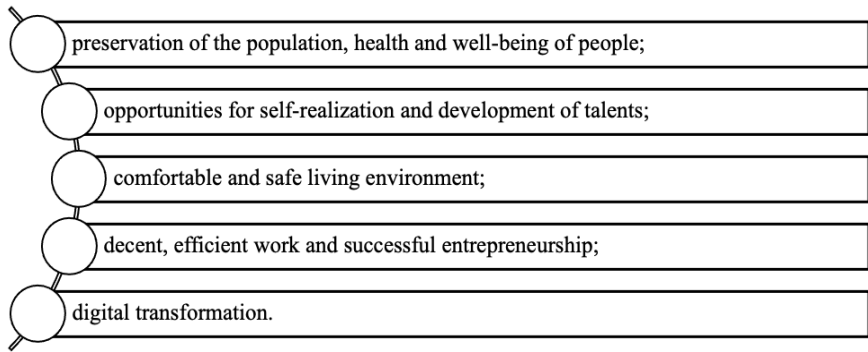
- increasing the population by creating conditions for stimulating demographic state policy;
- the optimal ratio of the population's cash income and the growth rate of labor productivity;
- job creation, effective regulation of the labor market to counteract the negative dynamics of the unemployment rate;
- comprehensive support for citizens of retirement age by increasing the dependence of pensioning and wages of employees of organizations;
- development of the education and health care system through a comprehensive modernization of these areas;
- providing the population with affordable and high-quality housing;
- creating a favorable ecological environment and reducing the amount of harmful emissions;
- reducing the crime rate and others.

According to the results of the author's calculations for the period from 2015 to 2019. The Russian Federation, the integral indicator of the quality of life occupied the interval from 0.55 to 0.75 (which corresponds to the pre-crisis state of the national economy [10, 12]. It should be noted that the integral indicator has a negative trend and shows a natural decline in the quality of life of the population since 2015.

The interests of Russian society and national security are interrelated

and aimed at the long-term perspective, the definition of goals and objectives of the state security policy, as well as their implementation through a system of public administration measures.

In accordance with the Decree of the President of the Russian Federation of July 21, 2020 № 474 "On the national development goals of the Russian Federation for the period up to 2030", the main priorities of state policy are presented, aimed at improving the quality of life in Russia in the long term (Fig. 1):



**Fig. 1. The main priorities of state policy aimed in the long term at improving the quality of life in Russia [3]**

The system of measures to improve the quality of life of the population is focused on a programmatic nature and is mainly implemented through the implementation of national projects and government programs.

Thus, the state program "New quality of life" includes measures to achieve high standards of personal safety and environmental safety. The national project "New quality of life" provides development in various spheres of human life: education, health care, ecology, culture and others. Indicators of the quality of life of the population should be included in strategic plans, policies, development programs at all levels of government. Improving the quality of life of the population of Russia should be considered as a strategic priority of the long-term strategy of socio-economic development [16].

The strategic basis of national projects are activities that are aimed at eliminating and minimizing problem areas that hinder the socio-economic development of the country. The effective implementation of government projects and programs directly depends on the degree of participation in them as a society, public institutions, including scientific communities.

The strategic priority of the economic security of Russia and the socio-economic policy of the state, which is documented in the main normative legal acts aimed at the long term, is the quality of life of the population.

Next, we will consider the main proposals for reducing threats to Russia's economic security in the field of ensuring the quality of life of the population.

It should be noted that the main task of any state in almost all spheres of human life is the primary solution to socio-economic problems of the quality of life of people. As noted earlier, in modern conditions, improving the quality and living standards of the country's population is one of the priority tasks of state policy. Which should be addressed by reducing inter-regional differentiation in relation to people living below the poverty line. To do this, it is necessary to increase the efficiency and the number of social benefits and other types of support for low-income citizens, develop a system of support for the population based on the family's social passport for targeted assessment of a specific low-income family and identify the needs of society, as well as create special conditions to ensure self-employment of the poor on the basis of development of projects to stimulate the passage of retraining programs, training and the creation of a personal economy. We also need a positive dynamics of real incomes, the purchasing power of the Russian population. No less important is a decrease in the unemployment rate and a decrease in the proportion of people below the subsistence level [7, 13.20, 21].

The authors identified potential threats in terms of the economic security of the state:

1. Long-term decline in the country's population as a result of low fertility and high mortality.
2. High divorce rates and weakening of the institution of the family.
3. Increase in the number of unemployed citizens.
4. The poverty level and significant differentiation in income levels still pose a threat to the economic security of the country.
5. The amount of social security for pensioners remains substantially low.
6. High morbidity of the population and an unfavorable trend in the dynamics of health care indicators for the future.

In the course of the forecast, the authors revealed that only one indicator will reach the threshold value - the unemployment rate will leave the crisis zone by 2022 [11]. Nevertheless, after 2022, the indicator will be close to the critical value, that is, it will be in a pre-crisis state, which means the need for close monitoring of the development of the situation by public

authorities. The rest of the indicators during the forecasting period from 2020 to 2024 will remain in the crisis zone, which indicates the persistence of threats to national economic security.

The main directions of activity of the state and its power structures aimed at improving the quality and standard of living of the country's population were proposed:

1. Creation of conditions for population growth, improvement of the quality and life expectancy of people.
2. Preservation of spiritual and moral traditions of family relations.
3. Actively pursuing a policy of promoting employment of the population.
4. Improvement of state policy to equalize the level of income of the population, reduce the level of poverty.
5. Improving the quality of life of pensioners through the development of the pension system.
6. Formation of conditions and creation of impulses for the development of human capital by increasing the efficiency and competitiveness of healthcare, as well as countering the new coronavirus infection.

Thus, the proposed main directions of activities of the state and its power structures aimed at improving the quality and standard of living of the country's population will improve the quality of life of the population. Comprehensive study of problem areas of citizens' life will make it possible to avoid negative scenarios for forecasting threats to economic security. To ensure the required level of national security of Russia, it is necessary to constantly monitor the system of security indicators in order to bring all indicators to a level at least no worse than the maximum critical values. This will provide an opportunity to improve the quality of life as a strategic priority of economic security through the formation of a competitive innovative economy capable of responding to the challenges and threats of our time. This has been reiterated in the "30th Anniversary Human Development Report 2020, which is the latest in a series of global Human Development Reports published by the United Nations Development Program (UNDP) since 1990 as an independent, analytically and empirically informed discussion critical development issues, trends and policies"[22].

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**ENTERPRISE INNOVATIVE POTENTIAL ASSESSING INDICATOR  
ELABORATION IN VIEW OF THE DIGITAL ECONOMY  
DEVELOPMENT**

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**Abstract.** *In this article with the purpose of creation of the strategy of intensifying of innovative potential of the enterprise that characterizes the possibility of innovative development of the aforementioned enterprise, it is submitted to calculate the level of the innovative potential in the context of digital economy on the basis of introduction of the integrated index which includes the group of elements such as factors of internal environment of the enterprise namely production technology resources, the level of innovative development, availability of informational resources and factors of external environment namely competitiveness of the enterprise on the market and participation in realization of the principle of «triple helix»-the partnership of the state, science and business.*

**Keywords:** *innovative potential, digitalization, innovative economy, assessment methods, integral indicator.*

One of the main components of innovative economy developing on the basis of equal usage of scientific knowledge, intellectual potential and innovative products, readiness to their practical realization in different spheres of human activity is digitalization. Occasionally this component is categorized as «digital economy».

Russian passage from the creation of free market economy to it innovative type of development means at the same time active usage of accumulated innovative potential namely fundamental research findings and applications, results of intellectual activity (RIA) in the form of patents.



This innovative potential is necessary for the passage to innovative type of development, but the actual showings of innovative activity remain low [4].

At present moment development of digital platforms that can render different services which are the basic elements of digital economy of Russia are developing.

What does it mean «innovative potential»? In general, innovative potential of any object equals to conditions in which innovative activity is realized successfully. Innovative activity of the enterprise is the source of development only in case of the active and sometimes aggressive strategy of promotion and also in case of creation of enabling environment for launching of new products, technologies and services.

An enterprise with high innovative potential is the enterprise that exists in developed infosphere, owns patents, research findings and applications, inventions, new ideas, new technologies, untapped needs etc. Bearing in mind all mentioned above there is an multialternative interactive and expert – based approach for decisions making.

The main difference of an innovative organization is ultimately its aims such as development of corporate and workforce innovative potential, providing of long-time vitality, satisfying the potential requirements of consumers and development of the own market. The management of innovative potential is the necessary part of management of innovations. It resolves issues of planning and realization of innovative strategies of stable development of the enterprise. Development of innovative strategies bases on the evaluation of potential possibilities and innovation potential of the enterprise and on an analyze of external environment of the enterprise. An increasingly larger role of innovations makes new demands to the choice of effective mechanisms of usage and evaluation of innovative potential and also to management of innovations in the enterprise. That is why national researches and researches abroad pay more and more attention to the role of innovations in development of the enterprise.

The definition of «innovative potential» for the growth of the system due to innovations was firstly introduced by Christopher Freeman in 1970-1980. He thought that innovation is the system of measures to design, development, usage and exhaustion of economic, social and institutional potential which are at the heart of innovation.

A practical aspect of «innovation potential» is reflected in works of Peter Drucker [5] where he looks into beginnings of development of modern industry. For instance, he remarked that innovation began from the analyze of existing potential with the purpose of its effective usage. In majority of cases the authors concentrate on the analyze of separate aspects of

innovative potential, there are some definitions that are inconsequent and do not place the emphasis on methodological essential of the concept.

A team of authors under the direction of V.Barancheev [6] defines innovative potential of the enterprise as the measure of readiness to fulfillment of tasks providing achievement of innovative aims of the enterprise.

B.K.Lisin and V. Fridlyanov [7] give the following definition to «innovative potential» of the enterprise. Innovative potential is the complex of scientific, technical, technological, infrastructural, financial, legal, sociocultural and other possibilities, providing apprehension and launching of innovation.

A team of authors under the direction of M.N.Titov [8] thinks that innovative potential is capability of the unit of real sector to provide a sufficient level of updating of operational factors, their combinations in the operational process, organizational and management structures and also the internal culture.

B.A.Pateev [9] supposes that innovative potential of the enterprise is the mixture of informative, technical, technological, intellectual, spatial, financial, organizational, managerial, juridical and business resources that forms the single system for appearance and development of ideas, providing competitiveness of final products or services in accordance with aims and strategies of the company.

S.V.Kortov [10] regards the innovative potential as an assembly of resources containing human resources, material and technical resources, finances, management that are sufficient for realization of whole innovative cycle and satisfying the developed requirements in innovation. Innovative potential of the enterprise is often regarded as the set of resources with different level of detailing.

To sum up the discussion of methodological essential of innovative potential it has to be concluded that innovative potential is not only resources available for innovation but also innovative mechanisms including development of innovative potential via innovation and investments.

With purpose of stable and effective development of the enterprise it is important to evaluate and increase its innovation potential. The authors of this article interpret innovation potential as integrated index that characterized the level of readiness of the enterprise for the development and release of innovative products. Evaluation of the level of innovative potential of the enterprise and its increase allow to speed up commercialization of novelties (patents, know-how, ideas) and realize them in real sector of economy.

Experts divides indexes of innovative potential on internal and external

indexes (external environment). Internal indexes in turns divide on groups:

- technological indexes;
- indexes of level of innovative development of the organization
- indexes of availability of information resources

Existing methods of evaluation of innovative potential of enterprise include following elements: processing opportunities, effectiveness of the science and technology infrastructure, availability of means for financing of innovative activity, availability of the staff that can think outside the box etc. [3]. In majority of cases these methods base on expert evaluation methods. It provides subjectivity in procedure of evaluation of innovative potential. The authors have developed the system of indexes based on the possibility of their calculation and reflecting the level of innovative potential of the enterprise in conditions of digital economy. This system consists of technological resources that are necessary for realization of innovative activity, the level of innovative development, availability of information resources.

Nowadays introduction of indexes of information block for the calculation is particularly topical as one of the key priorities of our state development is the focus on digitalization of economy [1].

In conditions of passage to digital economy in group of indexes of informative availability besides availability of personal computers and necessary software in the enterprise it is necessary to bear in mind such element as level of digitalization of internal business processes of the enterprise. It is offered to include this index as ratio of number of digitized business processes to the whole number of business processes of the enterprise.

The level of innovative development of enterprise is characterized ultimately by innovative activeness of the enterprise. Innovative activeness of the enterprise is complex characteristic of its innovative activity including innovativeness (the feature of the consumer of an innovative product), the level of intension performing actions connecting with transformation of novelties and their timeliness (the feature of the supplier of an innovative product), capability for mobilization of potential of necessary quality and quality, capability to provide justification of applying methods, reasonableness of the technology of innovative process referring to composition and subsequence of operations. Innovative activeness characterizes the readiness to renewal of key elements of innovation system namely knowledge, techniques, information and communications technologies and conditions of their effective usage (structure and culture) and also open-mindedness.

In general, the system of indexes of level of innovative potential may be presented as follows.

1. Technological resources that are necessary for innovative activity

(P1)

1.1. Availability of intellectual property (patents, computer programs, know-how etc.) characterizes the existence of objects of intellectual property (own or purchased) in the organization ( $P_{11}$ ).

1.2. Share of expenses for researches and development (concerning the time or payment) in general volume of expenses for development of innovative product (technology) ( $P_{12}$ );

1.3. Acquisition of new equipment and technologies characterizes the capability of the organization for acquisition of new productions (share of expenses for purchasing of new equipment and technologies in whole volume of cost of operating resources) ( $P_{13}$ ).

1.4. Acquisition of manufacture of new products (share of new released products in whole production data sheet ) ( $P_{14}$ ).

2. The level of innovative development of organization (P2):

2.1. The share of employees who are engaged in researches and development in total quantity of staff ( $P_{21}$ ).

2.2. Share of expenses for education of staff in total volume of operating expenses ( $P_{22}$ ).

2.3. Profitability of innovation (ratio of profit that was earned from realization of the innovative product to the revenues from its realization) ( $P_{23}$ ).

2.4. Innovative activeness (ratio of quantity of innovative products to the total number of released product for the last year) ( $P_{24}$ ).

3. Availability of information resources (P3)

3.1. Availability of personal computers (level of availability of personal computers in organization) ( $P_{31}$ ).

3.2. Availability of software (level of availability of necessary software in organization)) ( $P_{32}$ ).

3.3. Relative degree of digitalization of business processes of organization (ratio of the number of digitalized business processes to the total number of business processes in organization) ( $P_{33}$ ).

It has to be recognized that innovative potential of the enterprise in spite of its full determination does not guarantee realization of its strategic aims. It is invidiously to define innovative potential without bearing in mind factors of external environment of the enterprise namely availability of necessity in released product, competitiveness on the market, possibility of realization of public private investment partnership. Without reference to aforementioned elements innovative potential of enterprise like a «dead cargo».

That is why indexes of external environment in which the enterprise is working are introduced:

### 4. Factors of external environment (P4):

4.1 Competitiveness of organization (share of the market of products of organization in whole volume of the market) ( $P_{41}$ ).

It is important to diversify the share on the market according to the quantity of players on the market.

For instance, if there are 10 or more players multiplying co-efficient equal to 1.5 is introduced, if there are 20 or more players multiplying co-efficient equal to 1.6 is introduced etc.

4.2 Participation of organization in realization of principle of «triple helix»- cooperation of the state, science and business or public-private partnership (principle of «double helix»- cooperation of the state and business) ( $P_{42}$ ).

General integrated index of potential is calculated as the sum of indexes of all elements with weighing coefficient, which reflects the significancy of each index:

$$K_{int} = \sum_{i=1}^n P_i \quad (1)$$

where  $P_i$  – is a value of  $i$ -th group of indexes of innovative potential of the enterprise.

It has to be marked that value of each index fluctuates from 0 to 1 that allows to calculate the level of innovative potential of the object.

There are 13 indexes, thus, integrated index of the level of innovative potential fluctuates from 0 to 13.

Let's calculate the level of innovative potential of one of the enterprises of the Murmansk region.

«Alpha» that is a franchisee of «1C» is engaged in the development of software for automatization of business processes of different organizations and also in rendering of consultation services in this sphere. «Alpha» develops and launches on platform that is called «1C:Enterprise 8», has an experience in creation of sites and portals with appliance of decisions of «1C- Bitrix» and databases maintenance with PostgreSQL, makes decision to questions connecting with support of technical infrastructure and work optimization of products of 1C. Different developed software products can be referred to the intellectual property of the company. The big share of expenses of the company includes expenses on the investigation of new productions and application fields of software solutions in order to increase customer database. Projects of «Alpha» are applied in different spheres among which there are production and fishery, fish farming, transport and logistics, education, medical care and medicine, power economy,

housing and utility sector, shipbuilding and ship repairing. The company actively works together with state-owned enterprises.

The indexes of «technological resources» group:

$$P1 = (1+0,4+0,3+0,5)=2,2$$

About one third of employees of «Alpha» are engaged in researches and development, recruitment and education are taken place.

The indexes of «innovative development of organization » group:

$$P2=(0,3+0,1+0,6+0,3)=1,3$$

Each employee of «Alpha» is equipped with computerized work place with set of licensed software products. Business processes and cooperation inside the company are automatized and are taken place in digital format.

The indexes of «information resources» group:

$$P3=(1+1+0,9)=2,9$$

«Alpha» works in conditions of severe competitiveness and has 6<sup>th</sup> place and 6% share on the market of informational resources. Public-private partnership is realized within participation in projects of cooperation and supporting of organizations of state sectors.

Indexes of «external environment» group

$P4=(0,06 \times 1,6+0,4)=0,0496 \sim 0,5$ , where 1.6 is co-efficient of market competitiveness.

Integrated index of innovative potential of organization:

$$K_{int} = \sum_{i=1}^n w_i P_i = P1+P2+P3+P4 = 2,2+1,3+2,9+0,5 = 6,9$$

The calculation of level of innovative potential of the enterprise gives opportunity to develop corresponding recommendations referring to the increase of innovative potential of the enterprise. Obviously, actions correspond to low level of corresponding indexes.

In this case we have low level of  $P_{22}$  (share of expenses on the increase of competence of staff) and  $P_{24}$  (innovative activeness). That is why the company should pay attention to these parameters.

The example of recommendations is in Table 1.

**Table 1. The example of recommendations referring to the increase of innovative potential of the enterprise**

The level of potential	Very low	Low	Medium	High
Value	From 0 to 2	From 2 to 6	From 6 to 10	From 10 to 13
Strategy of the increase of innovative potential	Increase of competence of staff Increase of expenses for researches and development Information support of business processes	Increase of competence of staff Increase of expenses on researches and development Information support of business processes Renewal of fixed funds Increase of competence of staff in digitalization Creation of the single digital ecosystem	Informational support of business processes Usage of progressive digital technologies Development of the mechanism of «open innovation» Usage of principle of «double and triple helix», cooperation with universities and scientific organizations	Usage of progressive digital technologies Development of digital services and platforms within field of the enterprise Usage of principle of «double and triple helix», cooperation with universities and scientific organizations

In general, definition of the level of innovative potential and development of the strategy of its increase allows to realize having opportunities in more detailed and suitable manner, to be competitive and meaningful on the market.

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**THE ROLE OF "DIGITALIZATION" IN THE DEVELOPMENT OF  
LEADERSHIP COMPETENCIES OF HUMAN CAPITAL IN THE  
RUSSIAN CONTEXT**

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**Abstract.** *The article is devoted to the problem of innovative development of human capital with the aim of forming and rational use of managerial and leadership competencies; is the acquisition of the necessary theoretical and practical knowledge and skills for effective management of economic activities of various types and purposes.*

**Keywords:** *digitalization, innovative development, human capital, leadership competencies*

The strategy of "digitalization" of the national economy is a long-term national project designed to implement qualitative changes in the field of information and analytical activities of economic entities, aimed at developing the market for intelligent information services in order to meet the information needs of consumers in the main sectors of the economy: state, business and household. The production factors of information services are intelligent information systems (materialized capital) and skilled labor (human capital). At its core, "digitalization" is a global project affecting all spheres of human activity, where the leading, fundamental area is, in our opinion, the economy.

The fundamental management decision for the economy is the choice of a national economic model. Almost all countries of the world have now preferred a market model of economic management, subject to active state regulation of the economy to exclude the so-called "market failures", that is, its inability in certain market situations to positively develop on the basis of the market self-regulation mechanism. This model allows for freedom of entrepreneurial activity within socially acceptable boundaries. Such a

restriction of business freedom objectively reduces the economic opportunities of entrepreneurs, limits the growth of their income, but allows them to harmonize entrepreneurial activity with the interests of society. Thus, management activity in the field of economics is its integral part, requires from each market entity, individual and collective, the formation and development of economic and management competencies, especially in the field of skilled labor.

The development of human capital with the aim of forming and rational use of managerial competencies consists in acquiring the necessary theoretical and practical knowledge and skills for effective management of economic activities of various types and purposes. The introduction of "digitalization" in the educational process makes it possible to multiply the information base of training sessions, allows you to move on to the creation and widespread practical application of intelligent information and training systems for replacing experience in the field of professional management activities. The formation of an active pseudo-market environment is based on intelligent imitators of market entities that implement feedback, the response of the market environment to the adopted management decisions. Application of the system of quality criteria for functional management decisions allows to integrally assess the degree of mastering by the "player" of economic and management competencies.

The use of "digitalization" in the real economy opens up the opportunity for managers of all levels of economic and organizational management to easily operate with large amounts of data when optimizing management decisions, focus on the quality of management decisions of a complex structure, relying on the artificial intelligence of management information systems. There is a possibility of restructuring the management of economic processes on "new rails", which has become mandatory, due to the need to generalize the multitude of data streams in the "digital economy". To automate and accelerate the processes of making managerial decisions, taking into account the multitasking functions in the activities of a leader, search information systems are just needed.

Modern large databases provide an opportunity not only to analyze statistics, but also to qualitatively predict economic processes at the macro level, the level of individual regions, industries and enterprises. Modern digital devices have penetrated all spheres of life, without them it is already impossible to imagine the exchange of information, communication between the seller and the consumer, which occurs at a greater speed when using gadgets and devices, smartphones, online stores. Thus, the streams of data transmitted by these devices make it possible to create

digital models of technological processes, consumer preferences and, accordingly, optimize business processes.

Today in Russian society the stabilization, "achievement" and "projective" type of motivation prevails [1]. The desire to motivate for well-being reduces motivation of the "higher order", that is, alienation is formed, which blocks the optimal, that is, resource-saving solutions and the innovative and symbolic potential of the organization is not realized. The adoption of "situational decisions" [2] aimed at "consolidating" the performing roles of the organization's functioning is dominant, due to the lack of higher motivation to overcome the difficulties of a technological, organizational and communicative order [2].

The concept of human capital and understanding of its role in the economic development of the country is controversial. In the theory of economic growth, human capital is defined as skilled labor, the ability to which is acquired through education, in the process of which professional knowledge and skills are accumulated. In the economic theory of labor, they are added: acquired physical and intellectual abilities, personal and social qualities. Human capital as a fundamental factor in the labor potential of a manager is the acquired, accumulated ability of a person, it goes through the stages: formation, accumulation, development and use in the process of managerial activity, requires significant investments for its growth. The results of the innovative development of human capital in management are new organizational skills that ensure the growth of the size, productivity and quality of management and, as a result, a significant increase in the production of new products and technologies to meet the expanded needs of the population and the production sector of the economy, lead to an increase in the incomes of entrepreneurs, the state and households [3].

In order to solve the existing economic problems of the country, in our opinion, it is necessary to create conditions for stimulating the corresponding investment needs in the development of a key factor of the economy - human capital, as well as activating rational state regulation of promising trends in the development of the market environment. At present, the external environment has a dominant influence on the optimization of the development of human capital as a leading factor in the economy and management; it has a reactive, competitive nature, and is the main source of prospective uncertainty in the development of the economy. Without long-term forecasting of the dynamics of development of the external environment, its trends and phases, the issue of effective development of human capital cannot be strategically justified [3].

The national economy is a so-called reflexive system, the main prop-

erty of which is the economic activity of its elements. This activity lies in their purposefulness, focus on solving the basic tasks of the economy: survival and development for the current and long term. The problem of survival becomes relevant in a crisis phase, and the problem of development - when the economy seeks to move into the phase of economic growth. In both cases, attempts are made to positively change by optimizing the process of decentralized management of economic development. Decentralization of management is due to the combination of the market mechanism of management with the desire of the state to implement the strategic goals of the economy aimed at achieving sustainable competitiveness. The state program "Digital Economy of the Russian Federation" is designed until 2024. [4] It is based on the development of information infrastructure and the formation of a new technological basis for the social and economic sphere. One of the conditions for its implementation is the training of personnel who will be able to manage the transparent space of communication networks, the data processing center, security and storage of data, importing data and other Specialists who currently own the tools of end-to-end technologies or technologies based on a distributed ledger are not enough [3].

In this situation, it is impossible to do without working with human resources for its formation, cultivation and increase in the capacity of the asset. We use robotics and virtual reality technologies, neurotechnology and sensing, but it is worthwhile to think now what the company will do in 5-10 years in conditions of the need for application big data, blockchain, quantum computing, artificial intelligence. The more human intellectual capital a company has, the more reliable and competitive it is. In our country, there are funds, within the framework of large corporations and at the state level, tools for investing in talented youth are successfully working, even at the stage of study at universities. This is a long investment, but undoubtedly correct and important, with a horizon of 5-7 years for the country's economy and business economy. Human capital has no depreciation losses, it accumulates every year and increases with experience on a progressive scale. The capitalization of a company is, among other things, the capitalization of human capital. Human resources as a whole and each individual individually contribute to making a profit, form the company's image. Personality is ultimately the determining and main factor in the success of any company. To solve the problems of forming human capital, it is necessary to invest in personal development, building new guidelines for state policy in the field of human capital development.

In May 2019, a new state program prepared by the Ministry of Telecom

and Mass Communications of the Russian Federation was sent for departmental approval. Within the framework of the Digital Economy of the Russian Federation program, it was planned to train 60 thousand IT professionals in universities by 2020, and 100 thousand people by 2025 [4] In addition, it is planned to prepare a regulatory framework for distance education in Russia. Even earlier - in 2015 - the government fixed in the list of specialties in priority areas of modernization: ICT, nanotechnology, energy, transport and space systems, information security.

**Human capital as a key factor in economic growth in a modern economy.** [5] The potential and vectors of economic development of the regions of the Russian Federation must be identified and implemented within the framework of the general basic trends of "digitalization" emerging in the modern world. One of the conditions for increasing the competitiveness of the domestic economy is the development of human capital. Its importance in the context of globalization of the world economy and the current level of development of civilization, as a factor of socio-economic development at the national, regional and transnational levels, is steadily increasing. It should be borne in mind that the insufficiently high level of human capital [5] is today the main obstacle to the country's economic renewal.

The transition of the Russian economy to the phase of economic growth is objectively predetermined, but not effective enough. There are many explanations for this, such as "economic sanctions", "coronavirus pandemic", "intense international competition", "inertia of the beneficial effect of investments", "ineffective partnership", "strategic uncertainty", "low economic activity of the population" "insufficient state stimulation", "market failures", etc. The expectation of economic growth stretched out for an indefinite period. We offer one more explanation: "insufficient attention to the development of human capital as a key factor of economic growth". Let's consider several arguments in favor of such a hypothesis:

Knowledge and skills are central to achieving economic success, both for individuals and for countries and peoples. Learning requirements have changed due to new social and economic conditions, information and computer technologies, globalization of economic activity and the trend towards greater individual responsibility and autonomy. The key role of knowledge and competencies in ensuring economic growth is widely recognized among economists and politicians. To ensure the advanced development of human capital in accordance with modern realities, it is necessary to abandon passive policies. An active development strategy is needed, based on the model of a social market economy. The intellectu-

alization of production at the present stage has led to a new stage in the development of society, more favorable conditions have been created for the realization of the creative potential of a person in political, economic, social and cultural life.

At present, the competitive advantages of the economy and the possibilities of its modernization are largely determined by the accumulated and realized human capital. It is people with their education, qualifications and experience that determine the boundaries and possibilities of technological, economic and social modernization of society.

Therefore, in Russia it is necessary to pay more attention to human capital as a factor in innovative development. The transition to innovative development means that it is necessary not only to create new technologies, to introduce them into production, but also to promote products on the market, and have an adequate communication infrastructure. The development of a society is called innovative only when intellectual capital becomes its basis, which determines the competitiveness of the economic system.

The concept of human capital and understanding of its role in the economic development of the country is controversial. In the theory of economic growth, human capital is defined as skilled labor, the ability to which is acquired through education, that is, the process of accumulating professional knowledge and skills [6] In the economic theory of labor [7], they are added to: acquired physical and intellectual abilities, personal and social qualities. Human capital as a fundamental factor of labor potential is the acquired, accumulated ability of a person, it goes through the stages: formation, accumulation, development and use in the process of labor activity, requires significant investments from the household, the business sector and the state for its multiplication. The results of the innovative development of human capital are new labor abilities that ensure the growth of the size, productivity and quality of labor and, as a result, the production of new products and technologies to meet the expanded needs of the population and the manufacturing sector of the economy, lead to an increase in the incomes of entrepreneurs, the state and households.

By the "digital economy" we mean a modern type of business, characterized by the predominant role of data and methods of managing them, as a determining resource in the field of production, distribution, exchange and consumption. In the structure of the digital economy, three main interrelated components can be distinguished that determine the level of development of society: the spheres of activity in which the interaction of suppliers and consumers is carried out; innovative technological platforms

that create conditions for the dynamic development of various fields of activity; institutional and infrastructural environment, providing conditions for the development of technological platforms, as well as effective interaction between the subjects of market relations.

The main elements of the digital economy are considered e-commerce, Internet banking, electronic payments, online advertising and electronic access to government services. The degree of accessibility and active use of these areas is determined by the DEI state digitalization index, the Digital Evolution Index. But the digital economy needs more than just developers and ideologues, it also needs ordinary users. Last year, for the first time, Russia entered the top ten leading countries in the digital economy due to the high involvement of people. E-commerce has grown by more than a quarter. To expand the circle of users of electronic services, appropriate access to them is needed, therefore, infrastructure will become the second direction of digitalization in the country. To implement these processes in 2017 in order to implement the Strategy for the Development of the Information Society in the Russian Federation for 2017 - 2030, approved by the Decree of the President of the Russian Federation dated May 9, 2017 N 203 "On the Strategy for the Development of the Information Society in the Russian Federation for 2017 - 2030" by order The Government of the Russian Federation N 1632-rot On July 28, 2017, the State Program "Digital Economy of the Russian Federation" was approved.[8]

The Strategy for the Development of the Information Society formulates the definition of the digital economy, which is considered as an economic activity, the key production factor in which is data in digital form, contributing to the formation of an information space, taking into account the needs of citizens and society in obtaining high-quality and reliable information, developing the information infrastructure of the Russian Federation, the creation and application of Russian information and telecommunication technologies, as well as the formation of a new technological basis for the social and economic sphere.

The main goal of the Program "Digital Economy of the Russian Federation" [4] is to create a special economic environment of an institutional and infrastructural nature, expressed in digital form, providing the maximum possible interaction between various economic agents to reduce restrictions on the creation and development of high-tech industries competitive on the world market in various branches of the economy. The first and most important element of digitalization will be people. Smart people make a smart country. This is not only about the leaders of change, but also about those who are able to translate ideas into scientific projects, innovative

products, management decisions.

As you know, one of the key, strategic resources of an enterprise is a person, his intellect, practical knowledge and skills, social experience. The inner world of people, needs, interests, attitudes, experiences, etc. everything that we call the human factor can have a strong impact on the results of an enterprise. Novospherization and socialization of the economy gives particular importance to the social component in its sustainable development. Social processes at the enterprise should be subordinated to the goals of social responsibility and the formation of a positive influence of the human factor on the sustainable development of the enterprise through the appropriate organizational and economic mechanisms. These mechanisms include: the formation of the organizational structure and culture of the organization, motivation of personnel to work effectively in connection with the final results of the enterprise, ensuring a high quality of working life.

**Innovative human capital management in Russia - as a special type of management activity** At present, the competitive advantages of the Russian economy and the possibilities of its modernization are largely determined by the accumulated and realized human capital. It is people with their education, qualifications and experience that determine the boundaries and possibilities of technological, economic and social modernization of society. The potential and vectors of economic development of the regions of the Russian Federation must be identified and implemented within the framework of the general basic trends of "digitalization" emerging in the modern world. Therefore, in Russia it is necessary to pay more attention to human capital as a factor of innovative development. The transition to innovative development means that it is necessary not only to create new technologies, to introduce them into production, but also to promote products on the market, and have an adequate communication infrastructure. The development of a society is called innovative only when its basis becomes intellectual capital, which determines the competitiveness of the economic system.

Human capital is understood as both innate and constantly accumulated as a result of financial and moral investments such factors as the level of education, health, motivation, abilities of an individual or society, with subsequent use in the production process, as well as affecting the amount of income of the owner of human capital [9] Human capital and its components - intellectual and emotional capital, more often began to be included in the "statutory fund", to be patented as an idea, system, know-how. In this case, it brings income to the company, becomes its economic



component, the basis for the development of the company in the context of globalization and digitalization [1].

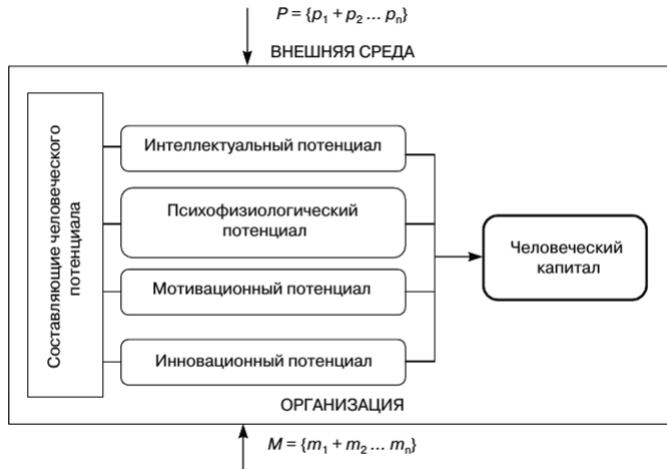


Fig 1. Human capital and its components

New management methods are needed, in the context of economic globalization, using new approaches to the strategy of enterprise development, improving the style and management procedures, and this is possible only in the conditions of the formation and implementation of management innovations. As a result, in the context of innovative development of enterprises, the role of human capital is increasing. Innovative development is understood as a process that creates the need for change. This includes the creation and diffusion of innovation through the innovation potential of entrepreneurs-innovators, driven by internal and external factors. This, in turn, leads to the creation of innovations - through structural changes, business and knowledge reengineering and progressive management methods. [10] The key to introducing innovations in the Russian economy is human capital and high-quality public administration, provided that comfortable conditions for an innovative business are created.

Institutional modernization of Russia, new strategies for Russia's global competitiveness based on institutional changes and innovations, provides for the formation of demand from the state - to create an innovation system. The center of gravity of innovation policy lies in improving the public administration system. The basis for the creation of innovations and their successful implementation is primarily human capital.

Innovative human capital management is a special type of management activity aimed at the formation and development of a person's creative potential in an unstable internal and external environment of an organization. At the same time, it is necessary to supplement and develop this potential by identifying the special conditions of human capital management and the distinctive characteristics of its innovative management. The formation of human assets of a modern organization is a continuous investment process that covers the entire life cycle of human capital (the period of time from the inception of the need for human assets to the retirement of the formed capital for natural reasons or in connection with the achievement of the organization's goals and the replacement of retired assets with new ones) [11]. For the innovative development of enterprises, management innovations are especially relevant, which lead to the improvement of traditional principles, procedures and methods of management or established organizational forms, with the subsequent replacement of the entire management system of the company. As a result of managerial innovations, business leaders begin to work more efficiently. The way managers work can be changed by revising the procedures that govern their work. These include: strategic planning, financing, search, certification and promotion of employees, internal communication and knowledge management - those factors through which the entire management mechanism will work.

To function effectively in a complex environment, organizations require an organizational culture and leadership that can ensure sustainable development through the acquisition of adaptability, resilience and, at the same time, readiness for change, creativity, innovation. Successful leaders for innovative human capital management combine three important forces: knowledge, trust, power. The main requirements for a leader are the constant acquisition of knowledge and the creation of a climate conducive to unlocking the potential of the personnel. Signs of the culture of creative and successful people: have a well-developed abstract thinking; able to accept opposites; have high emotional stability in difficult situations; rely on facts in their activities and seek to give them an interpretation; optimistic; positively perceive unexpected, unplanned events; confident in themselves and in what they are doing, regardless of the result.

In the modern Russian economy, the improvement of the organizational and economic tools for human capital management is becoming one of the most important areas of enterprise development, and the intensive growth of competition in the economy makes the study of the phenomenon of this type of production resources and, to a greater extent, the economic mechanisms of knowledge and innovation management actual. However, the

socio-economic systems of enterprises and corporations, which include many coordination mechanisms - from informal communication to interfirm information planning systems (alliances) and complex integration structures - are still poorly understood in terms of developing rules for managing their resources, especially intangible assets. At the same time, the problem of many enterprises is to change the current management system, since the implementation of managerial innovations is more susceptible to resistance than technological innovations. This may be due to the reluctance of staff to restructure their thinking, with ineffective use of human capital, as well as due to lack of experience and professionalism. Also, managerial innovations, going from developer to user, can degenerate into pseudo-innovations, since the inertial control system adapts them for itself, depriving them of their own content. Or enterprises use certain innovations in management methods to solve problems without fully adapting them to modern Russian conditions. Thus, domestic practice is sometimes characterized by an imitation mode of introducing innovations, since not every enterprise has a subdivision engaged in the scientific development of managerial innovations. This position complicates the information exchange of managerial innovations [10].

Conclusion: Thus, directly Russian leaders need to take into account changes in the organizational structure, which should change in accordance with the stages of the organization's life cycle, the transformation of corporate culture, there should also be processes of self-organization and improvement, raising the level of qualifications. But there is also the obligation to reconstruct relations with the state, including giving business more independence and a certain weakening of control by the inspection bodies.

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## ORGANIZATIONAL CULTURE AS A FACTOR IN ENSURING THE ECONOMIC SECURITY OF AN ORGANIZATION

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**Abstract.** *Topical issues of the relationship between organizational culture and economic security of an organization are considered. The analysis of threats to the economic security of an organization determined by an ineffective organizational culture and mechanisms for their neutralization is presented.*

**Keywords:** *economic security, organizational culture, economic efficiency, return on investment in human capital, threat.*

Historians have come to the conclusion that the main motives for the emergence of the state was the need to regulate economic relations between the three main classes: artisans (farmers, etc.), creating material wealth and providing material needs; clergymen who create spiritual goods and provide spiritual needs; and warriors who provide security from external intrusions.

Thus, in the community of people, a social contract arose between its members, within the framework of which income is exchanged for security and a culture of interaction is formed in the field of ensuring the economic security of the individual and society.

The problem of ensuring the economic security of the individual and the state was considered from different points of view in the works of many domestic and foreign scientists. However, this task cannot be solved once and for all. The world is changing, changing threats and methods of preventing them, one thing remains unchanged - the relationship between people as a key factor in ensuring security. In turn, the effectiveness of the relationship depends on the level of culture of all participants in the process.

There are many definitions of the economic security of an organization. In this context, the economic security of an organization is understood as the ability of the organization's management to ensure the protection of the vital interests of the owner, investors and labor collective on the basis of the effective use of resources to prevent threats and ensure sustainable development. Achieving this goal is possible on the basis of the conclusion of a social contract between all participants and its effective implementation. One part of this agreement is in the legal plane, the other - in the plane of the organizational culture.

In the scientific literature, there are different approaches to the definition of organizational culture. On the basis of the integration of the approaches of V. Sate, E. Stein, R. Quinnie, E. Jacusa, R. Cleemann and other researchers, it seems possible to define organizational culture as a system of values that determines the mission of an organization; the way of thinking, methods of action, norms of behavior of employees, formed as a result of the search for ways to achieve the goals of the organization in a specific cultural and historical context.

The issue of the impact of organizational culture on economic security is especially relevant for large companies, due to the fact that the owner cannot personally lead the entire team and convey the values and principles of work to the entire work collective in the course of personal communication. In this regard, organizational tools are used: "Regulations on corporate culture", "Ethical code", "Ethics cards", "Rules of conduct in conflict situations", corporate events, etc. However, it should be noted that for small businesses, organizational management culture creates pronounced effects - awareness of the values of the organization, on the basis of which a unique selling proposition (USP) is formed; improvement of the SPK; cost savings due to reduced staff turnover; the formation of additional income in connection with the improvement of customer service.

The results of sociological research indicate that 85% of large Russian corporations pursue a policy of introducing and developing corporate culture. In medium business this figure drops to 42%, in small business - 35%.<sup>1</sup>

In modern conditions, effective management of organizational culture creates not just additional profit, but is the most important strategic resource in ensuring its economic security.

Let's turn to statistics. According to PricewaterhouseCoopers (PwC)<sup>2</sup> over the past 5 years, every 5th Russian company surveyed has faced

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<sup>1</sup> According to Cap Gemini Ernst & Young

<sup>2</sup> According to PricewaterhouseCoopers (PwC)

economic crimes, which is 2 times higher than the global indicator. Both in the Russian Federation and in the world, the main damage to companies is brought by middle managers, however, the damage from the actions of top managers in Russian companies is 2 times higher than in the world.

I would like to draw your attention to the fact that, in addition to direct financial and economic damage to the company, economic crimes harm the moral and psychological climate in the team, business relations and the reputation of the company, relationships with regulatory bodies suffer from the criminal actions of unscrupulous employees. In the end, everything is reflected in the financial results of operations, and for publicly traded companies - in the value of shares.

In addition, damage occurs when staff turnover (for example, hiring an employee costs on average 25% of the annual wage, and if we are talking about a top manager, then 150%); in case of unauthorized pauses in work (on average 20% of working time, i.e. the cost of maintaining an employee increases by 20%), in case of petty theft and operation of organizational equipment for personal purposes, etc.

Earlier it was about real damage, but there is also the concept of "lost profit". Lost profit - insignificant opportunities for earning income, profit due to an unsuccessful choice of a course of action. Most often, the effect of lost profits arises in connection with ineffective organizational behavior of employees. First of all, we are talking about purchases not made by customers due to the lack of a smile, selling scripts, possession of sales techniques; unfinished contracts due to lack of negotiating competence; about timely decisions not taken due to the fact that employees, being in a conflict on time, did not transmit information, etc. Loss of profits, determined by factors lying in the field of organizational culture, averages 25<sup>3</sup> of profits.

A separate group of threats to economic security is associated with information. The dissemination of confidential information entails significant consequences - from conflicts in the team, reducing productivity, and ending with the loss of business. Every employee in the enterprise is a potential security threat. Employee actions can be intentional or unintentional. To localize the threats of unintentional spread of confidential information, one should use regulatory mechanisms and prescribe regulations for working with information. The reasons for the deliberate dissemination of information lie in the plane of values and motivation. Accordingly, the organization should not only be spelled out the regulations for its activities, but also constantly work on the management of corporate culture, ensuring that employees comply with the regulations on the basis of adherence to

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<sup>3</sup> According to research by the author

corporate values.

Any economic crime or ineffective actions that form lost profits are based on a person's decision. Organizational culture technologies are aimed at creating conditions that motivate employees to make decisions that are effective for the company. Thus, a well-established organizational culture management process is the most important means of preventing threats.

Summing up the above, we can highlight the main directions of the positive influence of corporate culture on the economic security of the organization.

1. Labor productivity increases as corporate culture forms a favorable socio-psychological climate, due to this, staff turnover, conflicts are reduced, motivation, creativity, cohesion and initiative increase.

2. The level of achievement of the set goals increases, because goals are based on clear values shared by employees.

3. The return on investment in human capital is growing.

4. The efficiency of managerial decisions is growing: the speed of making increases and more non-standard creative decisions appear that can bring processes to a new level, because the fear of making a wrong decision decreases.

5. The economic efficiency of the workforce is increased since the emotional and energetic intelligence of the team is growing.

6. Reduced transaction costs in the external environment.

7. Elements of the external environment (consumers, suppliers, local populations, financial institutions, etc.) turn from "enemies" into "stakeholders", which creates a synergy effect that leads to an increase in income.

8. The effectiveness of the marketing strategy is increased as the unique value proposition is based on corporate values, which increases customer loyalty.

9. Goodwill is on the rise. Goodwill can be an aggregate financial measure of investment in organizational culture.

In conclusion, it should be stated that an effective organizational culture directly affects the economic security of the company. It unites the team, enhances staff involvement, reduces dysfunctional conflicts, with effective corporate culture management, new employees quickly socialize and join the work, thanks to the formulated traditions, each employee has an idea of how to act in a certain situation. As a result, there is no stupor in extraordinary circumstances, and the company does not lose money because of this. Initiative and creativity develops, which leads to breakthroughs in business and ensures sustainable development. Any successful organization has a developed corporate culture, because it is the link



between all members of the organization, it is like a skeleton on which the entire body of the organization rests.

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## THE IMPACT OF THE INTRODUCTION OF DIGITAL TECHNOLOGIES ON THE FORMATION OF THE CIVIL LAW SYSTEM

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**Abstract.** *This article focuses on the fact that in the context of the strengthening of globalization processes and the dynamic penetration of information and communication technologies into all spheres of human life, society, business entities, civil law as a branch of law cannot ignore the rapid development of new technologies. The authors note that digital technologies should not influence in any way the conceptual foundations and foundations that have developed historically and carry continuity in civil law as an industry. The article poses the question: will civil legislation be able to protect the rights of subjects of civil legal relations through significant and fundamental changes and it is determined that digital technologies will change the nature of relationships between people in the implementation of property and non-property rights, change the "civil landscape", which will lead to a change in all spheres of public life generally.*

**Keywords:** *digital technologies, business entities, the Internet, civil law, globalization.*

Rapid globalization and large-scale dynamic changes in the social and technological life of mankind over the past few decades have led to the penetration of the Internet into all spheres of human life. Legal scholars are increasingly conducting scientific discussions about how to ensure the right of all people to access the Internet, as well as how to effectively regulate public relations on the World Wide Web with the help of democratic legal instruments. There is also ongoing debate over whether human rights associated with the development of the Internet should be classified as

fourth generation human rights, and attempts are being made to classify such rights within the fourth generation of human rights.

The purpose of the scientific work is to disclose the content of human rights associated with the development of information and communication technologies, based on an analysis of the characteristics of certain categories of these rights.

As digital technology has transformed the way business is done in various industries over the past decade, the advancement of digital technology has brought new levels of efficiency to nearly every industry. In 2016, the International Organization for Standardization (ISO) created a committee to develop an international standard for blockchain technologies. Blockchain allows you to automate transactions without using a third party; is a distributed system of consensus and trust; is an infrastructure that provides proof of identity. All transactions are carried out in one environment and can be easily tracked by checking the corresponding addresses, which have a sign of immutability and stability of information, which means that it is impossible to change or delete records and provides access to the registry of any subject.

Digital signatures have gained even more recognition. For example, any Eversign electronic signature must comply with the clear security requirements of US and European law. The power of the digital signature phenomenon is obvious, as digital signatures added to a document keep it secure because it cannot be copied. Safety is the top priority of the E-Contract.

Through digital signatures, domestic, national and international subjects of agreements can conclude an agreement on transparent and facilitated terms and accelerate the process of its signing. Technology has changed the way contracts are managed and archived. Implementing digital signatures allows partners to know that their counterparty is applying the latest technology when it comes to contract execution.

Recruiting appropriate actualization, in the digital age, and the protection of personal moral rights. This is due to the volume of the information that a person independently provides, primarily on the Internet, and the collection and systematization by enterprises, institutions, organizations of a database of citizens as business entities. However, there are corresponding problems in terms of what information is considered to be transmitted by the person himself for the processing of personal data. The problem is of a fundamental nature, and its solution requires new legislative approaches. It is not necessary to patch holes, but to take concrete steps to improve civil legislation, adopted taking into account the legislative

norms of those industries that are naturally influenced by the norms of civil law and vice versa.

Digital technologies could not help but hurt the relations arising from the results of intellectual activity and means of individualization of goods, works, services, legal entities. Indeed, in the context of the development of digital technologies that determine the digital economy, the issue of protecting intellectual property is strategic, since the protection of the latter stimulates the development of patent activity of subjects of civil legal relations.

In the context of the development of the information society, it is necessary to take into account those factors that are naturally inherent in civil law as an industry: subject, method, functions, principles of legal regulation, etc., without which it is impossible to create law and improve legal regulation [4].

Modern states are increasingly moving to digital methods of government in the form of "electronic government" ("electronic state") due to the need to reduce administrative costs and improve the efficiency of public administration, as well as due to the increasing demands of citizens for the quality and availability of public services in cooperation with government agencies using Internet technologies [8].

In addition to the considered areas of application of digital technologies in law, it should be noted that certain elements of informatization are now present in education and science, the system of taxation and tax administration, notarial activities, and the like.

With regard to the issue of access to the Internet, then, first of all, it should be noted that, according to the position of some scientists, the right to the Internet is an online form of the right to access and disseminate information and includes the obligation of states to ensure the development of information infrastructure and communications; create a market, the price threshold of which will make Internet resources available; to ensure freedom of access to information on Internet resources in general or on specific sites, with the exception of certain cases [6].

As a rule, in international legal acts, national constitutions and laws, as well as in judicial practice, the right to access the Internet is considered, first of all, as a condition and guarantee for the realization of traditional human rights. At the same time, taking into account the special importance of the Internet for the implementation of a significant number of human rights, the development of the newest system of modern civil society, the transparency of public administration, access to it is increasingly recognized by scientists as an independent human right [2].

The right to access the Internet, as the right of everyone to freely use a safe and open Internet, must cover two aspects. The first aspect is the prohibition of states to unreasonably restrict access to the Internet, in particular, to disconnect the Internet throughout the country or certain regions. Blocking individuals' access to the Internet may be justified, but only with good reason and with proven reasoning and facts. The second aspect of this right obliges states to take all reasonable steps to ensure that their citizens have maximum access to the Internet. For example, develop and implement specific and effective policies to ensure that the Internet is widely accessible, open and affordable for all groups of the population.

International acts adopted by the UN, Council of Europe, OSCE and other international organizations are of key importance for understanding the standards of access to the World Wide Web. Thus, the resolution of the UN Human Rights Council "On the promotion, protection and implementation of human rights on the Internet" of July 5, 2012 calls on all states to "promote and facilitate access to the Internet and international cooperation aimed at the development of the media and communications in all countries" [16]. It should also be noted that blocking access to information in the modern world is considered a violation of human rights, because according to Article 19 of the Universal Declaration of Human Rights, everyone has the right to "Seek, receive and disseminate information and ideas ... regardless of state borders" [12].

The practice of the European Court of Human Rights shows that the issue of access to the Internet is also the subject of a separate consideration in the ECHR. In particular, in the ECHR Chamber judgment, case Ahmet Yildirim v. Turkey (statement N 3111/10) stated that "the right of unhindered access to the Internet should also be recognized". The court noted that "the preventive measures were illegal and could not be considered as aimed solely at blocking access to the controversial site, since they caused the general blocking of all sites that were hosted by Google Sites. At the same time, judicial control over the blocking of access to Internet sites did not provide for conditions sufficient to prevent abuse: national law does not provide any guarantee to prevent that blocking measures aimed at a specific site are not used as a means of general blocking" [14].

Consider also the issue of the right to free speech on the Internet. Realizing the right to freedom of expression on the Internet includes at least the following principles: no one should be forced to act or speak out contrary to their beliefs; The right to seek and receive information means not only that the state should not interfere when a person himself searches for information online, but also in some cases should facilitate access to such

information, for example, to respond to information requests of citizens. The right to impart information and ideas includes not only the dissemination of neutral information, but also the dissemination of statements that may offend, shock or disturb. But only on condition that they do not violate other rights and freedoms, and are not illegal [2].

It is obvious that the basic document in this area, along with the Universal Declaration of Human Rights, the International Covenant on Civil and Political Rights, is the European Convention for the Protection of Human Rights and Fundamental Freedoms, article 10 of which guarantees the right to freedom of expression, equally applies to a person : journalist, media, artist, scientist, anyone who wants to spread certain information. This freedom applies both to traditional communication channels (press, radio, television, etc.) and to the dissemination of information on the Internet.

The already mentioned resolution of the UN Human Rights Council of July 5, 2012 reflects that "the realization of human rights, in particular the right to freedom of speech on the Internet, is an issue of increasing interest and importance, since the fast pace of technological development enables people around the world to use new information and communication technologies". In addition, a very important principle has been formulated, according to which "the rights that a person has when working offline should be equally protected online, in particular freedom of expression, is applied regardless of borders and through any media of his choice. in accordance with article 19 of the Universal Declaration of Human Rights and the International Covenant on Civil and Political Rights"[10].

The right to be forgotten (the right to be forgotten). Note that this right (right to be forgotten) is an important part of the right to the protection of personal data, which provides for the right of a person in certain specific situations to demand the deletion of data about his person or his family members. The formation of the right to be forgotten is caused by the possibility of finding information about individuals in search engines at any time, regardless of the timing of its placement. In fact, it means the right to demand exclusion from search engines of URLs that have been legally posted on the Web, including by a person on their own, due to their obsolescence or changing circumstances. [11]

At the same time, it should be noted that at one time the EU Court made a decision that became fateful, because it was to them that the right to be forgotten was almost for the first time recognized at the official level [9]. The starting point of the case was an appeal from the Spanish citizen Mario Costech Gonzalez, who complained about newspaper advertisements (the electronic version of the publication was contained on the

website), published in 1998, but were still available on the Internet. They concerned bankruptcy and a real estate auction for the sale of his house for debts. Google searches for his name led to links to these pages. Mario Costech wanted them to be removed, since his debts had long been paid off and this information was irrelevant and did not reflect the objective state of affairs in which he was engaged today, which damaged his reputation. The European Court of Justice has held that in order to secure the rights provided for in the provisions of the then-effective Directive, "the search engine operator is obliged to remove from the list of results returned in response to a search query based on the name of a person, links to web pages posted by third parties containing information about this person, also in the case when the name or information is not removed before or at the same time from the web pages themselves, and even when the publication on these pages is posted on a legal basis"[15].

Google has created a system that allows a person to make a request for "oblivion", that is, that search results in information systems are no longer associated with his name. Since this decision was made, appeals to search engine operators have become widespread. Pages are removed only on results in response to queries related to person's name. Google removes URLs from all European Google domains (google.fr, google.de, google.es etc.) and uses geolocation signals to restrict access to URLs from the country of the person requesting removal on all domains [5].

The next important step towards recognizing the right to be forgotten was the adoption on April 27, 2016 of the General Data Protection Regulation - GDPR of the European Union, article 17 of which reads: the controller is obliged to erase personal data without any unreasonable delay in the event of one of the following grounds: (a) there is no longer a need for personal data for the purposes for which they were collected or otherwise processed; (B) the data subject revokes the consent on which the processing is based, pursuant to paragraph (a) of Article 6 (1) or paragraph (a) of Article 9 (2), and if there is no other legal basis for the processing; (C) the data subject objects to the processing pursuant to Article 21 (1) and there is no overriding legal basis for the processing, or the data subject objects to the processing pursuant to Article 21 (2); (D) the personal data has been processed unlawfully; (E) the personal data must be erased in order to comply with a statutory obligation in Union or Member State law that applies to the controller; (F) the personal data were collected in connection with the offer of information society services referred to in Article 8 (1)" [7].

So, under the influence of the development of digital technologies, human rights also evolve and change, as a result of which we can talk about

the formation of a new category of human rights of a new generation, special in content and internal characteristics [16]. Despite some consolidation of certain aspects of these rights in international legal acts, acts of national legislation, as well as in judicial practice, a significant number of issues remain unresolved related to a clear understanding of their nature, properties and determination of status in the catalog of human rights (or are these new rights, or whether they are an updated version of human rights that were formed much earlier). The presence of diametrically opposed opinions in the plane of legal doctrine is a clear evidence of this. In any case, the fact that the recognition of new human rights associated with the development of information and communication technologies, the expansion of the existing list is one of the trends in the transformation process of the legal status of an individual, dictated by the requirements and needs of our time, remains unconditional. At the same time, it is not enough to recognize these rights, it is important to create and provide effective, efficient mechanisms for their implementation.

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**ON THE LAW OF STATE UNITY AND SECESSION AS THE RIGHT OF  
AN EXCEPTIONAL CASE**

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**Abstract.** *In the article, based on a review of the practice of attempts to exercise the right of secession in modern states, the author's views on the connection between the methods of ensuring the right of peoples to self-determination and the preservation of state unity with the decentralization of the territorial organization of the "mother state", close to the signs of a federal structure, are expressed; on the differences between treaty and constitutional federations regarding the issue of secession.*

**Keywords:** *state unity, sovereignty, secession, national and cultural identity, constitutional identity, the right of peoples to self-determination, human rights.*

One of the most discussed topics of state studies in the modern world is the issues of the law of state unity - as the main indicator (main feature) of state sovereignty and the right of secession (which is understood as the question of the secession of some part of the state from this state). Initially, the relevant problems were related to the federal state structure and concerned a single case - the American practice associated with the attempt by six southern states in 1861 to secede from the United States, which caused a civil war, but the unity of the Federation was preserved<sup>1</sup>. However, after the Second World War, a new history of secession began, when its discussion arose as a collective right of the people. So, the authors: Soili Nisten-Haarala, professor of international law and comparative law at the University of Lapland (Finland) and Dmitry Furman (professor, Institute of Europe of the Russian Academy of Sciences), characterizing

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<sup>1</sup> See about this: Buchanan A. Secession: The Right to Secession, Human Rights and the Territorial Integrity of the State. URL: <http://old.sakharov-center.ru/publications/sec/004.html> (appeal date: 17.07.2021).

the history of the practice of the people's right to self-determination up to separation (secession), even distinguish stages of development the right to secession, highlighting such varieties as: the right of peoples conquered by Nazi Germany; the right of colonial peoples, as the abstract right of peoples to liberation from national oppression without the consent of the state from which separation occurs, as a human right that is not a matter of exclusively internal discretion of the state<sup>2</sup>. At the same time, according to these authors: "the assertion of the right to self-determination should be qualified as its" victory "over the principle of sovereignty."<sup>3</sup> The statement is clearly relative. Moreover, the authors themselves referring to two UN Conventions of 1966: (the Convention on Civil and Political Rights and the Convention on Economic, Social and Cultural Rights) and the Declaration on Friendly and Good Neighborly Relations adopted in 1970 by consensus (UN General Assembly Resolution 2625, XXV ), Which "speaks of the right to self-determination of all peoples, without limiting it by the colonial peoples "and that" the same principle is confirmed by the decisions of the International Court of Justice for Namibia and Western Sahara", nevertheless it is rightly noted that: "from here to the real application of this declared principle to non-colonial peoples - almost as far as it was from the proclamation of the legal equality of all people during the creation of the United States to the real provision of the rights of black Americans"<sup>4</sup>.

The new history of the realization of the people's right to self-determination is associated with the post-war period, and applies not only to federations, but also to unitary states. Thus, the widespread practice of secession arose in the wake of the collapse of the colonial system (based on the Declaration of Decolonization, 1960). Since the 90s of the XX, the practice of secession has been associated with the crisis of the world socialist system: in particular, with the collapse of such federal states as the USSR, SFRY and CCSR. Instead of the disintegrated USSR, 15 new states arose - the former Soviet republics of the USSR, between which separate territorial disputes arose, since the internal borders in the Union were not clear, had an administrative rather than a political nature; the phenomenon of the so-called "unrecognized republics" arose (Abkhazia, South Ossetia, Nagorno-Karabakh - in the past autonomous republics that were part of the former Soviet republics of the USSR). In 1980, 1995 and 2014, three referendums were held in the French-speaking province of Quebec, a subject of Federal Canada, the last of which was successful, but the legal position

2 Soili Nisten-Haarala, Dmitry Furman. The right to secession/ Old. old.sakharov-center.ru P.8,9

3 Soili Nisten-Haarala, Dmitry Furman Indicated article P. 8

4 Soili Nisten-Haarala, Dmitry Furman Indicated article P.3

of the Supreme Court of Canada prevailed on the possibility of the people exercising their right to national self-determination within the framework of the existing nation state.

The modern practice of attempts to exercise the right of secession also takes place in a number of unitary states of Europe, where, especially in connection with the colossal migration flows of refugees from the countries of the Middle East, Asia and Africa that began in 2015-2018, separatist sentiments intensified and referendums were held in the territories of compactly residing ethnic groups. minorities on independence (secession from the "parent" state): in Spain (referendum in Catalonia for secession from Spain in 2014, where 90% of those who came to the referendum voted, which amounted to 42% of all voters in Catalonia, there are similar sentiments in the Basque Country - another autonomy of Spain); in Great Britain (independence referendum in Scotland, 2014, in which, however, 55.3% of voters voted against). The media noted the possible activation of separatist movements and organizations in other European states: in France - in Corsica and Brittany, in Italy - the "League of the North", and some others.<sup>5</sup> At the same time, the only case when the separation from the state of its part in Europe was called for by most European countries and the United States was the separation of Kosovo from Serbia, carried out with the help of weapons, which is argued by the fact that there was an acute ethnic conflict between the Albanians and Serbs, supported by "foreign force" (Serbia).<sup>6</sup> The processes of secession in modern times have even affected such a Mega-federal entity as the European Union: June 23, 2016. a referendum was held on Britain's membership in the European Union. 51, 89% of Britons voted for Brexit, slightly less against: 48, 11.

All the events described above, on the one hand, confirm the relevance of international law as the law of states, international guarantees of state sovereignty and the salvation of the world "from wars and chaos"<sup>7</sup>, on the other hand, the principles of the priority of human rights actualize discussions on the development of international legal and constitutional legal the foundations of ensuring state unity in situations where there are problems in the relationship of the national state with the demands of domestic opposition movements, either with another state, or with the international community as a whole, regarding the realization by the people constituting the national minority of this state of their right to national self-determination - since in In all these cases, we are talking not only about the collective

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5 Timofeev V. Referendum in Catalonia could provoke Scotland, the Basque Country and Corsica <https://kp.ua/>

6 Timofeev V. Indicated article.

7 Soili Nisten-Haarala, Dmitry Furman Indicated article P.7- 8

rights of peoples, but also about guarantees (protection) of the fundamental subjective rights of a person belonging to this ethnic minority.

Prof. And Buchanan is that: "Separation is an extreme form of self-determination. There can be many different forms and degrees of group autonomy within a state... the international community should reduce the attractiveness of secession by: a) providing more effective protection of minority rights and b) encouraging the development of various kinds of intrastate autonomy and ensuring that both parties respect autonomy agreements... secessions, as the most extreme means against the most serious injustices, should be isolated as special, exceptional cases, and at the same time the spread of intrastate autonomies of the most varied kinds, depending on the characteristics of different specific situations, should be encouraged"<sup>8</sup>.

Actually, along this path - the creation of intrastate autonomies of various kinds - are modern processes of modification of unitary forms of government in European countries, such as: Spain, Italy, France, partly - Portugal; outside Europe - China, which is a state "with autonomous units, possessing such a degree of autonomy, which is actually possible only in a federal state, but with the official extension of the unitary form of the territorial structure characteristic of the rest of the state to these units, and the proclamation of the prospect of integration of all parts to a unitary state"<sup>9</sup>. In analytical studies, they are characterized as states with a new form of organization of territories, which in some features approach the subjects of a federal state and stand out in a special kind of form of political-territorial structure, called: regionalized (regionalist) states, states of autonomies, or "quasi-unitary states" (in the latter case, we are talking about China). As Professor V.V. Maklakov: "The Council of Europe is in every possible way encouraging" the idea of developing regionalism." According to him: "Within the framework of the European Union, the European Parliament in 1988 adopted the Charter on Regionalization, which defined regions as units with historical, geographical, cultural, etc. kinship; in these regions, the population is recognized as having the right to form territorial units in various forms, for example, in the form of a region, a national association or a constituent entity of the Federation.

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<sup>8</sup> Buchanan A. Secession: The right to secession, human rights and the territorial integrity of the state. P. 2

<sup>9</sup> Andreeva G.N. Constitutional law of foreign countries. Textbook. M.: Eximo Publishing House, 2005. P. 524

Federalism in this context is seen as a possible form of regionalization."<sup>10</sup> This approach presupposes the use of the possibilities of the constitutional law of the respective national state, in which the problem of relations between the authorities and national minorities has arisen. A hint regarding the subject of constitutional and legal regulation is provided by the study of secession as a right of exceptional cases - on the basis of a comparative analysis of the demands of separatist movements. European practice shows that among a number of reasons in connection with which the question of secession is raised: a) the lack of economic benefits of the stay of the corresponding territory (a subject of the federation, or Megafederation; or autonomy as part of a unitary state) - overstated budgetary obligations of these territories as the most economically developed to the federal (central) government; b) expansion of the bureaucratic apparatus of the central (federal) government, which is turning into a barrier to business development; c) the desire of compactly living national minorities to preserve the signs of their national and cultural identity (national traditions, customs, preservation and development of the national language); social problems, increased cost of living.

We would single out two types of constitutional instruments, on the basis of the introduction of which into the subject of constitutional regulation, it would be possible to "remove" the tension in relations between the nation state and ethnic minorities regarding the exercise of the right to self-determination: a) introducing into the relationship between the central government and the regions (autonomies) to a certain extent the elements of delimiting the legislative subjects of jurisdiction and powers, i.e. vesting autonomies with separate legislative powers.

The issue of including in the subject of constitutional regulation of signs of national and cultural identity is associated with scientific ideas about the relationship between the concepts of "national identity" and "constitutional identity". Some experts oppose their combination. So, E. Lukyanova, in connection with the analysis of the law of the European Union, comes to the conclusion that: "the combination of identities (national and constitutional) is at least controversial, and at most erroneous." The author argues this by the fact that: "The constitutional justice bodies of the EU member states" recognizing, in general, the priority of the EU law over national legislation, tried to establish its conditions and limits, reserving the right in exceptional cases and under certain circumstances to consider the issue of non-application EU acts in national legal order. It was convenient to do it

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<sup>10</sup> Maklakov V.V. Constitutional law of foreign countries. A common part. Textbook. M. Wolters Kluwer. 2006. P. 808-809; Chirkin V.E. Constitutional law of foreign countries. M. 1997. P. 176; Andreeva G.N. Work order. P. 521-527

under the guise of protecting national and/or constitutional identity ...". According to Lukyanova: "artificially created constitutional identity" is a manifestation of "defensive judicial constitutionalism", the term "constitutional identity" masks the "dispute about sovereignty".<sup>11</sup> It is difficult to agree with the reasoning of the distinguished author that the first step has been taken towards the creation of a kind of "universal constitution", that a "new common constitutional identity" is being born, that there is a "tendency to internationalize constitutional law". Brexit refutes this.

To ensure state unity in the face of the threat of secession, in federal and unitary states through the use (modification) of such tools of the federal form of state structure as the delimitation of the subjects of jurisdiction and powers between the central government and the authorities of its territories: for example, through the introduction of a sphere of joint jurisdiction of two levels of government, depending on the specific alignment of political forces, to ensure the development of cooperative or dualistic principles in the relationship between the central government and regional authorities, autonomies in a unitary state (or subjects of a federal state.)

In connection with the assessment of the federal structure of the state in the context of the analysis of the law of secession as a right of an exceptional case, in addition to the above, we note the importance of classifying federations into contractual (i.e., created on the basis of a treaty between independent states) and constitutional (i.e., proclaimed as federal in connection with the adoption (or amendments) of the Constitution of the state.) As rightly noted in the scientific literature: "Depending on the specified difference in these federations, controversial issues will be resolved in different ways: assignment of powers to the federation or subjects, issues of secession, etc."<sup>12</sup> In this regard, in relation to the practice of Russia, we note that Russia is a constitutional Federation, which provides explanations for the critical appeals of foreign scientists regarding Russian practice.

The federal structure of Russia was first proclaimed in two constitutional acts: the Declaration of the Rights of the Working and Exploited People (of January 25 (12), 1918) and in the first Soviet Russian Constitution (July 10, 1918), which confirmed the principles of federalism declared in the Declaration rights of the working and exploited people, included this document in its text as Section I of the Constitution. The Declaration and the Constitution declared that: "The Soviet Russian Republic is established on the basis of a free union of free nations as a federation of Soviet national republics" (Clause I.2; IV of the Declaration). In addition to the republics,

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<sup>11</sup> Lukyanova E Identity and transformation of modern law // Comparative constitutional review. 2020.№3 (136). P 130-

<sup>12</sup> Andreeva G.N. Ind. Works. P.507

the Constitution of 1918 also mentioned this type of subjects of the Russian Federation as autonomous regional unions. It is interesting to note that on the date of Russia's declaration by the Federation, the circle of its subjects was not determined, only in connection with the constitutional provision on the federal structure in Russia (since 1918), autonomous regions and autonomous republics began to be created: the Crimean ASSR was created, formed mainly on the site regional Tauride republic (in Tsarist Russia - it was called the Tauride province). In 1921, the Gorsk and Dagestan Autonomous Republics, the Adyghe and Karachay-Cherkess Autonomous Regions were created. In the 1920s-1930s the multinational Gorsk ASSR was reorganized, on its basis the Kabardino-Balkarian, North Ossetian, Chechen-Ingush autonomous regions were created, which, with the adoption of the next Constitution of the RSFSR - 1936, received higher statuses - autonomous republics<sup>13</sup>.

In conclusion, we note that the development of the modern science of secession is based on the theory of the so-called remedial secession as part of the science of modern international law. The theory of remedial secession is based on the idea that the right to secede from one state arises only in the presence of systematic and gross violations of human rights against a national minority or a certain people by the government of the parent state or by a part of its population whose actions are justified by the government<sup>14</sup>.

New aspects in the development of the theory of remedial secession are created by judicial practice. So, of interest is the legal position formulated by the Supreme Court of Canada after the winning referendum on the separation of French-speaking Quebec from Canada, which, according to experts, is a landmark "regarding the legality, according to both Canadian and international law." This decision deserves its recognition as a judicial precedent at the level of an international legal source. According to the decision of the Court: the exercise of the right to secession "must be sufficiently limited to prevent threats to the territorial integrity of the existing state" and (let's pay attention to this reservation!) its territory on the basis of equality and without discrimination and respects the principles of self-determination in its internal structure". Only a state that adheres to these principles of building relationships with its people "has the right to protection in accordance with international law" to protect against threats to its territorial integrity (the content of the decision of the Supreme Court

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<sup>13</sup> See about this: Hovsepyan Zh.I. Lectures on the constitutions of Russia. Rostov-on-Don. "Phoenix" Publishing House. 2016. P 51- 55

<sup>14</sup> See: Aleksanyan S.R. On the question of the theory of remedial secession in modern international law // International legal issues of territory

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of Canada is reproduced on the basis of text from Internet sources, supplemented by my interpretation).

Taking into account modern scientific ideas about the possibilities of ensuring the right of state unity and secession as the right of exceptional cases, the implementation of the Minsk Agreements on Ukraine ("the Set of Measures for the Implementation of the Minsk Agreements" and "Declaration in Support of the Set of Measures for the Implementation of the Minsk Agreements", dated February 12, 2015). The relevance of their implementation is due to the fact that these documents provide: first, "an immediate and comprehensive ceasefire," the withdrawal of heavy weapons, and other measures aimed at protecting fundamental rights; secondly, there are provisions aimed at strengthening the state sovereignty of Ukraine: clause 9 of the Package of Measures provides for the restoration of "full control over the state border by the Government of Ukraine in the entire conflict zone..." and so on.

**MORAL EDUCATION OF SENIOR PRESCHOOL CHILDREN**

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**Abstract.** *The article deals with the issue of moral education of children of senior preschool age. The authors share the experience of one of the preschool educational organization with the approximate basic general educational program of preschool education "From birth to school." On the basis of the preschool educational institution, diagnostics was carried out to identify the level of moral education of children of senior preschool age. To study the formation of moral upbringing in older preschoolers, diagnostic methods were carried out by G.A. Uruntaeva, I. B. Dermanova.*

**Keywords.** *Morality, education, personality formation of a preschooler, children's health, the younger generation, innovations, technologies, senior preschool age.*

For many years, the preschool organization has kept the best traditions of upbringing a healthy generation, through ensuring the physical and mental health of the child, the search for innovative technologies for working with preschool children is constantly being carried out.

In one of the preschool educational institutions of Almetyevsk, the Re-

public of Tatarstan (Russia), an approximate basic general educational program of preschool education "From birth to school" is being implemented.

This program is an innovative general educational program document for preschool institutions, it is based on the best traditions of domestic preschool education and is revised in accordance with the current Federal State Educational Standards (FSES) version of the "Education and Training Program in Kindergarten" edited by M. A. Vasilyeva, V. V. Gerbova, T. S. Komarova.

The PEO general education program provides a diversified development of children aged 2 to 7 years, taking into account their age and individual characteristics in the main areas - physical, social-personal, cognitive-speech and artistic-aesthetic. The program ensures that pupils achieve school readiness. The standard term for mastering the program is 5 years.

On the basis of PEO, diagnostics was carried out to identify the level of moral education of older preschool children. This study involved 20 people aged 5-7 years.

Older preschoolers are no longer as strongly attached to toys, things, for example, as younger preschoolers. 55% of older preschoolers share their toys quite calmly. But, there are also children who show ownership in things, in toys and it is rather difficult to part with them, and in our case, older preschoolers keep more toys for themselves than they give to others. Such children accounted for 35%, namely 7 children. Despite all the explanations of the rules of the game, there were some children who did not want to share toys at all, there were 10% of such children (2 people). Perhaps this happened against the background of the fact that the children did not get enough sleep, were in a bad mood.

Based on this diagnosis, it can be concluded that the child's behavior in a situation of moral choice is dependent on mood, state during the period of the game. From the answers it is clear that 55% of older preschoolers share with pleasure to a greater extent. According to the analysis of the moral upbringing of older preschool children, we see that the level of moral upbringing is at a low level than we would like. Of course, there are older preschoolers whose moral upbringing has no negative sides. But nevertheless, we see from the revealed results that there are those who need to change their level of moral upbringing.

To study the formation of moral upbringing in older preschoolers, we carried out the diagnostic technique "Subject pictures" (the emotional-value aspect of morality), where the teacher shows pictures depicting the positive and negative actions of peers and the child must give a moral as-

assessment to the actions shown in the picture, which will reveal the attitude children to moral standards.

28 people, aged 5-7 years, took part in this diagnosis, where from Figure 2 it can be seen that 65% of older preschoolers showed an average level of formation of an emotional attitude to moral norms, 15% have a low level and 25% of older preschoolers have a high level, which shows the need to increase the obtained level among older preschoolers, namely those who have low and medium levels.

For a more complete analysis of moral upbringing, we conducted a conversation with older preschoolers using the method of G. A. Uruntaeva "Finish history" (the cognitive component of moral upbringing).

60% of older preschoolers have an average level of formation of moral standards, 30% of children have a low level and 10% of older preschoolers showed a high level, which shows the need for additional measures to improve the level of moral education.

This result shows that work should be carried out with older preschoolers, which has additional measures to increase the level of formation of an emotional attitude to moral norms.

For a deeper analysis of the activities of kindergarten teachers on the moral upbringing of older preschoolers and understanding of parents for the need for moral upbringing of children studying in a preschool educational organization, we conducted a survey among parents.

17 parents took part in the survey. There are parents of older preschoolers who do not believe that in modern society there is an acute problem of the moral upbringing of children, namely 18%, which is a far from correct answer.

In fact, such a problem exists in our world and it all depends on the upbringing of parents and the support of this problem by a kindergarten. 47% of parents also agree with this point of view, which is less than half and requires a conversation with parents so that they can change their minds based on certain facts. There are parents who are not enlightened in this matter - 35%.

Consequently, there are parents who do not see the problem in the modern world in the moral upbringing of children, which is a rather sad result. There are parents who do not know this problem, or rather do not recognize it at all.

These results need to be changed for the better with the help of conversations, round tables, where clear criteria for the need for moral education in a preschool institution and at home will be presented. The majority of parents believe that work on moral education in a preschool educational

institution can be carried out, namely, 53%. This result is good, but not excellent, because other parents either do not consider it possible and necessary (12%), or do not know the answer to this question (35%).

Based on Figure 5, it can be seen that slightly less than half of the parents do not know and do not consider it possible to carry out work on moral education in a preschool institution. This result is not positive and requires a change and education of parents in this area. A rather small number of parents are ready to take part and help educators in a preschool institution in spiritual and moral education, namely, 47%. There are parents who are absolutely not ready to cooperate with a preschool institution (35%) and 18% do not know the answer to this question.

Consequently, parents are not ready to cooperate with a preschool institution, and this is a rather big problem, because the result of the moral education of preschool children depends not only on the preschool institution, but also on the upbringing of the parents. If parents control themselves in expressions and actions, both among themselves and among themselves, then in a preschool institution such children only need to consolidate the knowledge that they already have.

Cooperation with PEO guarantees joint work on the moral education of older preschoolers in connection with the fact that the work aimed at moral education will go from all sides. When asked what qualities a teacher needs to carry out the process of moral upbringing of children, the majority of parents (59%) answered: love, kindness, understanding; 41% of parents chose the answer: kindness, hard work, emotional sensitivity.

From these data, it follows that one of the criteria presented in the responses is kindness. Consequently, all parents believe that the moral education of children contains, first of all, kindness. Consequently, parents of preschoolers believe that understanding and responsiveness to the teacher is more necessary. But in our opinion, parents should also have the same qualities.

Most parents imagine that kindness, responsiveness, love, understanding, and the desire to help are an indicator of moral upbringing. There are 71% of such parents, which is a good result. All parents chose love and responsiveness as an indicator of a person's moral upbringing.

88% of parents teach their children the correct behavior in public transport, society, etc. But there are those parents who do not teach the correct behavior of their preschoolers at all, namely 12%. Consequently, most of them strive to teach their children the correct behavior, but there are those who believe that they should teach all the norms in the kindergarten, but learning takes place both at home and in the kindergarten.

It is the responsibility of the parents to educate and teach, and the responsibility of the preschool educator to support this learning.

Thus, MBPEI implements an approximate basic general education program of preschool education "From birth to school", as well as additional educational programs and paid additional educational services.

After analyzing the annual curriculum of activities for the moral education of older preschoolers, it was revealed that all of the listed activities are aimed at the moral education of older preschool children in a preschool educational organization, but due to the fact that their number is not large to achieve a good result, it was proposed a set of measures developed for the moral education of senior preschoolers to teachers and a methodologist of a preschool educational organization.

To diagnose the moral upbringing of older preschoolers, we used the methodology of I. B. Dermanova "Shared the toys", the method "Scene pictures", the method of G. A. Uruntaeva "Finish the story" and the questioning of parents "Moral education in PEI."

From our analysis it is clear that the level of moral upbringing in older preschoolers must be increased, as well as the level of understanding of the need for moral upbringing of preschoolers among their parents must also be raised with the help of round tables, conversations, presentation meetings, where convincing facts will be presented.

The following problems were identified: not all children know how to share toys (activity component), not everyone can explain and distinguish between good and bad actions (emotional component); a small part of older preschoolers have an idea of moral norms (cognitive component).

In order to increase this efficiency and the level of moral education in general, a set of measures was developed. On the moral education of older preschoolers through didactic games: the game - travel, "The world around us", the game "In the country of the polite", the game "Who knows more kind words", the game "Teach obedience", the game "It is necessary and impossible", the game "Explain why?", "How can you?" Game, "Hugs" game, "Love Pyramid" game, "Love and Friendship Day" entertainment.

For parents on the problems of moral education of children: parent meeting "Rules of conduct in society", conversation "Good and bad deeds", watching a movie about what polite words should be used in the vocabulary with children so that they also know and use them and etc. We held these events on the basis of PEO.

Thus, these activities, through didactic games, are aimed at increasing the level of moral upbringing of older preschoolers in a children's educational organization. They will help to expand the idea of older preschoolers

about the concept of morality, to look for and find new solutions for the formation of moral education.

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**FOLK WISDOM IN THE DEVELOPMENT OF PRIMARY  
SCHOOLCHILDREN**

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**Abstract.** *The article examines the role of folk pedagogy in the development of children of primary school age. Especially, mobile folk games are analyzed. The problem of introducing younger students to the experience, culture, traditions, and customs of their people is raised. The views and approaches to the problem of the Russian and Tatar advanced representatives of KD Ushinsky, G.A. Vinogradova, E.A. Pokrovsky, K. Nasyiri, R. Fakhreddin, G. Tukai are analyzed.*

**Keywords:** *folk pedagogy, development, mental education, culture of the people, moral values, common human culture, outdoor games, the originality of the language.*

Many scientists, practicing teachers write about introducing a child to the culture of their people, they say a lot. Domestic and foreign educators wrote about this. Those who are involved in the upbringing and training of the younger generation are concerned about this problem.

If we turn to the heritage of our people, of course, it fosters respect, pride in the land on which you live. Therefore, both teachers and parents believe that children need to know and study the culture of their ancestors. Here the emphasis is placed on knowledge of the history of the people, their culture. This will help our children in the future to treat the cultural traditions of other nations with respect and interest.

It is known that every nation has its own fairy tales, songs, dances, games, and they all pass on from generation to generation the basic moral values: goodness, conscience, honor, friendship, mutual assistance, and



diligence.

Thus, we can say that the introduction of a child to folk culture begins from childhood, where the basic concepts and examples of behavior are laid.

Today we are increasingly turning to the experience of our ancestors, to the origins of public education and upbringing, because it is there that we find answers to many difficult questions of today.

The norms and rules of upbringing, developed by folk pedagogy, are alive and working in the modern world. They are influential, used by teachers, parents, adults, because they are time-tested. All folk wisdom, which has been formed over the centuries, is concentrated in them. We also find universal human values in them.

For example, a folk game. She is one of the means of raising children. It is believed that the folk game is a unique phenomenon of human culture. It's no secret that every century, every era, generation has its own games. These favorite games are passed on from one generation to the next.

The relevance of this problem is due to the fact that the wisdom of the people is an irreplaceable means of replenishing a child's knowledge and ideas about the world around him, the development of intellectual, moral qualities, thinking. The younger schoolchild, through a folk outdoor game, gets to know the history, culture, and customs of his people. Since ancient times, they have reflected the way of life of people, their way of life, national traditions, ideas about courage, honor, courage. It is especially important to note the role of outdoor games. Outdoor games teach you to show endurance, will, ingenuity. Folk games are a traditional pedagogical tool.

Outdoor games in pedagogy are considered as an important means of the all-round development of the child. Outdoor games are in the culture of every nation, they have a deep meaning - they develop the child both physically and spiritually, help the formation of moral development. Leading representatives KD Ushinsky, G.A. Vinogradova, E.A. Pokrovsky and others, taking care of education, enlightenment of the masses, paid special attention to folk games. They urged through outdoor games to convey to the descendants folk customs, forms and content of spoken texts, the originality of the language. Folk games attract children from preschool age with their imagery. The games include moments of struggle, competition, they evoke emotions of joy, fears, warn of caution, this captivates children. Through play, children develop interest and respect for the culture of Russia, develop patriotic feelings and love for the Motherland.

Russian educator, educator Konstantin Dmitrievich on the educational value of folk outdoor games for the development of the child's personal-

ity. Ushinsky wrote that education, created by the people themselves and based on folk traditions, has an educational power based on abstract ideas or borrowed from other peoples.

K. D. Ushinsky also believed that special attention should be paid to folk games. Folk games are a rich source for the upbringing of children and a powerful educational tool for the development of a harmonious personality.

A.P. Usova. She noted that good children's play is an example of high pedagogical skill. It is not only a separate game that has educational significance, but in folk pedagogy the sequence of folk games from infancy to maturity is determined. Folk games, fairy tales, songs created by the people are passed on from the older generation to the younger, providing great educational value to the upbringing of children [3, p. 325].

The enormous educational value of folk games was pointed out by everyone who, in one way or another, encountered them in their pedagogical or scientific activities.

E.A. Pokrovsky noted that since ancient times, various types of games and merrymaking occupied a leading place in the life of the people. Outdoor games are of great educational value, they require extensive participation in all bodily and spiritual forces, dexterous agile body movements. Based on the analysis of national games, he came to the conclusion that the character of the people, undoubtedly, leaves its noticeable imprint on many manifestations of public and private life of people. This character also affects children's games, reflected in them the sharper and more distinctly, the more enthusiasm and ease the children play, and therefore with more freedom to manifest their national character.

P.F. Lesgaft wrote that the folk games of the child are introduced to the habits and customs of only a certain area, family life, a certain environment surrounding him. He considered folk games to be the most valuable means of comprehensive education of the child's personality, the development of his moral qualities: honesty, truthfulness, endurance, discipline, camaraderie.

P.F. Lesgaft was one of the first to suggest using outdoor games in raising children. He wrote: "We should use games to teach them (children) to master themselves." In play, one must "teach them to restrain their divergent feelings and thus teach them to subordinate their actions to consciousness" [6].

Ya.I. Khanbikov notes that the game folklore of the Tatar people is rich and diverse. It is also valued for its motor content. Walking, running, jumping, throwing, throwing and catching, other types of movements - all this

can be found in Tatar folk games. Almost all of them, to a greater or lesser extent, contribute to the formation of vital skills, improvement of physical development, bring up the necessary moral and volitional qualities in children of primary school age [3, p. 78].

Encyclopedist, educator, teacher of the late XIX and early XX centuries Rizaetdin Fakhretdinov wrote in his instructions on the problem of the relationship between mother and child. The educator argued that no one can treat their children like their own mother, and therefore he believes that no one can replace their own mother in raising children, not even their own father. "The upbringing received in childhood from the mother, children retain in themselves until gray hair", "Raised mothers create a positive motivation to get an education" [1, p. 33].

We understand that he wrote about cleanliness, neatness, neatness, education of culture, instilling a culture of a healthy lifestyle in the life of children. All this is realized with the help of traditions, people's experience, customs, folk games.

They have not lost their relevance in modern conditions and can serve as a good example of a humane attitude in raising children. This shows the talent of the teacher, thinker, philosopher Rizaetdin Fakhretdinov, who managed to reveal the essential, deep issues of raising children.

The works of the great Tatar poet Gabdulla Tukay contribute to the formation in children of love for their native land, respect for their country. As one of the aspects of the formation of a harmoniously developed personality, G. Tukay pointed to aesthetic education. The poet considered the most important means of aesthetic education to familiarize children and youth with examples of fiction, folk art, dramatic and visual arts, music, secular singing, as well as direct observation of wildlife.

The folk wisdom used by the author characterizes the heroes of the works and various situations, helps to reflect the thoughts and state of mind of the characters. In his article "Our Poems" ("Shigyrlørebez") Tukay pointed out that folk songs are the basis of Tatar literature. Love for these songs from childhood developed in the child a love for his native language. The poet skillfully revealed the educational and upbringing significance of his native language. Tukay welcomed the growing interest of young people in music and folk songs. The choice of a good book, song, work of art is determined by the general development of a person, his preparedness for the correct understanding of works of art and folk art. Therefore, Tukay urged to tirelessly improve the culture of the people, especially the growing generation [7].

Many pedagogical scientists believe that folk games, with their imag-

ery, captivate children of both preschool age and younger schoolchildren. Games contain an element of competition, struggle, and, therefore, evoke emotions of joy, fear, induce caution, and thus captivate children.

Play is the main activity of preschoolers. She is the main activity of children in kindergarten. The game comprehensively develops and educates children.

In the educational process of primary school, play is given great importance in the social development of a child's personality, and playing skills are considered as one of the indicators of the development of a younger student.

Scientists believe that folk games in combination with other educational means form the basis for the formation of a harmoniously developed, active personality, which combines moral purity, spiritual wealth and a physically developed personality. The role of games in the development of younger students is enormous. They activate the brain, broaden their horizons, children's ideas about the world around them, and improve mental processes. Promote the stimulation of the transition of the child's body to a higher stage of development [3, p. 15].

The folk game introduces children to folk culture, performs such functions as entertainment, cognitive, diagnostic, corrective, and developmental. An active folk game, a game is a joy, it is laughter, a way of communication between children, which has great educational power. It is known that play will help in the development of friendly relations between children (help, mutual assistance). Such qualities as kindness, respect for elders develop, the physical qualities of children develop.

Also, games help to make the work of students at a creative-search level, in the learning process, in the pedagogical activity of a teacher interesting and exciting.

The game, as you know, accompanies children from the first days of life. Through play, through their attitude to the toy, they comprehend their surroundings. And at school age, the game becomes more complicated, but still occupies one of the most important places in the minds and activities of children.

In our opinion, play helps to make the educational process alive, to successfully assimilate the content of new activities, facilitates adaptation to educational conditions and provides psychological comfort, arouses creative interest in what is being studied, develops the child's independence and activity among peers.

With the help of the game, you can develop attention, memory, thinking, imagination of the child, i.e. those qualities that are necessary for later life.

While playing, a child can acquire new knowledge, abilities, skills, develop abilities, sometimes without realizing it. Play is a natural form of learning for a child. Through play, the teacher delivers educational material in a way that is convenient and natural for children to accept.

The amusement of the conditional world of the game makes the monotonous activity of memorizing, repeating, consolidating or assimilating information positively emotionally colored, and the emotionality of the game action activates all mental processes and functions of the child.

Another positive side of the game is that it promotes the use of knowledge in a new situation, thus, the material assimilated by students passes through a kind of practice, brings variety and interest to the educational process. Play is an essential learning tool for primary school students. Games specially selected for a particular lesson help to solve many educational problems. Each game is a child's communication with adults, with other children.

The game is a school of cooperation. In this school of cooperation, the child learns relationships and rejoice at success. What is very important, the junior schoolchild learns to rejoice at both his own and others', and to endure failures steadfastly [3].

A characteristic feature of the use of the game in the educational process (game technologies) is the modeling of vital situations (practice-oriented situations) and the search for ways to solve them. The leading method of gaming technology is the game. Organizational forms of this technology can be business games, role-playing games, story games, travel games, didactic games [5, p. 567]. In addition, play has another aspect that is important in organizing work with children - prevention, diagnosis and correction of undesirable options for child development.

Thus, we can conclude that through folk traditions, games, folklore, a child can develop, can show his skills, imagination, show himself in games, participating in various competitions, the child can express himself and develop.

At the primary school age, the child realizes half of the information through the game, and he put a lot of instructive things into the people in his children's games.

Take folk tales, for example. Fairy tales tell the child about the world in which the child lives, about his native country, about his ancestors. It is important to acquaint children with folk traditions at school. This will help in the development of the younger student.

If we analyze the educational value of folk wisdom, it becomes clear that folk pedagogy, wisdom encourages the younger student, children to

strive to follow good examples, already attached, established norms and rules.

Each teacher should remember that it is important to create in children a specific attitude towards the traditions and customs of their people. It is important to create feelings of respect, understanding of their essence, including the desire to study and follow the example of folk wisdom.

For all peoples, the main goal of educating the younger generation was to care for the preservation, strengthening and development of folk customs and traditions, to take care of passing on to the younger generations their good experience, including pedagogical experience, accumulated at all times.

So, we can say that the strength of folk pedagogy, folk traditions, first of all, lies in a humane, kind, humane approach to the personality of a child.

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## INTERDISCIPLINARY COMMUNICATIONS FOR ENGINEERING STUDENTS

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**Abstract.** *The question of interdisciplinary relations in technical higher educational institutions is considered. The necessity of integrating various courses of disciplines taught to students of engineering specialties is shown. It is proposed to modify the principle of presenting the material on the example of such disciplines as mathematics and physics. The necessity of integrating mathematics with physics is shown and the interweaving of these two disciplines is considered on the example of the implementation of this approach in the study of some sections. One of the options for solving the identified problem of integrating various courses is the creation of a base of interdisciplinary tasks. As a test of the effectiveness of the application of this type of problems, it is proposed to use testing, including the problems of various courses.*

**Keywords:** *Interdisciplinary relations between physics and mathematics; integration of taught courses; interdisciplinary tasks; an integrated approach; modification of the principle of presentation of the material; conical sections; stress tensors in mathematics and physics; moment of inertia; mathematical apparatus; physical and mathematical training.*

Modern economic conditions determine the increasing requirements for specialists with higher education, the quality of their training. In addition to fundamental knowledge in the field of mathematics and physics, graduates of the natural science faculties of higher educational institutions should be able to use the acquired skills as a tool for solving various applied problems.

However, in connection with the past education reform, there was a reduction in classroom hours allocated for the study of subjects of the natural science block in universities and schools. Thus, a certain contradiction has appeared between the increasing requirements for mathematical and

physical education and the reduction in the time allotted for studying both the course of higher mathematics and the course of general physics. One of the ways to resolve the noted contradiction is the reorganization of the independent work of students, and the integration of these courses also becomes relevant.

Studying a cycle of physical and mathematical disciplines often turns into a waste of time from the point of view of students. Even students in the areas of training directly related to the in-depth study of mathematics and physics do not see the connection between the subjects of the physics and mathematics cycle and their practical orientation. Only by working on the final qualifying work, students begin to realize the need for the disciplines studied earlier. "How would I study if I knew that I would need all this!" - From time to time we hear from students of graduation courses.

The traditional system of physics and mathematics education in higher education is least of all focused on giving the student a tool for solving specific problems.

Imagine that students of a radio engineering university until the last year are taught to assemble detector receivers, while the students are not able to turn on the TV on their own. The absurdity of this picture is obvious, but the teaching of physical and mathematical disciplines is often built according to this scheme. Having spent a lot of time studying mathematics, physics and computer disciplines, students turn out to be absolutely helpless in solving real problems.

In lectures and practical classes in physics and special disciplines, one has to make constant mathematical digressions in order to tell or remind students about the mathematical apparatus that will be used in presenting the material (a significant part of the lecture is often spent on mathematical transformations that obscure physical ideas). The problem is that students do not see the connection between the various disciplines being studied. In this regard, it is impractical to teach "pure" mathematics for technical specialties. The mathematical apparatus must be presented with a specific application in a particular practical area, although this is a certain difficulty for some teachers due to the limited time for teaching the discipline, while, according to new standards, it is also necessary to focus on the competencies that are prescribed for each of the taught disciplines. Thus, the physics course can be considered as an excellent field for the application and consolidation of the skills in applying mathematical methods.

The teaching of physics and special disciplines is often not coordinated. You may encounter a situation when, for example, the physical foundations of mechanics within the framework of the physics course and theo-



retical mechanics, electrodynamics and electrical engineering disciplines are taught simultaneously or almost simultaneously. At the same time, different terminology, different designations, different methods of solving essentially identical problems are used. The students get the impression that the physics course has nothing to do with real problems. Interdisciplinary connections are not traced due to a narrowly pragmatic view of the subject of teachers of special disciplines and an overly theorized approach to teaching physics. As a result, not only students do not see the point in studying a physics course, but also graduating departments, which leads to a systematic decrease in the number of hours devoted to studying a physics course for technical specialties.

As an experiment, an analysis of the content of courses in higher mathematics and general physics for students of engineering specialties was carried out, as a result of which some topics of sections of the course of higher mathematics and general physics were identified, in which the use of integrated approaches would be the most effective.

The presentation of certain topics of the physics course requires an adequate application of the mathematical apparatus. On the other hand, certain issues of the physics course can be viewed as the application of mathematics to solving physics problems. It makes sense to apply this approach in teaching in higher education. For this, it is necessary to modify the principle of presenting the material, both in mathematics and physics. Since in our time mathematics is the language of modern natural science, it is very important in the classroom in mathematics to provide an integrated connection with subjects such as physics. This can be achieved both by selecting the tasks of the physical content, and by clarifying the physical, geometric and mechanical meaning of the concepts used. A deeper intertwining of these two disciplines can be realized by studying the various sections. Let's take a look at some of them.

- Conical sections and motion of cosmic bodies in the course "Analytical geometry".

Conical sections play a certain role in physics, and not only in celestial mechanics, but also in optics. In astronomy, conical sections are obtained by studying the motion of celestial bodies. They are formed at the intersection of a straight circular cone with a plane. Conical sections include curves of the second order: ellipse, parabola and hyperbola. Thus, when studying conic sections in the course "Analytical Geometry", it is possible to consider the trajectories of motion of cosmic bodies as examples [1].

- Stress tensors in mathematics and physics.

A tensor in mathematics is a quantity that has components in each

of a given set of coordinate systems, and the components, when passing from one coordinate system to another, are transformed according to a certain law. Tensor calculus, or "absolute differential calculus", allows scientists to formulate and consider general covariant physical laws that remain in force in the transition from one coordinate system to another. Tensors are defined in geometric spaces of any number of dimensions and play an important role in differential geometry, quantum mechanics, celestial mechanics, fluid mechanics, elasticity theory, and especially in general relativity. Vectors and scalars are special cases of tensors. Thus, one of the main tasks of tensor calculus is to find analytical formulations of the laws of mechanics, geometry, physics, independent of the choice of the coordinate system [2].

- Moment of inertia.

Moment is a mathematical concept that plays an important role in mechanics and probability theory. The first-order moment in mechanics is called the static moment, and the second-order moment is called the moment of inertia. The moment of inertia of a body characterizes the inertial properties of a body during rotational motion around its axis, like a mass that characterizes the inertial properties of a body during translational motion. The moment of inertia of a body has many values, depending on the axis of rotation. The concept of the moment of inertia is widely used in solving many problems of mechanics and technology. In mechanics, axial and centrifugal moments of inertia are distinguished. The moment of inertia of bodies of complex configuration is usually determined experimentally. So, for example, two methods of experimental determination of the moment of inertia can be used: by analyzing the oscillations of a physical pendulum, of which the investigated body is a component, and by studying the rotational motion of this body. In mathematics, we also meet the problem of finding the moments of inertia in the study of mechanical applications of double, triple, curvilinear and surface integrals [3].

On the above-mentioned topics, trial lectures were developed and conducted. Several articles have been published based on the materials of these lectures. In addition, active work is being done on the development of practical lessons on the topics of the lectures used. Problems of physical content are selected that can be solved in practical classes in higher mathematics.

Practical training is one of the most important components of the educational process in physics. They contribute to the introduction of students to independent work, teach to analyze the studied physical phenomena, to use the theoretical knowledge gained in practice. If this is supported by a

mathematical basis, then the result will be very good.

Thus, it is necessary to create a base of interdisciplinary problems used in disciplines adjacent to mathematics in higher education. Problems with interdisciplinary content in didactics are usually understood as tasks whose solution and analysis requires the attraction and use of knowledge in various subjects of the general technical and special cycle. This type also includes tasks based on the material of one academic discipline, if they are used for a specific didactic purpose in teaching another discipline. The use of interdisciplinary problems in teaching physics and mathematics plays an essential role in the formation of students' abilities and skills in using the mathematical apparatus in practice and for studying other disciplines. They allow concepts, laws and formulas previously studied in other disciplines to be organically incorporated into the system of students' knowledge and to develop their skills and abilities for further application of this knowledge in order to deeply study subsequent disciplines. In addition, solving problems, the content of which is taken from other curricula of other disciplines, is one of the most effective methods that stimulate the activity of the cognitive process, allowing to control the thinking of students and contribute to the development of interest in the discipline [4].

The effectiveness of the implementation of such a teaching method is checked by creating various tests that include questions related to both physics and mathematics. Testing can be carried out, for comparison, in the group trained according to the new method and in the control group, which was trained according to the standard program. Based on the results of such testing, it will be possible to draw comprehensive conclusions.

The introduction of such an approach into the process of teaching mathematics and physics would increase the understanding of the material being studied by the trainees. Also, such an approach can provide additional knowledge that goes beyond the boundaries of the subject being studied, which in the future, undoubtedly, would make it possible to transfer the training of future specialists to a higher level.

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## PREVENTION OF UNAUTHORIZED DEPARTURES OF MINORS FROM INSTITUTIONS WITH PERMANENT RESIDENCE

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**Abstract.** *The appearance in society of a large number of children in a difficult life situation, with a high degree of maladjustment in need of social rehabilitation and making unauthorized departures from a stationary institution, posed a task for social specialists to develop forms and methods of work to level the disadvantage of minors.*

*The complex work of all specialists of the inpatient institution is able to prevent unauthorized departures and bring up a harmoniously developed personality.*

**Relevance of the problem.** *According to various estimates, there are between 150000 and 4 million homeless and neglected children in Russia. They often "live" under the same roof with their parents, but their ties with the family are atrophied or destroyed. The parental family not only failed to fulfill its functions in relation to them, but also became a factor deforming their social and individual development - this is an acute problem in society.*

*Statistics and practice show that adolescents leave different families - both dysfunctional and well-off. If in the first case it is clear why adolescents run away from home: they beat them, morally humiliate them, do not feed their own alcoholic parents, from birth the children are left to themselves and are accustomed to leading an uncontrolled lifestyle. Either in prosperous families, the situation is different: the parents declare that they have to work hard to provide the child with prosperity and comfort, while there is often no time at all for the spiritual upbringing of the child. When a child begins to grow up, love on the part of adults must take on a different form. A small child needs good care, safety, control, but for a teenager, parental love is acceptance and support of him as a person, independent and individual, capable of taking responsibility for his life.*

**Keywords:** *unauthorized cares, prevention of offenses, adaptation of minors, health promotion, assistance to pupils.*

The currently existing measures to address the unauthorized departure of children are not effective enough. In this regard, it is necessary to develop and implement new forms and methods for the prevention of unauthorized departures.

The developed areas of work in the municipal government institution of social services "Social and Rehabilitation Center for Minors "Hope" (hereinafter – MGISS SRC "Hope") with children in difficult life situations will contribute to the absence of unauthorized leaving and increase their adaptive capabilities, subject to the regularity of the work carried out, individual and personal approach, taking into account the psychophysiological state of the pupils.

To implement the set goals and objectives, a set of methods is used in the work: analysis and generalization of scientific and methodological literature, documentary materials, psycho-pedagogical testing, pedagogical observation, questioning.

The work takes into account the conditions reflected in the holistic pedagogical approach:

1 Individual characteristics of children in a difficult life situation - age, gender, motor abilities, functional capabilities, mental state.

2 Gradual and moderate intensity of work with pupils undergoing social rehabilitation at MGISS SRC "Hope".

3 Systematic - the implementation of a complex of applied work within the established system of work in the institution.

4 Consistency - a step-by-step study of the main directions and principles, a sequential transition from simple to complex.

5 The sequence of activities to achieve the optimal effect of increasing adaptive capabilities.

**Prevention of unauthorized departure of minors from an institution with permanent residence, identification and elimination of the causes and conditions that contribute to this - one of the priority areas of activity of all subjects of prevention of neglect and juvenile delinquency.**

**The tasks of preventing unauthorized departures are: protection of the rights and legitimate interests of children, prevention of situations that threaten the life and health of pupils; prevention of offenses and antisocial actions both committed by minors and in relation to them; rehabilitation and provision of: pedagogical, social, medical assistance to pupils prone to unauthorized leaving.**

MGISS SRC "Hope" pays great attention to the issues of preventing juvenile delinquency and unauthorized leaving.

According to our statistics, unauthorized care is influenced by age and season. The most difficult period: spring and autumn. By age, adolescents from 10 to 15 years old are susceptible to flight. This is a difficult psychological period for many reasons.

Children who make unauthorized cares have learning problems, it is difficult for them to build relationships with others, to comply with the requirements for adherence to food intake, preparation of lessons, sleep and rest. Much is explained by various psychophysical deviations in health and various kinds of addictions.

**Preventive work is aimed at protecting pupils from actions at the initial stage of trouble, preventing the commission of an offense.**

**According to our statistics, the following types of shoots are identified:**

1. Escapes as a search for entertainment and pleasure;
2. Escapes, as a reaction of protest to excessive demands (according to adolescents), not a desire to obey the daily routine;
3. "Specifically - pubertal escape" due to age-related fantasy and day-dreaming.

The reasons for unauthorized departures are:

- deficiency of the emotional-volitional sphere (extreme forms of expression of emotion, they hardly understand the feelings of another person and their own).
- low communicative competence (difficult to negotiate, solving difficult life situations).
- lack of independent forms of behavior (the ability to independently make decisions).

**Adolescents make unauthorized departures with the aim of attracting the attention of parents or their substitutes to their problems, looking for an environment where they will be more successful - free to do what they want, entertainment and pleasure. The reaction of a teenager to a difficult age crisis and ignorance of his entire social circle.**

***Organization of activities for the prevention of unauthorized departures in the conditions of MGISS SRC "Hope":***

Primary, secondary and tertiary prevention:

We have defined: primary, secondary and tertiary prevention.

"Primary prevention" applies to interventions directed at all children living in an institution. To solve the problems of primary prevention, a wide range of education of children about risky behavior is considered.

"Secondary prevention" refers to measures aimed at those who have

not yet committed unauthorized care, but are in a high-risk situation, or who have committed unauthorized care at least once.

"Tertiary prevention" is an intervention when a child has repeatedly left the institution unauthorized, in which case the work is carried out to provide assistance and prevent the recurrence of unauthorized care in the future (the level of work with children who constantly make unauthorized cares). Each case of unauthorized care has its own specifics, therefore, each time a separate individual program is created, developed by all specialists of the institution after assessing the situation in which the child is.

The institution has a system for monitoring the effectiveness of preventive activities aimed at preventing unauthorized leaving of pupils, as well as the effectiveness of rehabilitation work, the implementation of individual action plans with children of "risk group". The plan of coordinated interagency interaction for the prevention of unauthorized departures and the search for pupils, the algorithm and regulations for the actions of employees in the event of unauthorized departures by minors and the procedure for taking measures to search for them. One of the priority areas of prevention is the organization of employment of pupils who are registered in the institution ("Council for Prevention"), in the JC and Wage, JAU DMIA.

For each fact of unauthorized departure of pupils from the institution, an official investigation is immediately carried out, managerial decisions are made to prevent such facts, including the application of disciplinary sanctions to the employees of the institution, who committed the facts of unauthorized leaving of pupils, as well as untimely informing about them.

Employees are regularly instructed on the procedure for actions in case of unauthorized leaving of pupils, measures are taken to increase the level of personal responsibility of each for preserving the life and health of pupils, for organizing preventive measures to prevent this phenomenon, the importance of measures to ensure constant and timely recording of the facts of unauthorized leaving is emphasized. from the institution. According to the plan, training is carried out: educators, educational psychologists, social educators on issues of psychological and pedagogical support of children.

**Work on the prevention of unauthorized departures is based on the principles:**

1. The employee takes all possible actions to ensure the safety of the pupils, assessing the risks for each individually.
2. Reducing the number of cases of unauthorized leaving. Missing minors can find themselves in a risky situation, each case is very serious. Daily interaction is carried out for consistent and harmonious feedback



with the pupil, including on his return in order to reduce the risk of repeated leave.

3. Preventing harm for a child and returning the child to safety as quickly as possible by working on this task, developing partnerships with various agencies and the local community, sharing information, and improving governance.

4. Work on the prevention of unauthorized departures is carried out regularly and is reflected in the prevention plan (an integral part of the survey upon the return of the child).

The procedure for responding to the unauthorized departure of the pupil from the institution:

In case of unauthorized leaving, all employees immediately inform the administration of the institution about the fact of the incident and take the necessary measures to return the child to the institution. Upon receipt of information about the fact of the unauthorized departure of the pupil (s) from the institution, the administration immediately:

- finds out the circumstances of the incident, including conducting an official investigation into this fact in the institution;
- Immediately reports the incident to the internal affairs bodies of the municipality;
- immediately sends information about children who have left the institution without permission to the Department of Social Protection of the Population;
- ensures the departure of employees at the place of the alleged stay of the pupil, interacts with the internal affairs bodies at the place of the possible location of the child;
- records the information received in the register of cases of unauthorized leaving of pupils from the institution.

### ***Methods and forms of preventive work.***

Preventive work is a complex, multifaceted and lengthy process. In activities to prevent unauthorized departures, the emphasis is shifted to early prevention (creating conditions that ensure the possibility of normal development of children, timely identification of crisis situations arising in children).

The technology of working with inmates who make unauthorized cares is based on a number of factors, among which the most important place is occupied by the relationship of the minor with the institution in which he lives.

The pedagogical staff of the institution is based on the experience of well-known Soviet teachers: VP Kashchenko (the system of labor training

and education + great attention to the mental development of children); A. S. Makarenko (development of the principles of self-government, discipline and the formation of public opinion as a leading regulator of interpersonal relations, the development of traditions, the construction of the educational process based on the combination of training with productive labor); S. T. Shatskiy (the idea of the nationality of upbringing in combination with labor training); A. A. Katolikova (multidisciplinary agricultural labor at the heart of the educational process, the system of labor, economic and environmental education, upbringing and development of the child's personality).

Forms of psychoprophylactic work with children prone to unauthorized abandonment: organization of the social environment, information, active teaching of socially important skills, organization of activities that are alternative to deviant behavior, promotion of a healthy lifestyle, activation of personal resources, minimization of the negative consequences of unauthorized departures, etc.

By the way of organizing work, we distinguish the following **forms of social prevention**: individual and group.

**Individual work** with pupils is based on the study of their individual psychological characteristics, character, and style of behavior. Individual conversations about the inadmissibility of committing illegal actions, responsibility for offenses and crimes, the need to comply with the institution's regime, and attend school classes.

One of the main mechanisms of individual work is the adult's dynamic observation and control of the child's volitional behavior, which is recorded in the individual adaptation sheets for each of the pupils. The system of individual work includes: daily monitoring of progress, school attendance, timely action to eliminate gaps in knowledge, prevention of absenteeism for unreasonable reasons. The initial stage of individual work establishes contact and motivates the child to participate in the work. Minors agree to communicate when they are interested in the process itself, when they are perceived as a full participant in the interaction. The work is based on the principles of dialogical communication (partnership with pupils in order to jointly study a specific situation and ways to resolve it).

**Group work** forms the skills of constructive interaction and adaptation in society (the main form of group preventive work is a training session). The situation of influencing the personality for the purpose of self-knowledge and self-development, the acquisition of new skills. During the training sessions, the skills of assertive behavior are formed.

A cycle of classes is carried out to prevent subsequent unauthorized departures. Effective methods for preventing unauthorized departures are:

**Active social training in socially important skills** is implemented in the form of group trainings in the form of trainings:

- resistance (resistance) to negative social influences,
- assertiveness or affective-value learning,
- the formation of life skills (self-control, confident behavior, changes in oneself and the surrounding situation, etc.).

**Activation of personal resources** ensures the activity of the individual, his health and resistance to negative external influences: sports, their creative self-expression, participation in communication groups and personal growth, art therapy (use of art), bibliotherapy, drama therapy, music therapy. The application of these methods has two mechanisms of psychological corrective action. The first is aimed at the influence of art through the symbolic function of reconstructing a conflicting traumatic situation and finding a way out through reconstructing the situation. The second is related to the nature of the aesthetic reaction, which allows you to change the reaction of experiencing negative affect in relation to the formation of a positive affect that brings satisfaction. In the work with pupils, game therapy is actively used, supplemented by art-therapeutic methods: fairy tale therapy, drawing, modeling, application, etc.

T.I. Shulga believes that traumatic experiences not only give the child suffering and pain, but also make him angry with the offender. The use of games allows you to relieve the stress that a child has from the traumatic situations he has experienced (but only for a certain time, before repeating them).

The **organization of the social environment** is based on the concept of the determining influence of the environment on the formation of deviations. By influencing social factors, it is possible to prevent undesirable behavior of a person, the impact can be directed to society as a whole, for example, through the creation of negative public opinion in relation to antisocial behavior. The object of work can also be a family, a social group (school, class) or a specific person.

Prevention includes social advertising to form attitudes towards a healthy lifestyle, sobriety. The mass media are of great importance: special programs, performances of youth idols, selected films - all this has a higher quality level. Work with the youth subculture in the form of "Youth against Drugs" movements or actions with performances by well-known rock bands (held in socially significant places where young people spend their leisure time and communicate).

**Information** in the form of lectures, conversations, distribution of special literature or video and television films. The essence of the approach

is to try to influence the cognitive processes of an individual in order to increase his ability to make constructive decisions. It is important to use information supported by statistics (not use as intimidation). At the same time, the negative consequences of drug use are listed or the dramatic destinies of deviants, their personalities, and degradation are described.

The method increases knowledge, but has a bad effect on behavior change (information does not reduce the level of deviations). In some cases, earlier acquaintance with deviations stimulates the strengthening of interests in them, and intimidation can cause cognitive-emotional dissonance, motivating to this type of behavior.

Information must be presented in a timely manner. Informing is carried out differentiated by age and sex, socio-economic characteristics. So, for example, conversations on the prevention of drug addiction should be held no earlier than 14 years old, without the content of a detailed description of drugs and the effects produced on the child. Conversations are aimed at discussing the consequences of such behavior and methods of abstaining from it, at developing an active personal position.

In order to prevent deviant behavior, psychological counseling and crisis assistance via the helpline are also used.

**The organization of activities that are alternative to deviant behavior** is associated with the substitution effect of deviant behavior (addiction is an increase in self-esteem and integration into a reference group). Fostering sustainable interests and developing the ability to form in oneself the ability to occupy oneself and work. If by adolescence positive needs are not formed, then the personality is vulnerable to negative needs and occupations.

**The organization of a healthy lifestyle** is based on the idea of personal responsibility for health and harmony with the world around you and your body, the ability to achieve an optimal state and successfully resist unfavorable environmental factors. A healthy style is nutrition, physical activity, adherence to work and rest, communication with nature, exclusion of excesses.

Here we included a set of work that takes into account all of the above, as well as physical education with children with a high level of tension according to the existing methodology, which removes: loneliness, anxiety, aggressiveness, aimed at the development of physical qualities, communicative attitudes of the child.

In addition, labor education is of paramount importance, starting with: cleaning your own bedside table, helping in the dining room (duty), putting your clothes in order, participating in a volunteer cleanup, working on

a personal plot at an institution (the ability to plant, water, weed, harvest, prepare a crop - it is not only additional knowledge, employment, but also accustoming to further adult independent life).

Minimizing the negative consequences of deviant behavior is used in cases with children with already formed deviant behavior and is aimed at preventing relapses or their negative consequences.

In an interesting, work-filled, sports, active leisure activity, there is no time and desire to dream of escapes and make them. And the use of an integrated approach in solving the problem of unauthorized departures from an inpatient institution reduces in pupils: anxiety, aggressiveness, a state of loneliness, improves health, increases communication attitudes, adaptive capabilities of the child and ultimately helps in the formation of a harmoniously developed personality.

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## RAISING CHILDREN AS A SPHERE OF CREATIVE SELF- REALIZATION OF PARENTS

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**Abstract.** *At present, parents do not pay enough attention to raising their children, since they do not see the value for themselves in such a pastime. Self-realization is carried out in the professional sphere, using all the creative potential. The task of educational institutions is to convince parents that creative self-realization is possible in joint activities with children. Moreover, such activities must necessarily be of interest to parents, therefore it is necessary to help parents find such activities.*

**Keywords:** *creative self-realization, parents, upbringing.*

Currently, more and more parents receive secondary and higher education, enterprises and organizations are constantly working on the personal and professional development of their employees, information platforms offer a wide variety of trainings, master classes, webinars, etc. All this, to varying degrees, becomes an incentive for creative self-realization in the professional sphere: employees work hard and improve their professionalism, and, consequently, job satisfaction. This is certainly a very positive fact.

However, almost all people are family members (large or small) and carry out numerous responsibilities associated with this circumstance. One of those responsibilities is raising your children. Many researchers note the high employment of modern parents in production, concern with everyday problems, reduced free time, reduced time for communication and joint creative affairs with children [1; 3; 4].

We conducted a small study: we interviewed 156 parents under the age of 35 at one of the enterprises of the Krasnodar Territory. It turned out that with the same employment (including overtime), the respondent parents spent with their children a different number of hours: from 1 to 20 hours per week. At the same time, a direct relationship was established between the

motivation of parents to actively raise their children and finding time for this in their professional activity schedule. Thus, it can be argued that the declaration of objective reasons in the form of "high employment in production" is often just an excuse for paying little attention to raising their children.

Based on the results of the survey, the reasons for the lack of attention to children were established, while the parents named at least 2 reasons:

- no pedagogical knowledge and skills - 76.8%;
- there is no desire to waste their time - 47.3%;
- there is no interest in classes with small children - 39.6%;
- there is no understanding of the interests of children in accordance with age - 41.7%.

As a result of additional questions, it turned out that most often there is no interest in joint activities with children, parents consider such activities in a certain sense a "waste of time", but at the same time they want to "save their face" and in the questionnaire they noted the lack of necessary pedagogical knowledge and skills.

We noted above that the professional development of modern specialists is aimed at developing creativity, initiative and realizing their potential. This is probably why the process of raising children does not fit into this trend, in other words, some parents do not see an opportunity for self-realization and the use of their creative potential in the process of interaction with children. Are there such opportunities?

The essence of "creative self-realization" can be viewed with the help of two concepts "creativity" and "self-realization".

The phenomenon of "creativity" interested many scientists, each of whom singled out those features that he considered the most important:

- the main characteristic of a person (V.V.Bailuk);
- activities to create new values (A.V. Petrovsky, M.G. Yaroshevsky);
- a way of positive self-realization (L.V. Vedernikova)
- the ability to find new solutions to problems (N. Rogers).

This list could be continued, since apart from the increased attention to the problem of creativity, there is still no common understanding of this phenomenon among scientists. We are closest to the position of A. Ma-teiko, according to which "creativity is the creation of new combinations based on the reorganization of the existing experience" [2].

The concept of "Self-realization" is interpreted as the process of disclosing and using the existing potential that is significant for the individual. In this case, "creative self-realization" is a continuous, personally significant process of disclosing and realizing a person's creative potential. Quite a lot of researchers have studied the problem of self-realization of teachers

(R.M. Asadullin, N.M. Borytko, N.K. Sergeev, etc.). At the same time, there are practically no works devoted to the creative self-realization of parents in pedagogical activities aimed at their children. Numerous existing works on interaction with families in a preschool educational institution solve this problem through the fulfillment of tasks given "at home" by parents and children. Unfortunately, in most cases, parents are not interested in such work, and if there are many such tasks, then irritability appears: they do not like the teachers, do not like the kindergarten, school.

The business has found a solution to this problem - any crafts are made to order, which must be handed over to an educational institution. The task is completed. All got good marks.

This is because parents do not see their own value in completing such "tasks", they are not interested in them. We emphasize that joint activities with children should be of interest to parents, in which case they can captivate her and the child. Only then will pedagogical creativity appear and self-realization of parents will occur.

In our opinion, parents need to show examples for joint creativity with children:

- come up with a fairy tale with the child (or a continuation of an already known one);
- to create a home puppet theater;
- write poems or a song together;
- draw greeting cards to friends, etc.

The list is endless. The most important thing is to help parents find things that will be of interest to them and the child. Such work should be carried out purposefully and systematically: starting from the period of waiting for the child and until the child finishes school. Obviously, until now there is no educational organization that would carry out such work throughout the entire period of childhood. Therefore, we propose to distribute this function among several organizations involved in preschool and school education. It would be useful to have centralized management on the part of the district administration of education as a coordinator of work with parents and a guarantor of its continuity.

The manifestation of the pedagogical creativity of parents is due to the structural components of any activity: planning, organization, coordination, motivation and control. In the process of self-realization, two processes are carried out simultaneously: self-knowledge and creative self-development.

Therefore, we propose to work with parents to discover the possibilities of creative self-realization in the process of raising their children in several stages:



- 1) determining the personal meanings of parents regarding the upbringing of their children, in other words, identifying those value orientations that are basic attitudes for parents;
- 2) actualization of existing and obtaining new pedagogical knowledge; structuring the accumulated social and pedagogical experience; improving communication skills;
- 3) promoting the manifestation of the creative activity of parents;
- 4) parents' independent development of upbringing strategies;
- 5) determination of the direction of creative self-realization (types of creative activity).

It should be noted that creativity, shown in communication and interaction with children, influences both the personal and professional growth of the parents' personality. Answering the child to numerous "why?" they are often forced to turn to reference literature, in addition, their explanations must correspond to the age characteristics of children, be understandable to them. This circumstance requires parents to be able to simplify information, explain it in an accessible language. We agree that these are the necessary qualities in professional activity.

A separate topic is classes with children after school or kindergarten. The easiest way to solve the problem is to find several sections and after class send the child to them. But this may not always be relevant. In some cases, parents, satisfying the interests of their children, master new aspects of science and technology for themselves: chemical experiments, unconventional methods of multiplication, the influence of stars on humans, etc. In such joint hobbies, the personal growth of parents, enrichment with new knowledge, and broadening of their horizons take place.

In the process of upbringing, one of the main motives for the creative self-realization of parents is the desire to convey the maximum of life meanings and values to their child; help him reach greater heights than they reached themselves.

Systematic, purposeful work to create opportunities for creative self-realization of parents in educational activities will allow: a) to increase the pedagogical culture of parents; b) to strengthen the cooperation between parents and an educational institution; c) improve parent-child relations; d) to increase the intensity of the development of children.

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## SOCIAL ADVERTISING AS A FACTOR IN THE FORMATION OF TOLERANCE TOWARDS PEOPLE WITH DISABILITIES

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**Abstract.** *The formation of tolerance among young people is the most important aspect of the upbringing and socialization of this social group. There are many ways to build a tolerant attitude, including social advertising, which can be an effective tool for building tolerance towards people with disabilities.*

**Keywords:** *youth, tolerance, people with disabilities, social advertising*

Mankind at all times treated with pity those who had mental and physical disabilities in health. The World Health Organization has released data according to which the number of people with disabilities (PWD) is steadily growing every year. In many countries, such people are not considered equal healthy, full-fledged members of society. Hence the following problem arises - people with disabilities are alienated from society, withdrawn into themselves. Today the mass media are actively drawing public attention to this problem, showing the life of people with disabilities, their difficulties and achievements. But the attitude towards disabled people in our society still remains ambiguous. In this regard, there have been many studies related to the analysis of tolerance for people with PWD. Tolerance towards people with disabilities, first of all, implies respect for them as individuals with the same rights as healthy people, as well as in providing them with the necessary assistance.

The problem of the formation of tolerance comes to the fore due to the fact that every year the number of people with disabilities is steadily growing, and not only in Russia, but also in the world. People with disabilities are not perceived as equal in society, this social group is discriminated against on the basis of physical, mental or mental development and health.

G.G. Zack and D.Ya. Zach considers several factors that contribute to the formation of tolerance among young people with disabilities. The

authors believe that "education for tolerance should be aimed at counteracting influences that cause feelings of fear and alienation in relation to others. It should contribute to the formation of young people's skills of independent thinking, critical thinking and the development of judgments based on moral values" [1].

One of the factors that influences the formation of a tolerant attitude towards people with disabilities is the adoption of programs and projects at the state level. So, in August 2001. By a decree of the Government of the Russian Federation, the federal target program "Formation of attitudes of tolerant consciousness and prevention of extremism in Russian society (2001-2005)" was approved [1]. In addition, various programs are being adopted at the global level, for example, the Convention on the Rights of Persons with Disabilities at the UN General Assembly. These documents create a legal basis for the education of tolerance in society. Today in our country there is a state target program "Accessible Environment".

Another way of building tolerance for people with PWD is the practice of inclusive education, i.e. joint education of disabled children and healthy children. This practice should form the skills of the second to communicate with people with disabilities, their acceptance, responsibility towards them. It is also possible to allocate optional hours in educational institutions with certain disciplines, for example, psychology, sociology, pedagogy.

One of the most effective methods for the formation of tolerance is the method of psychodrama. "Psychodrama is viewed as a socio-psychological theater, which trains the ability to feel the situation in a team, evaluate and change the state of a person, the ability to get in touch with a person who is different from oneself. It is effective for adolescents, since in the game they reproduce the image of the other, return to their role, strengthen and concretize some of the characteristics of the other, try to show individual differences and "play" conflict situations. Students can subsequently be included in educational activities to work with various groups of people in the framework of educational and industrial practices"[1].

Another factor that can contribute to the formation of tolerance towards people with disabilities is the activities of the media. As noted by K.A. Popova: "The mass media have a significant impact on the formation of public opinion about people with disabilities. People with disabilities are almost always presented as either unprotected, socially vulnerable and dependent, or they are overly heroized, which, paradoxically, makes people with disabilities perceived as unconditionally defective"[2].

Separately, it should be noted social advertising as a special type of mass communication. "In modern Russian society, social advertising has

become an independent form of communication, it is gaining more and more value and demand. At the same time, its main task is not only to draw public attention to social problems, but also to call for their solution and offer possible actions for this"[3].

As G. Nikolayshvili writes in the book "Social advertising: theory and practice", "social advertising is a type of communication focused on drawing attention to the most pressing problems of society and its moral values, focused on actualizing the problems of society. Its purpose is to humanize society and form its moral values. The mission of social advertising is to change the behavioral model of society"[4].

Social advertising appeared in the United States in 1906, and only 88 years later in Russia. Conventionally, the history of Russian social advertising can be divided into two periods: Soviet and modern. Soviet-style advertising glorified communist ideals, and the main problems in it were issues of war, promoting the ideas of communism, a healthy lifestyle, helping the hungry and the sick, and combating dissent. "Sometimes PSAs have been used in songs or movies. The famous song "May there always be sunshine!" can be classified as a type of social advertising. Soviet films "Height", "Girls" advertised new professions, the way of life of an ordinary Soviet person, his character and basic values"[5]. Soviet-era advertising was monotonous and highly politicized. As for social advertising of the modern period, it has both creative and technical diversity. Today, topical issues raised in social advertising are the issues of a healthy lifestyle, the fight against HIV and AIDS, environmental problems, ethnic tolerance, road safety, etc.

A feature of social advertising that distinguishes it from commercial advertising is that social advertising is aimed at everyone and everyone, regardless of which social group the person belongs to. The main ways of exposure to social advertising are:

1. Appeal to certain emotions. The idea, laid down by the authors of advertising, can only reach people when it evokes any emotions. Emotions are the motivations for action. Therefore, it is very important to emotionally load the advertising message, accompanying it with bright and expressive pictures. You can appeal to both positive and negative emotions of a person. Positive emotions include friendship, love, pride, patriotism; to negative ones - fear, suffering, horror, anxiety.
2. The destruction of some behavioral stereotypes and the creation of others. For example, the destruction of the stereotype that a high speed of a car gives a feeling of flight and freedom, with the advertising slogan "Exceeding the speed, you do not gain freedom, but lose it" [6].

3. Presentation of an alternative. The essence of the method is to show not the dark side of vices (for example, alcoholism, drug addiction), but its alternative, i.e. happy life.

4. Specifying the problem. Social advertising reveals the whole essence of the problem, or its separate part, and the more specific the problem, the more effective the advertising will be. An example is road safety public service advertisements that focus specifically on speeding.

5. Appeal to authority. For example, billboards in the city of Volgograd, calling for the birth of a third child, who will certainly be talented: They were born third... Anton Pavlovich Chekhov/(1860-1904)/great Russian writer; Charles de Gaulle/(1890-1970)/the first president of France (phrases are located to the right of the portraits of famous people).

6. Appeal to patriotic feelings. "I was born in the Trans-Urals, I was baptized in the Trans-Urals! It came in handy in the Trans-Urals! (billboard, text to the left of the image of the baby's baptism)". Awakening patriotic feelings, such a social advertisement calls not to leave, to stay in the native land, which allows solving one of the main problems of the region - the outflow of the population"[6].

7. Use of statistics data. This method emphasizes the urgency of the social problem.

8. Using a gradation of facts. The essence of the method is to present a sequence of facts more fully and vividly conveying the idea of social advertising.

9. Create a complete picture with one detail. For example, a poster with a picture of a ball rolling onto the road creates a sense of danger at the level of intuition and predictability of further events: now a child will run after him and find himself on the road in a dangerous situation [6].

10. Using a hidden impetus for action. The peculiarity of this method is that some fact from reality is given, which requires an unambiguous understanding and decision-making.

11. The use of certain linguistic means, such as the use of constructions with "no" and negations (for example, say NO to drugs!), The use of metaphors, the use of an impersonal "we" (for example, we will make the world cleaner), playing with word-formation features ("Precinct from the word "Participation" (pavement sign). "The word precinct is formed from the word "site" and cannot be motivated by the word "participation", however, in the context of social advertising, the words are presented as one root in order to increase the confidence of residents in the precinct policemen" [6]) proverbs, sayings, aphorisms.

Among other things, we will name a number of factors that contributed

to the formation of social advertising as a new view of society's problems:

1. The increased need of the state for effective social management. Social advertising is a kind of "litmus test" that shows acute social problems of society, thereby drawing attention to them. In addition, the main mission of social advertising is to change behavior towards socially approved and to establish traditional values in society.
2. Development of democratic institutions and the formation of non-governmental and non-profit organizations.
3. Business social responsibility. Business structures, being subjects of social advertising, are forced to minimize the harm they inflict on society with their commercial activities in order to long-term existence.

Social advertising serves a number of functions, such as:

1. Communication function, consisting in the fact that a connection is formed between the advertiser and the audience, due to which there is a more complete understanding of the problem and, accordingly, the most effective work on it. Through social advertising, you can keep in touch with citizens, which benefits the state.
2. The information function is that social advertising draws attention to the problems of society, creates excitement around them and offers solutions.
3. The motivational - incentive function is that competent social advertising should induce a person to certain actions, socially approved behavior.

An important characteristic of social advertising is its effectiveness. It includes a number of criteria:

1. Concentration on one idea - there should be only one socially oriented message in the advertisement.
2. The integrity of the target audience - social advertising does not differentiate society by groups and classes, but addresses everyone at once.
3. The ability to attract and hold attention for the time it takes to memorize.
4. Accessibility for perception by the target audience - social advertising should be understandable to everyone and contain images that have a high social impact.
5. Memorability - advertising should be quickly and easily remembered, be bright and have an unusual plot.
6. Persuasiveness - it is necessary for the target audience to have confidence in the source of information and in the advertising message.
7. Motivating ability is the ability to change a person's behavior.

Today, social advertising is not only one of the mass media, but also

a cultural phenomenon, the popularity and significance of which is only growing. This is evidenced by many social advertising festivals both in Russia and abroad. An important feature of social advertising is that it carries a value, spiritual component. Advertising of this type contributes to the development of such qualities in people as compassion, understanding, helping those who need it, etc. And all this leads to an increase in the spirituality of society.

Russian legislation contains laws that control social advertising activities. First of all, this is the Federal Law of 13.03.2006 № 38-FZ (as amended on 01.05.2019) "On Advertising", namely Article 10 "Social Advertising". In the Republic of Bashkortostan until 2000, the law of the Republic of Bashkortostan dated February 26, 1997 № 81-z "On Advertising" (Bulletin of the State Assembly, the President and the Cabinet of Ministers of the Republic of Bashkortostan, 1997, № 9 (63), Art. 544)"was in force, but this law was declared invalid, and at present the main law controlling this activity in the republic is the Federal Law "On Advertising".

In our republic there are organizations and persons carrying out this activity. The most widespread social advertisement of the city of Ufa is "City without drugs". Also, "the use of social motives in advertising, and sometimes social advertising with the indication of trade marks and brands, is currently practiced in Ufa by the companies PC "Vsya Ufa"and the retail chain "Pyaterochka", CJSC insurance group "Uralsib", IA "Bashinform", etc." [7].

Thus, social advertising is one of the effective tools for shaping not only public opinion, but also the value and moral attitudes of people, being not only a means of mass communication, but also a cultural phenomenon. Social advertising today is a tool for socially responsible business. Social advertising maintains a link between the state and society, i.e. the society gets the impression that the state is taking part in solving acute socially significant problems, which are affected by this type of advertising.

In conclusion, it should be noted that the problem of disabled people in our society exists. People with disabilities are isolated from society, not only because of intolerant attitudes, but also because in our state there are no conditions for full-fledged life of disabled people. People with disabilities encounter obstacles everywhere, for example, there are no conditions for the movement of wheelchair users, there are no special signs for the visually impaired, there are almost no sign language interpreters for the deaf and dumb, etc. All this leads to the fact that people with disabilities withdraw into themselves and lead an isolated lifestyle. For those who are able and willing to work, there are also a number of obstacles: not all employ-



ers want to hire a disabled person, since this is fraught with a number of difficulties. It is also believed that disabled people are difficult people with whom not everyone can find a common language, but in reality this is not entirely true. People with PWD are in many ways more capable, stronger than healthy people. In many ways, examples of strength of mind, will and desire to live show us exactly those who have deviations in physical or mental health. A striking example of this is Nick Vuychich - a man who was born without arms and legs, but who became famous all over the world thanks to his oratorical talent and desire for life. Vuychich fully showed the world that disability is not the end of life, that a disabled person is the same person and citizen, that people with PWD can live a full life.

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## CLIL IN PRIMARY SCHOOL ENGLISH LESSONS: WEATHER WONDERS

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**Abstract.** *CLIL - content and language integrated learning is an approach that promotes the learning of curricular content in tandem with any foreign language ( the English Language in this study). Implementing CLIL in primary school has always been a challenge because of obstacles teachers might find using CLIL. Using CLIL in your classes has the dual purpose of serving as a proper language practice and, as primary students grow, apprising the teacher of what students have learned. My experience of implementing CLIL methodology in Primary school indicates that it is a good way of encouraging children to come out of their shells.*

**Keywords:** *CLIL, Primary school, integrated learning, support students, Weather Triangle*

In Russia as well as in certain European countries primary education refers to learning situations and class teaching where one teacher teaches all subjects to the whole class or group of children aged from 7 up to 10-11. However, teaching English here has always been a little different. Children learn the rules of the English Language, its grammar, vocabulary, spelling, study the topics related to the units from Student's Book and do listening comprehension activities. Today, we are all aware of Content and Language Integrated Learning (CLIL). Integrated learning means that the class is aimed to achieve both the knowledge of the subject matter and the target language. It also means that teachers need to teach both at once. In fact, CLIL "placed both language and non-language content in a form of continuum, without implying preference for one or the other" (Marsh, 2002: 58). When it comes to integrated teaching we must be aware of the fact that students (in our case primary students) have not yet gained satisfactory language skills to understand the contents of education which means that all new terms and new content must be based on the skills and language already known and acquired by children aged 9-10 . The integra-

tion of usual curricular subject areas into English lessons can increase the interest of primary students in content themes. CLIL, the integrated learning of English in this case, can even help to avoid excessive school timetable. It involves children in cross-curricular learning sequences and leads to purposeful and meaningful learning experiences.

Though primary English education is almost everywhere compulsory and given a high priority in Russia, challenges still exist. One of the challenges in CLIL implementation is the lack of knowledge, and / or methodology in using CLIL approach in primary school. Teachers sometimes see themselves as language teachers only and therefore, CLIL subject is taught through a lot of unnecessary translation. I believe, if concerns are raised while planning CLIL lessons certain aims have to be established (scaffolding is of great help here both for teachers and students) and teachers are usually eager to come up with ideas for CLIL activities to avoid too much translation. Teachers notice that bringing content into the language lessons and using different topics from the content curriculum leads to far more varied activity of primary students. In other words, we enrich cross-curricular opportunities and start using more supporting resources.

Another challenge is the idea that in addition to being a language teacher, you need to be an expert in other subject matters. For example, some teachers still believe that teaching mathematics you have to have a university degree in mathematics, or in order to employ CLIL in classes where students study science you need to go back to university to revise physics and chemistry. As soon as teachers realise that their major issue is giving comprehensible inputs to students, that obstacle vanishes. It might be difficult to teach like that, especially at the beginning, but it makes students concentrate more and use the English language for a purpose, which means both strong and weak primary students can benefit.

The aim of this current study is to describe my approach to teaching the topic Seasons and Weather to primary students. The age of my students is 9-10 years, they all are from Grades 3 and 4 and started learning English from Grade 1. They have three classes of English per week and one class of CLIL as required in their curriculum. Those two grades are chosen because students already have sufficient background to follow CLIL Science classes and CLIL Science ideas and themes can be closely linked with the aims and objectives of their English classes (we study living and non-living things around, analyse the ways of caring for pets, study the importance of plants, explore different ways of caring for our bodies). Seasons and Weather is the topic studied in current textbooks where lessons are designed in the same format for students of different levels. As a rule,

students learn the 12 months of the year, they know the four seasons and typical weather for each season. When we talk about the weather primary students can say that the weather is sunny or windy, warm or cold, snowy or rainy. More than that, primary students as well as secondary students usually say that Seasons and Weather topic seems to be rather boring. I decided to change that matter and make the topic enjoyable for my students.

Primary students love drawing painting and working with pictures thus, my **first step** was to ask them to draw the Sun, a snowflake, a raindrop, a cloud and ice. I explained that if we take the noun CLOUD and add suffix Y to it, we get the adjective: CLOUD + Y = CLOUDY. My class loved making adjectives and soon we had their pictures and words below SUN + Y = SUNNY, SNOW + Y = SNOWY, ICE + Y = ICY. Repeating words or phrases gives primary students a nice chance for auditory practice and when we repeat crucial phrases, we are actually supporting students in getting the definition of the words and their usage right. The page from our Student's Book helps implement the words, the symbols and new terminology.

### What's the weather forecast?

The TV weather forecast shows us the weather today and tomorrow.



Symbols show the weather conditions.



sunny



cloudy



wet



windy



calm

40

hot

15

cold

In Grade 3 primary students study Degrees of Comparison of Adjectives. My **next step** was comparing the weather today and the weather yesterday. The students saw the questions on the board and I read them out, too. Is it COLDER today than it was yesterday? Were the raindrops yesterday WARMER than today? Is the night SHORTER or LONGER than the day? All students' answers prepare them for making a nice weather report, that is why I usually repeat questions and we compare different opinions.

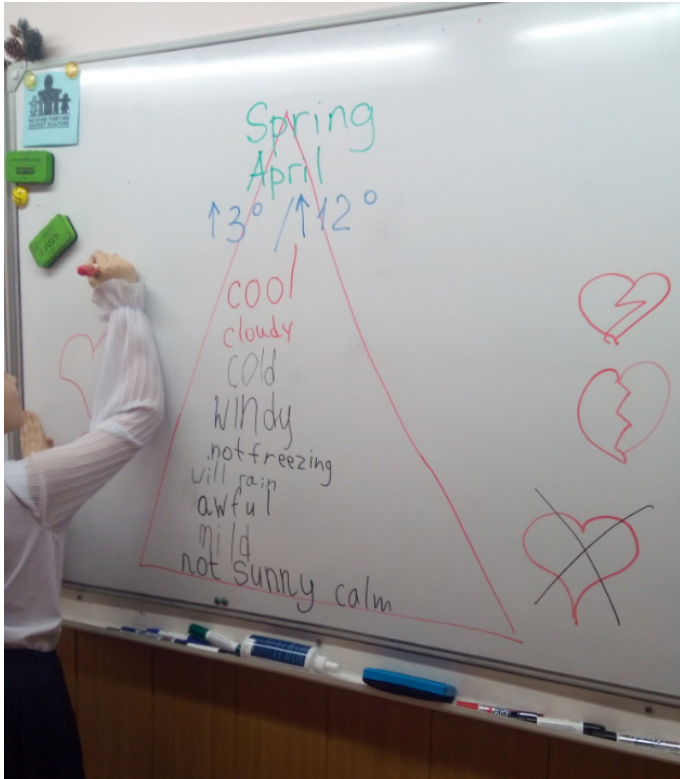
**Step three** was about the temperature. Here we use the Celsius tem-

perature scale, where water freezes at 0°C and boils at 100°C. I explained to my students what the words ABOVE and BELOW meant and they all practised saying different temperatures I showed to them on the World Weather Information Service site ( <https://worldweather.wmo.int/en/home.html> ). We didn't forget to compare different temperatures; in fact thinking about how to bring the content to each student's skill level I was aimed to build in my primary students a stronger understanding of the issues we were covering.

Our next thing that led my students to detailed description of the weather, **step four** was observing the weather conditions that day. We were looking at the trees and the sky and the yard out of the window and I proceeded with the following questions: Do you think you will need an umbrella today? Will it rain? Will the weather be rainy? Are the leaves shaking? Is it windy? Is the wind stronger today than yesterday? Does it look like stormy weather? Can you see the objects in the street clearly? Is it foggy now? Was it foggy in the morning? My students were answering the questions and I implemented the usage of at least three Grammar Tenses – Future Simple, Present Continuous, Past Simple, my primary students used modal verb CAN in their answers and we repeated and revised the things I described in my step one (FOG + Y = FOGGY).

**Step five** was the final one, when I suggested my primary students drawing a nice triangle and making their own weather forecast (or weather description) for today. I showed that the most significant information should be up - the season, the month and the night / day temperature. Then, going down inside the triangle, we started putting the adjectives or verbs to make the weather observation for the day. Every line written in the triangle was followed and supported with my questions and even class discussions. However, for primary students who found it too difficult to write the words, it was possible to draw a raindrop / the sun / clouds/ an umbrella / leaves of the trees. We got that Weather Triangle (see: Picture).

After making the nice Weather Triangle all primary students in my class were ready to give quite a sufficient talk on the weather that day, comparing the night and day temperatures, differences between three spring months and covering each “line” in our Weather Triangle. The story could even last 3 or 3,5 minutes and did not seem to be boring or complicated for them, on the contrary everybody wanted to give a more detailed weather forecast and explain why they thought the weather was cloudy or it would rain soon. The hearts on the board were the signs whether the child liked the weather or not.



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## THE SPIRITUAL WORLD OF THE POET IN THE NOVEL "EUGENE ONEGIN" BY A.S. PUSHKIN

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**Abstract.** *The article reflects the features of Pushkin's worldview and artistic method in the novel "Eugene Onegin", and also poses the central problems of his entire work. The author reveals his inner world, expresses his attitude towards all the heroes, in many respects in his opinion coincides in Eugene Onegin - a man of the Pushkin circle. Deep lyricism permeates the novel, one of the main characters of which is the author himself. There is much in common in Onegin's character, in his "blues", which Pushkin himself once experienced, so he writes about himself and his hero. He created the image of a "hero of the time" with his spiritual quest. In all his activities, the poet expressed the most advanced ideas and trends of the era - the ideas of civil freedom and high humanism.*

**Keywords:** *poet A.S. Pushkin, spiritual world, the novel "Eugene Onegin"*

None of the writers before A.S. Pushkin did not reflect in his work, which has become an encyclopedia of Russian life, a true artistic chronicle of the era, so fully and clearly Russian reality, as the great national poet did. In Pushkin's novel "Eugene Onegin", the past and the present are intertwined in a complex unity. This is a work of exceptional significance, the only one of its kind in Russian and world literature.

The ingenious innovation of Pushkin, who laid the foundation for the tradition of the Russian socio-psychological novel, consisted in the fact that he transferred the main attention from external events, from intrigue to the development of human characters, to the depiction of the complexity of human relations, the disclosure of the spiritual world of heroes.

"Eugene Onegin" was started by the poet in a period of deep mental and creative crisis, when not only the strengths, but also the weaknesses of the modern progressive noble intelligentsia became clear to him and romantic heroes and their ideas were decisively re-evaluated. The novel,

the plot of which is based on a love conflict, became simultaneously, according to Belinsky, a real "encyclopedia of Russian life" [1, p. 222], not only and not so much in the breadth of the depiction of various everyday phenomena, but in the depth of expression of the problems of the era, features human personality - the hero of the time, the son of the century.

Pushkin A.S. shows how the environment, society, conditions of upbringing determine the peculiarities of the views, feelings, behavior of his characters, which change from chapter to chapter, in accordance with the changes taking place in the life around them. At the end of the novel, the characters turn out to be very different from those at the beginning. Each of them had their own emotional trials and shocks, too much has changed in the life of the whole society.

The novel most fully expressed the features of Pushkin's worldview and artistic method, and also posed the central problems of all of his work. This is a series of moral and philosophical problems: discussions about life and happiness, about the meaning of being, about honor and duty, about freedom of conscience. In addition, there are aesthetic problems in the novel. This is the role of poetry in life, about which Lensky spoke: the relationship of friendship between the author and the hero, freedom of creativity and adherence to literary traditions. So the range of problems in this small piece is quite wide.

In Onegin's character, along with noble honor and intelligence, traits of individualism, proud contempt for people are clearly revealed - a product of time, a disease of the century. Onegin's individualistic self-awareness is a complex phenomenon. On the one hand, it is the result of heightened work of thought, dissatisfaction of others, consciousness of personal dignity - in a word, the lot of those who "lived and thought" ("Who lived and thought, he cannot but despise people in his soul") [5, p.713]. On the other hand, it contains an egoistic principle, vain self-admiration, indifference to the fate of ordinary people - everything that is condemned as alien to the people's consciousness. Tatiana is free from these features, since they are not inherent in the Russian national, folk character. In Onegin, however, they are largely superficial - a consequence of secular education, isolation from popular culture, the influence of the ideas of Western European romanticism.

Pushkin A.S. believed that he very successfully showed in "Eugene Onegin" the character of the hero, for whom the main reason for disappointment is satiety, the absent-minded social life of a young Petersburg rake. Onegin was seized by the "Russian blues" [1, p. 221], "early feelings in him cooled down," he cooled to "life completely" [5, p. 711], because he



was moving in the "light" betrayed by idleness" satiated with "everyday pleasures" [7, p.55].

Onegin is not an imitation, but a historically faithful hero of the Pushkin generation, and the "Russian blues" [5, p. 711] is not a fashion, but a phenomenon caused by the property of Russian life itself, generated by the "malice of blind fortune" [5, p. 713 ], the blows of fate experienced by the best people. Pushkin captured in the person of the hero exactly the Russian blues - that which was generated by the very Russian reality and was typical for the then thinking intelligentsia [1, p. 221].

The exceptional position of the novel in the work and biography of Pushkin was pointed out in his time by Belinsky, who wrote that "Onegin" was Pushkin's most sincere work, the most beloved child of his fantasy. There are not too many works in which the personality of the poet would be reflected with such fullness, light and clear, as the personality of Pushkin was reflected in "Onegin". In him all his life, soul, his love; here are his feelings, concepts, ideals"[3, p. 495]. The novel is distinguished by the constant open presence of the author. Pushkin is interested in the image of Onegin with his dissatisfaction, with the life that many people of the world are happy with.

The novel is a lyric-epic work. Here the author reveals his inner world, expresses his attitude towards all the heroes, in many respects in his opinion coincides with Eugene Onegin. Deep lyricism permeates the novel, one of the main characters of which is the author himself. From chapter to chapter, the poet's inner world, his views on life, art are revealed, and the further, the closer the image of the poet becomes to the reader. It is noteworthy that Pushkin compares his poetic muse with Tatyana, who is brought to a social event. Like Tatiana, the poet's muse is deeply rooted in national life, she is infinitely alien to the secular rabble.

Gukovsky G.A. called the author's image the central image, he is also carried through the entire novel, and he also unites all of its text [2, p. 19]. The deep vitality, historical typicality of the hero of the novel is clearly confirmed by the nature of his "relationship" with the "author", i.e. by Pushkin himself [6, p.128].

Onegin has a lot of autobiographical information. Of course, Pushkin is not Onegin, and the poet considered it necessary to specifically warn against the naive identification of the literary hero with the author, which is common in the artistic system of romanticism with his subjectivism. Pushkin is a realist, he separated the hero from himself, he looks at him from the side, examines him.

I'm always glad to notice the difference

Between Onegin and me,  
So that a mocking reader  
Or some publisher  
Of intricate slander  
Comparing my features here,  
I did not repeat afterwards shamelessly,  
That I painted my own portrait [5, p.716].

And yet, in Onegin, the "hero of the time" [1, p. 222], there is a lot of Pushkin - to the extent that the poet himself was the spokesman for his generation. Onegin is a man of the Pushkin circle. He, as it was said, is a "good friend" of the poet, his inseparable "strange companion" [5, p.817]. There is a lot in common in Onegin's character, in his "blues", which Pushkin himself once experienced, so he writes about himself and his hero:

I made friends with him at that time.  
I liked his features.  
Unwitting devotion to dreams  
Inimitable oddity  
And a harsh, chilled mind.  
I was embittered, he is morose:  
We both knew the game of passion ;  
Weighed down the life of both of us:  
In both our hearts, the heat died away;  
Both were awaited by the malice of Blind Fortune and the people  
At the very morning of our days [5, p. 712-713].

So, both were disappointed in the secular vanity, both were tormented by life, both experienced the play of passions, both are dissatisfied and embittered, both experienced the blows of fate, "blind fortune" [5, p. 713]. Together with the "author" Onegin visited the banks of the Neva, listening to "the horn and the daring song" [5, p.714] of rowers. The thought of freedom, of a different life also overwhelms both of them. In this respect, it is extremely characteristic that, when talking about the night walks over the Neva River together with the hero, Pushkin resorts to comparing their life with a prison in which convicts languish: "When the forest is green from prison/A sleepy convict is transferred/So we were carried away by a dream/To the beginning of a young life" [5, p.714].

In the novel, Pushkin shows Onegin's duel with the young poet Lensky. "Friends spread to the extreme track,/And each took his own pistol" [5, p.779]. It seems that Pushkin, as it were, told about himself, having foreseen his fate. Onegin, himself deeply suffering, makes others suffer. Before us appears the image of a bright, extraordinary person in his own way,

a noble intellectual, disillusioned with a secular society with its emptiness and vulgarity, looking for a high goal and meaning of life and at the same time carrying the features of the environment that gave birth to it.

The very biography of Onegin - one of the representatives of an empty secular society endowed by the author with all his vices, but then opposed to him - reflected the process of stratification of the nobility, characteristic of an entire generation, from among which his best part stood out. The difficulty of Onegin lies precisely in the fact that, as noted in the literature, he could organically combine features and characteristics characteristic of different, albeit internally uniform, strata of the progressive noble intelligentsia of the 1920s [6, p.125].

Eugene Onegin is an image deeply typical for Russia of Pushkin's time ("a good fellow, like you and me, like the whole world") [5, p.803]. The very biography of Onegin - one of the representatives of an empty secular society endowed by the author with all his vices, but then opposed to him - reflected the process of stratification of the nobility, characteristic of an entire generation, from among which his best part stood out. Not all the noble youth of St. Petersburg in the XIX century could afford to lead a free lifestyle, but only a few young people from among the rich and noble families. In this artificial world, the most natural human feelings were distorted, even the feeling of love turned into "the science of tender passion" [5, p. 703], into light secular flirting, into a game.

From the very beginning, in the characterization of Onegin, the possibility of spiritual evolution is outlined. Even when, out of habit and tradition, he still continues to lead a scattered social life, mentally he still does not feel happy ("But was my Eugene happy?") [5, p.700]. What satisfies mediocre, vulgar people can no longer satisfy him, a person who is tormented by "spiritual emptiness", lack of purpose and meaning in life.

The novel shows how the gap between Onegin and his environment is gradually becoming more and more acute. Simultaneously with the aggravation of Onegin's conflict with the surrounding reality, the inner contradictoriness of the hero himself, his deep duality, appears more and more sharply. Having broken with the life of a secular society, having become disillusioned with it, Onegin, at the same time, for a long time retains the habits, customs, moral norms of a secular person - everything that has taken root thanks to upbringing. Torn away from the light, it turns out to be no less distant from the people's soil, the people's element. He has no sense of unity, merging with the life of the people, moral support. This is precisely what explains the complexity, contradictions of the Onegin character, of its entire psychological makeup.

Most of all, Onegin himself suffers deeply from loneliness, mental discord, who is in a state of constant dissatisfaction with others and himself, a search for a goal and meaning of existence, a worthy cause in life and, at the same time, ambiguity of prospects, ambiguity of aspirations, isolation from people's life - all this generates terrible loneliness, mental disorder, restlessness, anger. That is why Onegin, according to the well-known definition of Belinsky, is not just an egoist, but a "suffering egoist", "an unwilling egoist" [3].

Onegin's superiority over those "who did not indulge in strange dreams", "who did not shy away from the secular rabble," for whom life is "a long line of dinners from them" [5, p.804], is obvious. Against the background of vulgar, stupid, insignificant "creatures" who live an insufficient life, the hero of Pushkin's novel stands out sharply with his restless mind, anxious heart, and high spiritual demands. This is his "inimitable strangeness" [5, p. 712], which is taken under protection in the novel. Pushkin directly confesses his love for the hero: "... I sincerely love my hero" [5, p. 783]. To Onegin's ill-wishers, Pushkin answered clearly and unequivocally: "Why is it so unfavorable/do you speak of him?" [5, p.803].

But the feelings of personal sympathy and, moreover, the love that the author feels for the hero of the novel Onegin, do not prevent him from approaching the latter research, analytically, to see in him, a contemporary, not only dignity, but also weakness, to show something and another - the result of the corresponding impact of the environment, historically established conditions. The history of relations with Tatyana Larina also serves this task of comprehensive disclosure of the hero. Thus, we can see Onegin in three stages of evolution, when he is carried away by his secular life, when he is disappointed in it, and when he leaves it.

Comparison of Onegin with Lensky helps to more sharply expose the duality of Onegin, who, although he broke with the world, is still guided by the norms of a secular society, secular morality. So, when the inevitability of a duel becomes clear, it turns out that he "alone with his soul was dissatisfied with himself." Summoning himself to a "secret trial", he "accused himself of many things" [5, p.774], he felt in his soul that he was wrong, that he should have made peace with Lensky. And yet, for Onegin, the main thing is also the "public opinion" of the world, a conventional code of secular honor, which he generally despises, however, at the very first real test it turns out to be his slave "[1, p.220].

The murder of Lensky makes a strong impression on Onegin - from now on he is relentlessly pursued by the image of a slain young man. It especially exacerbated Onegin's dissatisfaction with himself. Eugene is

absolutely free from the traditions of his family, there is no patriarchy in his upbringing, he has an absolutely European noble Petersburg upbringing. Perhaps this upbringing was alien to him, perhaps in the village he wanted to find what is called Russian roots. For only two days he was delighted with the primordial Russian traditions. After two days, he tries to introduce transformations into his household, then begins to avoid neighbors. And so Onegin meets the Larins' family. Together with Pushkin, he sneers at all family members, constantly mocks them, analyzes Olga, an empty and beautiful girl, scoffs even at the treats that were provided to him in this modest family. Of course, Onegin did not appreciate the joys of provincial life. After Onegin himself killed Lensky in a duel, he leaves his village shelter without regret.

The main problem of the work - the problem of the hero of the given time correlates with the problem of the relationship between a person and a crowd. A person cannot be free from society, but when society ceases to develop it, when society is in stagnation, then the hero, Eugene Onegin in this case and Lensky as well, seeks to move away from this society and seek some kind of meaning in life. Pushkin also raises the problem of the Russian national character, which, of course, is comprehended in the image of Tatiana. Onegin and Lensky are young people who have been torn away by life from their national roots: they no longer like French and German, but they have no cultural roots of their own.

Eugene Onegin is a portrait of a whole generation, therefore it is tragic, because the fate that Russia experienced in the era of stagnation after the war of 1812 was in itself timeless, stagnant. Happiness according to "Onegin" is something that cannot be built on the misfortune and dishonor of another person. F.M. Dostoevsky believed that a person cannot understand what happiness is if he does not have a concept of truth and duty.

Onegin should be considered not only as a psychological individuality, but also as a historically specific type, the formation of which was greatly influenced by the culture of Western European romanticism; it is on this basis that the closeness between Onegin and Lensky arises [1, p.220].

We can say that in the novel, those destructive forces that controlled the destinies of the heroes turned out to be much stronger than the happy external conditions of life. Pushkin, with all his sympathy for his heroes, condemns them: Onegin - for his individualism, long-term "indifference" to life, for the absence of "work", "purpose", inspired by the idea of public good; Lensky - for his abstract daydreaming, ignorance of real life.

Thus, Pushkin, condemning his heroes, showed that the social world of these heroes crippled the positive features of their worldview and it should

be replaced by another social system, and there is no place in this world for "superfluous people", "clever uselessness" [4, p.9].

Pushkin's novel teaches us to better understand life surrounding reality, makes us think deeply about it, to hate its vices. In this sense, he became the greatest "act of consciousness" for Russian society, showing that evil is hidden not in man, but in society. Pushkin managed to penetrate so deeply into the meaning of the phenomena of the life around him, because he himself stood at the forefront and the fate of his native country, its present and future were infinitely dear to him.

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## THE THEME OF HUMAN HUMILIATION IN THE CAUCASIAN STORY OF L.N. TOLSTOY "DEMOTED"

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**Abstract.** *The idea of the story dates back to the period of Tolstoy's stay in the North Caucasus. Stasyulevich personally told Tolstoy "the story of his misfortune", for violation of military discipline he was demoted to the ranks. In the Caucasus, in the position of being exiled as a soldier, Guskov continued to remain an aristocrat, "crooked, obliquely and immorally" looking at his surroundings. For Guskov, heroism is, first of all, external brilliance, glory, general admiration and posture. In his diary, Tolstoy pointed out that the reasons that develop vanity are "inaction, luxury, lack of care and deprivation."*

**Keywords:** *humiliation of a person, L.N. Tolstoy, Caucasian War, story "Demoted"*

The impression and moments experienced by L.N. Tolstoy in the Caucasus, found their reflection in his military stories: "Demoted", "Raid", "Cossacks". The last story of L.N. Tolstoy about the "Caucasian war" "Demoted" appeared in 1856. The title "From Caucasian Memories. "Demoted" for censorship reasons replaced another name - "Meeting in a detachment with a Moscow acquaintance. From the Caucasian notes of Prince Nekhlyudov. " By this time, Tolstoy had parted ways with *Sovremennik*. The story was published by Druzhinin in *The Library for Reading* (book X11). However, even with the liberals, Tolstoy was not on the way, and therefore clearly outlined differences with them.

It is interesting to note that the "hero" of his story, Guskov, who was demoted, or rather, exiled to the Caucasus as a private, is a kind of liberal.

The idea of the story dates back to the period of Tolstoy's stay in the North Caucasus. On October 16, 1853, he wrote in his diary that the so-called decent people who put themselves very high in their own opinion soon leave their sphere and enter a sphere in which the conditional virtues of decency are not valued, fall much lower than dishonest people who not

being proud of anything, they try to acquire good [1].

Such reflections of Tolstoy were led by observations of some Caucasian colleagues - exiled or demoted nobles. One of them - A.M. Stasyulevich personally told Tolstoy "the story of his misfortune", for violation of military discipline he was demoted to the ranks.

By vocation of Tolstoy A.M. Stasyulevich only partly served as a prototype for Guskov. "However, it's not really him," Tolstoy once said. "I also connected Kashkin, who was suing Dostoevsky" [4, p.61].

Kashkin N.S. (1829-1914) led one of the Petrashevsky circles, wrote a number of revolutionary works, waged a struggle against the idealism of Hegel and Kant from the standpoint of militant atheism and utopian socialism. Kashkin returned from his Caucasian exile in 1858, he was allowed to settle in Kaluga, where he became one of the organizers and leaders of the circle, which included the Decembrists G.S. Batenkov, E.O. Obolensky, P.N. Svistunov, N.S. Kashkin. Soon N.A. Serno-Solovievich, the future prominent figure of the revolutionary democracy of the 60s.

After N.A. Serno-Solovievich between him and N.S. A friendly correspondence was established by the Kashkins. On August 18, 1859, N.A. Serno-Solovievich wrote to N.S. Kashkin: "The time spent in Kaluga will not be blotted out of my heart, for the sake of a warm, sincere circle of people with whom I became akin in feelings and convictions and in which you occupied one of the first places" [6, p.27-28]. As you can see, N.S. Kashkin did not step down, did not retreat, but continued his social activities after exile, which cannot be said about Guskov.

Tolstoy's attempt to portray Petrashevist Kashkin in Guskov was unsuccessful. If we did not know the above statement of the author, then it is unlikely that we would have recognized in Guskov N. S. Kashkin. E.N. Kupreyanova writes: "In the image of Guskov, Tolstoy, as it were, dissociates himself from both liberals and democrats, and seeks to show that both are "not right". From this point of view, he portrays Guskov in the form of a politicking aristocrat and phrase-monger who turned out to be completely unable to endure the test sent to him by fate, in fact to prove loyalty to his convictions [3, p.91].

One cannot agree with the opinion that Guskov had revolutionary convictions. True, Guskov says: "I took everything bad to my heart, dishonesty, injustice, vice were disgusting to me, and I directly spoke my opinion, and spoke carelessly, too ardently and boldly" [5].

However, he calls his own participation in the circle "an unhappy, stupid story." Under arrest, Guskov "changed his mind a lot, a lot ... He began to look at everything with different eyes." The confession is more than frank.



And a little lower: "I felt that I myself was guilty, careless, young, I ruined my career and only thought about how to correct it again [7, p. 108-109]".

Guskov had no true revolutionary convictions; he was brought up in the spirit of *comme il faut* (the art of being worthy). The manuscript contains the following description of his sister: "In her was developed to the highest degree that Russian, especially St. Petersburg aristocracy, expressed only in servility to a certain world, through which they somehow crookedly, obliquely and immorally look at the world of God, and aristocracy, which no misfortunes, no influence can knock out of a person, if he has correct upbringing and, even worse, has been grafted into him with success in the world." This characteristic is directly related to Guskov himself. Tolstoy through the mouth of the narrator says: "...knowing the direction of my sister, I did not expect anything good from the young Guskov" [7, p.102]. And so it happened in practice. In the Caucasus, in the position of being exiled as a soldier, Guskov continued to be an aristocrat, "crooked, obliquely and immorally" [5] looked at his surroundings. In his opinion, the cadets are "the most depraved class of people in Russia", the soldiers are "some kind of beasts, in which there is nothing human," and military officers are "pigs" [3, p.92]

Guskov believed that the war would add "a cross, the rank of a non-commissioned officer" to his name, then "the fine would be lifted," and he would return to his environment "with this charm of misfortune." In an effort to get into the active army, Guskov hoped for the patronage of his uncle and the support of Pavel Dmitrievich. Among the Caucasian officers, he dreamed of taking one of the first places, but he had to gain authority. Tolstoy shows Guskov to exile. In the St. Petersburg aristocratic society, he was a successful young man. And although the narrator's keen gaze noticed negative features in him, the general conclusion was in favor of Guskov, he was considered a really smart and pleasant person.

When the conversation started about one common acquaintance who distinguished himself in the war, Guskov expressed the opinion that "courage" is a necessary consequence of intelligence and a certain degree of development"[7, p.103], that is, education.

Further events showed that Guskov was cruelly mistaken. What happened to him in the Caucasus? The hard life of a soldier has erased the gloss from him. While servants served him, he had a pleasant appearance, "was unusually neat, elegantly dressed" [7, p.103]. Now he was "a small figure with crooked legs and in an ugly hat with long white hair" [7, p.113].

Tolstoy painstakingly draws out Guskov's portrait details: "little red hands", a thin, sinewy neck, which is tied with a green woolen scarf. "The

sheepskin coat was worn, short, with a sewn dog on the collar and on fake pockets. The pantaloons were checkered, ash-colored, and boots with short, unblackened soldier's bootlegs" [7, p.97].

Guskov does not consider himself a coward, although he is afraid to go into a secret until he loses consciousness, and once he simply fled from there, throwing down his weapon. For Guskov, heroism is, first of all, external brilliance, glory, general admiration and posture. "Give your dream a regiment, golden epaulettes, trumpeters, [7, c.116]," he says. To fight alongside ordinary soldiers, to expose himself to mortal danger along with Antonov, Bondarenko is above the forces of Guskov, because he considers soldiers to be animals, and himself to be an exalted nature. Aristocratic individualism, hostility towards ordinary people, the ideology of the serf-owner generates cowardice: "And at the slightest danger, I suddenly involuntarily begin to adore this vile life and cherish it as something precious, and I cannot overcome myself" [7, p.117].

Guskov claims, and there is no reason not to believe him, that if he were an officer, then "in front of others," that is, in the presence of those whom he considers people, he would also become brave because of his pride. And in secret you have to go unwashed, in a sheepskin coat and soldier's boots, lie all night in a ravine with "some" Antonov and wait for a shot that can kill. "This is not courage - it's awful." Guskov, if we proceed from the classification of Tolstoy, is a representative of one of the types of "physical courage" inherent in aristocratic officers.

Tolstoy does not immediately pass the final verdict on Guskov. Looking at him, the narrator recalls that "he himself was recently a cadet, an old cadet, unable to be an indifferent, helpful junior comrade and a cadet without a fortune, therefore, knowing well all the moral severity of this situation for "an elderly and proud person" [7, p.97], the narrator seems to sympathize with Guskov and seeks to understand the hero.

Guskov seemed to the narrator "a very intelligent and extremely proud person" [7, p.97], truly and deeply unhappy. Guskov reveals himself most of all in his own lengthy statements. Sometimes sincere notes break through in his stories, in moments he takes a sober glance at his behavior and then pronounces himself a merciless sentence: "Yes, I finally died! There is no energy in me, no pride, nothing. There is not even nobility ... Yes, I am lost!" [7, p.116] But even in such sincere words there is a grain of hypocrisy. Telling so much about yourself to a new person, exposing spiritual wounds.

Guskov satisfied his own vanity, self-esteem, that he exposed himself. In his "diary of youth" Tolstoy noted that aristocratic education instills cowardice, vanity, thoughtlessness, weakness, and laziness. Tolstoy was sure

that the problems of society are reflected in the life of the army. If society degrades, then the army also degrades [2, p.17].

And already in the Caucasus, Tolstoy characterized vanity as a moral illness like leprosy or a venereal disease. The vain one "loves himself not as he is, but as he is shown to others" [1].

That is why Guskov talked about himself so much that he seemed different, he could not somehow show himself to be in the shadows, he lacked the character to be modest, so he drew attention to himself by the message that he was writing an order for an upcoming offensive. He was shy, afraid of ridicule, and still talked. No one asked Guskov to flunk, but he "hastily took a glass" and carried it to the adjutant, stumbled and fell, causing laughter from those present and irritation of the adjutant. On the face of Guskov, as the narrator noted, "there was always one prevailing expression of fear and haste" [7, p.97], that is, in the words of Tolstoy's diary, cowardice and thoughtlessness. One of such rash actions of Guskov was participation in the "political case". It is most likely to assume that vanity was the driving lever in this case too.

In his diary, Tolstoy pointed out that the reasons that develop vanity are "inaction, luxury, lack of worries and hardships" [1]. It becomes clear that it was not the Caucasian exile that spoiled Guskov, but his *comme il faut*, aristocratic upbringing. Having found himself in a difficult situation in the Caucasus, unaccustomed to labor, deprivation, independence, the aristocrat Guskov lost the ground with his feet. Among the military Caucasian officers, "the conditional virtues of decency are not valued," but true decency is highly valued. It was this change that contributed to the exposure of Guskov's inner world.

As was correctly noted in the literature, the image of Guskov is to a certain extent related to the image of Count Turbin, the younger from the story "Two Hussars", written in the same 1856.

The Caucasian story "Demoted" seems to suggest that true courage is actually acquired not by education, not by the fact that someone belongs to an aristocratic environment, but by labor education, but aristocratic education instills cowardice, vanity, laziness and other then obscene qualities.

In the story "The Demoted", behind Guskov there is a "high" society. "I was disgusted," says the narrator, "that, because it is true that I knew French, he assumed that I should have been outraged against the society of officers, which, on the contrary, having spent a long time in the Caucasus, I had time to fully appreciate and respect a thousand times more than the society from which Mr. Guskov came out"[7, p.109].

A liberal phrase-monger, a politicking aristocrat did not find a place

among the soldiers, who naturally showed modest courage in the most difficult conditions.

The story takes place in a military detachment on the slope of the Kochkalykovsky ridge in Checheno-Ingushetia. "Business was already over, they were cutting the clearing and every day they were expecting an order from the headquarters to retreat to the fortress" [7, p.95]. It was then that Guskov appeared. He crawled out into the white light in order to instantly disappear at the first sounds of the enemy's core.

In the story Batman Nikita says with contempt: "I saw them, nightingale, I'm not afraid, but the guest who was here, the chikhir drank, as he heard, he gave a quick stretch past our tent, rolled like a beast what a bent!" [7, p.118].

True to yourself, Tolstoy turns to the opinion of ordinary people and thus clarifies the true essence of people and phenomena. "... how a beast bent!" [7, p.118] - in these words a merciless and just sentence.

Painting the situation in which the detachment was, Tolstoy uses contrasting colors and creates a picture sharply outlined in the contours. "The evening was clear, quiet and fresh" [7, p. 95]. Everything around was illuminated by the pink rays of the setting sun, "on the black trampled ground the tents were white, and behind the tents the bare trunks of the plane tree were blackened" [7, p.95], "all sounds were heard especially morally, - and far ahead along the plain they were clean, rare air" [7, p.96].

Some of the soldiers finished cutting the clearing, the other rested in tents, the officers started a children's game in the towns. It was then that "a small man with beautiful legs" appeared [7, p.96] and with senseless hasty movements of his hands... The night in the mountains is also beautiful and impressive, but the unexpected meeting of the narrator with the drunk Guskov, who came out of the tent, beat off any hunting to admire the beauty of the landscape. The story ends with a short phrase: "I did not answer and silently got out onto the road" [7, p.120].

The reader sees Guskov through the eyes of the narrator, who hardly speaks about himself, but the sincere story about the meeting with the demoted allows the narrator himself to be examined.

The narrator is an officer who has been serving in the Caucasus for a long time, his own man in the detachment among ordinary officers, although he himself came out in the detachment among ordinary officers, although he himself came out of an aristocratic environment. He is characterized by serious curiosity and observation. Ordinary soldiers come into his field of vision, about whom he writes with warmth: "More than once I decreased my step, passing by a soldier's tent, in which a fire was shining,

and listened either to the fairy tale told by the joker, or to the book read by the literate and listened to the whole squad, jammed in and around the tent, interrupting the reader from time to time with various remarks, or simply talking about the campaign, about the homeland, about the chiefs" [7, p. 109].

The story we have considered completes a kind of trilogy about the "Caucasian war". As a result, it is indisputable that L.N. Tolstoy was an opponent of the war in all its manifestations [2, p.17].

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**SCIENTIFIC VERIFICATION METHODS BASED ON REUTERS, USA  
TODAY**

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**Abstract.** *The article is intended to study the current forms of fact-checking in a linguistic aspect. The relevance is caused by the outbreak of coronavirus infection, which gave impetus to a new stream of information noise and the circulation of lies both in the media and on social networks. Quarantine measures have limited many areas of life, including journalism, and access to verified information is difficult.*

**Keywords:** *fact-checking, semantics, verification, factoid, fact, coronavirus infection, fake.*

Against the background of mass hysteria of the population, a record amount of disinformation has appeared on the Internet; both in domestic and foreign media space. For many readers, navigating the media environment is harder now than ever before, with some actively avoiding much of the news stream altogether. It is no secret that the media space has always circulated in conditions of manipulation and all sorts of lies, but the scale of this information pollution has turned into infodemia.

Coronavirus infection and its spread (COVID-19) is the first pandemic in history to use technology and social media on a massive scale to keep people safe, informed, productive and connected. At the same time, the technology we rely on to stay connected and informed is fostering and reinforcing the infodemia that continues to undermine the global response and threaten the response to the pandemic. Infodemia is an overabundance of information both online and offline. The phenomenon includes various attempts to spread false information, undermine the credibility of the measures taken by health structures to combat the pandemic, and promote alternative control

programs<sup>1</sup>.

According to N.B. Berdigulova, Fact checking is the verification of the information received in order to verify its reliability or falsity<sup>2</sup>. Fact, unlike opinion and subjective perception, must be provable and irrefutable in order to be called a fact. In the context of the circulation of information on COVID-19, direct verification - the search for the truth on the basis of recognized information - remains little common among the reader. This gives rise to conspiracy theories.

Let's consider the main methods of the fact checker in manual mode - without the use of automatic databases and data journalist tools<sup>3</sup>.

First of all, it is necessary to refer to the primary source of information - this is the author of the original messages (newsmaker or directly the generator of the statement or phenomenon, deed). In the absence of such an opportunity, the fact checker is obliged to provide an analysis of the organization of this information, looking back at how it was processed by different channels from the original source.

Secondly, it is necessary to provide expert opinions and two-way coverage of the situation. A one-sided view of the phenomenon, as we noted above, is unacceptable for objective journalism.

Thirdly, you need to pay attention to the details: factual errors, incorrect spellings of names, addresses and positions, insufficient reputation of the author/media/social media may indicate the spread of fake news.

Finally, the fact checker should pay particular attention to the flashy, sensational headlines and information on social media. Recall: large platforms for providing media and social media channels (Facebook, Twitter, Instagram, etc.) provide their own algorithms to combat fakes and prevent their appearance. So, an effective campaign was launched by the Twitter short messaging platform, due to the creation of a mechanism by the appearance of an abundant number of fakes on the topic of coronavirus and American politics. Any publication that contains information about COVID-19 is posted

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1 Managing the COVID-19 infodemic: Promoting healthy behaviours and mitigating the harm from misinformation and disinformation // World Health Organization [Electronic resource]. - URL: <https://www.who.int/news/item/23-09-2020-managing-the-covid-19-infodemic-promoting-healthy-behaviours-and-mitigating-the-harm-from-misinformation-and-disinformation> (appeal date: 02.03.2021).

2 Berdigulova, N.B. Factchecking - a new kind of information space // Ilimiy-pedagogical zhana methodicaly journal. - 2019. - № 3-4. - P. 25-28.

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with a hyperlink to WHO-verified information about the virus<sup>4</sup>.

Let's turn to examples of specific publications to consider ways of linguistic verification.

Thomson Reuters news agency is known for quality investigative journalism, which the audience predominantly trusts.

The factcheck by Reuters is one of the most crucial for infodemics<sup>5</sup>. During this period, several interviews were published with the famous figure David Icke, who claims that the coronavirus pandemic is a new stage in the world order. Consider the lexemes and syntactic units used in Hayk's rhetoric<sup>6</sup>. "More and more people all over the world - it's increasing all the time in country after country after country - are realising that they're part of a scam. They've been had. And the scam is to transform human society using the excuse of this fake virus".

In this context, we see the use of the fake virus token. Indeed, the conditions of the coronavirus infodemic have transformed the media and even the scientific landscape so that neologisms associated with coronavirus are common. The message generator is based on this, semantically combining the words "fake" and "virus" - seemingly opposite in meaning. Fake is associated in the modern information field with something reliable: the reader gets satisfaction when he learns about the refutation of what he did not believe in. The phrase "more and more people" refers the reader to an uncountable, collective confirmation of his thesis. Of course, the following text does not provide statistics: neither about who supports the thesis, nor about how many there are.

In his opinion, in countries around the world, restrictions were imposed to "destroy the global economy" to ensure the destruction of local businesses, as well as so that governments can support citizens with guaranteed income.

Reuters immediately focuses on the characteristics of the author: it was revealed that David Icke had already participated in conspiracy theories that were refuted empirically or other scientific method<sup>7</sup>.

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4 Petrova, E. N. Algorithms of protection against fake information in social networks // materials of the IV international scientific-practical conference. – SPb: HSJMC SPbU, 2021. – P. 224–230.

5 Fact check: COVID–19 is not a 'scam' being used to 'destroy the global economy' for a new world order // Reuters: [Electronic resource] – URL: <https://www.reuters.com/article/uk-factcheck-icke-idUSKBN27P25X> (appeal date: 10.06.2021).

6 DavidIcke:"IT'SASCAM!"//Facebook:[Electronic resource]– URL: <https://www.facebook.com/MrCharlieCheswick/videos/153222773205170/> (appeal date: 10.06.2021).

7 Fact check: Face masks do not cause "terrible damage" to the brain by depriving it of oxygen // Reuters [Electronic resource] – URL: <https://www.reuters.com/article/uk-fact-check-oxygen/fact-check-face-masks-do-not-cause-terrible-damage-to-the-brain-by-depriving-it-of-oxygen-idUSKBN2761ZW?edition=redirect=uk>



Reuters resorts to comparing data with expert opinion. The leading trend in infodemic, we note, is the reliance on influential medical structures and their research. Thus, WHO has confirmed the existence of the virus since the moment of its fixation in China<sup>8</sup>. The editors also focus on their other fact checks: for example, on refuting the hypothesis that the Google search resource reports the non-existence of a virus<sup>9</sup>. Thus, the accumulated investigations during the period of the pandemic allowed Reuters to more effectively respond to disinformation in statements on the Web and even in media publications. The argument confirms the hypothesis put forward, according to which the search and verification of fakes should be modernized taking into account the huge size of the media field; the accumulated base creates a foundation to simplify this process.

Let's turn to another fake of global influence - hoaxes around 5G cell towers. So, in the study, Reuters cites the following refutations: reminds the reader of what a virus is and how it is transmitted, focuses on 5g radio waves and the degrees of their influence (do not cause symptoms of the virus) and cites scientific research. Further, the authors of the fact-check provide confirmation of the thesis that a vaccine containing an RFID chip does not exist. Finally, Reuters summarizes the rationale with the argument that countries without 5G also get sick.

The hoax, according to this plan, has been consistently refuted. Verification consists in articulating the semantic parts of one, sometimes small, message. In this case, each component of the abstract message "COVID-19 is caused by network towers in order to then chip the population under the guise of a vaccine" is divided into micro-plots for subsequent analysis using verification technologies (including data analysis).

In April 2021, USA Today posted on its website a rebuttal to the hypothesis of users on social networks and some obscure social media that vaccination against the virus increases the number of miscarriages - allegedly by 366%<sup>10</sup>.

First of all, the fact checkers turned to the commentators and authors

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8 Naming the coronavirus disease (COVID-19) and the virus that causes it // WHO : [Electronic resource] – URL: [https://www.who.int/emergencies/diseases/novel-coronavirus-2019/technical-guidance/naming-the-coronavirus-disease-\(covid-2019\)-and-the-virus-that-causes-it](https://www.who.int/emergencies/diseases/novel-coronavirus-2019/technical-guidance/naming-the-coronavirus-disease-(covid-2019)-and-the-virus-that-causes-it) (appeal date: 10.06.2021)

9 Fact check: Google search results are not evidence that the COVID-19 pandemic is a hoax // Reuters : [Electronic resource] – URL: <https://www.reuters.com/article/uk-factcheck-google-search-covid-19-hoax/factcheckgoogle-search-results-are-not-evidence-that-thecovid-19pandemic-is-a-hoax-idUSKBN25H20F>

10 Fauzia M. Fact check: No evidence of miscarriage surge since vaccine rollout // USA Today : [Electronic resource] – URL: <https://www.usatoday.com/story/news/fact-check/2021/04/12/fact-check-no-evidence-surge-miscarriages-since-vaccine-rollout/7062549002/> (appeal date: 11.06.2021).

themselves in order to find out the details and the original source of the information. the words of the recipient in this case are the secondary text of the media system.

The primary source turned out to be several news publications on the Instagram social network. Presumably, the semantics of such a message grew out of the lack of data on the reaction of pregnant women and young mothers to vaccinations. Moreover, during the investigation, journalists became aware that the first information with this news message appeared several weeks before the actual first vaccination. USA Today reached out to the MHRA and jointly produced a statistical report where the arithmetic proved the falsity of the statement<sup>11</sup>.

A closely related fact-checking investigation is USA Today's denial of the death of a child from the Pfizer vaccine during a drug trial<sup>12</sup>. When contacting the author of the application, it turned out that the news semantics of the message was formed on the VAERS (Vaccine Side Effects Reporting System) records from the FDA, and the resource allows you to send an application to anyone. The author cited Natural News as a source, and fact checkers, in turn, turned to the Factcheck MediaBase resource. The resource was recognized by them as pseudoscientific after a number of publications on conspiracy that were exposed<sup>13</sup>. Then the CDC was brought in, which performed arithmetic calculations: checking medical records and death certificates using database tools<sup>14</sup>.

Let us summarize the patterns in verification methods: in Western verification, using the examples of Reuters and USA Today, we find the frequent use of various own or third-party databases. Thus, modern fact-checkers replenish the resource bases where publications are displayed, in particular, social media and narrow-profile ones (the "pulp" press also gets there). Thus, when the primary source of information is found on such a resource, it is checked more thoroughly. For a modern fact checker, the reputation of the primary text generator in the media nest is of great importance.

Western verifiers pay attention to the basic principles of information objec-

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11 Ibid.

12 Sadeghi, M. Fact check: No evidence that a 2-year-old died after getting Pfizer COVID-19 vaccine / M. Sadeghi

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tivity: the linguistic-semantic shell and content of the media text, comparison with other representations in the information field. The presented publications have their own staff of fact checkers, and they also actively turn to other recognized groups and companies involved in the identification of fakes. For Reuters, a fact check is based on a consistent refutation of each semantic unit of a media message or text: one conspiracy or manipulative hoax is refuted on a planned basis, on the point of each semantic part. USA Today is based on contacting authors and even pre-authors before the original source is fully established (for example, a commentator is interviewed who made a misleading statement on a social network). We see an active trend that exists in the Russian media field, but in the West it is more widespread: a person and a citizen are a direct participant in the verification process.

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**THE TITLE SCIENTIFIC JUSTIFICATION AND TECHNOLOGICAL SOLUTION FOR OVERCOMING PSYCHOLOGICAL BARRIERS OF EDUCATIONAL SUBJECTS' PERSONAL-AND-PROFESSIONAL DEVELOPMENT**

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**Abstract.** *One of the main issues of personal and professional development of a modern person is the necessity to study psychological barriers – those negative phenomena that have become widespread and affect individual and public consciousness: marginalism, procrastination and learned helplessness. The purpose of the research is to study the psychological content of the selected phenomena, their interrelationships; to develop and implement the technology of actualizing personal resources to overcome psychological barriers in personal and professional development of educational subjects. In line with the systematic personal development approach, based on the concept of professional development of an individual, a special methodological program has been developed and a plan of theoretical and empirical research (stating and forming stages) has been implemented. The study involved school and university teachers, schoolchildren and university students (n=738). The results of the study shows that teachers with low level of personal and professional development are characterized by signs of marginal consciousness, procrastination, due to the syndrome of learned helplessness formed in childhood and student life, as well as the position of a victim, transmitted and assigned*

*by students. Personal helplessness is not formed among students if they develop in conditions of polysubject interaction, where the teacher is characterized by high level of professional development, meaningfulness of life, humanistic nature values and the absence of an existential vacuum. The developed and tested technology of actualizing personal resources (coping behavior, reflexive design and emotional involvement) proves its effectiveness by increasing the level of self-awareness and integral personal characteristics among educational subjects, reducing the learned helplessness, procrastination, and marginalism indicators, thereby ensuring an increase in the level of their personal and professional development.*

**Keywords:** *the concept of educational subjects' personal-and-professional development, psychological barriers and motivators of personal and professional development, learned helplessness, marginal consciousness, procrastination, psychological technology of actualizing personal and professional resources among educational subjects.*

### Introduction

The modern epoch is characterized by great challenges and risks caused by radical social, cultural and technological changes in society. The challenges of the time require answers to a number of fundamental questions: to what extent is a modern person capable or ready for change and able to go beyond traditions, identify new tasks and means of knowledge, but most importantly - what personal qualities can act as motivators, catalysts for accepting challenges, and which, on the contrary, represent internal barriers that block the potential for development?

All the above mentioned is particularly acute in connection with the necessity to solve the problem of personal and professional development of school, college and university educational subjects, responsible for ensuring students' development, health and effective lifestyle.

The answers to these questions come from the solution of a number of interrelated theoretical, experimental and practical questions. One of the central ones is the necessity to study psychological barriers – negative phenomena affecting individual and social consciousness. Our analysis of psychological barriers to educational subjects' personal and professional development (Mitina, Mitin, 2020; Mitin, 2017, 2020) make it possible to identify the main ones: marginal consciousness and self-consciousness, procrastination, personal (learned) helplessness. There are different approaches to studying these phenomena; most researchers study each of these processes in isolation from each other.

It can be stated that none of the psychological, pedagogic, sociological

and economic studies of a person's professional life studied the influence of a complex of negative phenomena on personal and professional development level. As a result, practical psychological work (trainings, seminars, coaching, etc.) turned out to be ineffective.

### **Purpose and objectives of the study**

The purpose of the research is theoretical and empirical studying the psychological content of the selected phenomena as well as their interrelationships; developing and implementing the technology of updating resources aimed at overcoming psychological barriers of educational subjects' personal and professional development.

### **Literature review**

Psychological analysis of modern studies of marginalism (Druzhirov, 2017; Yermolaeva, 2001; Kalashnikov, Minyurova, 2017; Spasennikov, 2011) shows that the main sign of marginality concerning professional consciousness as well as self-consciousness is the inversion of values and meanings, the desire to have benefits not by realizing their uniqueness as a person and a professional, but to receive them undeservedly in the shortest way.

The main feature of the marginality of individual professional consciousness is the gap between the concepts of "I can" and "I have", and the corporate professional consciousness is the discrepancy between the concepts of "professional" and "position", the gap between career growth and professional improvement. At the level of public consciousness, marginalization manifests itself in the psychological readiness to accept low-level professional services that do not meet social expectations. The choice between the need for personal benefit and understanding the social harm caused is made by "understatement" or completely ignoring it by the subject (Yermolaeva, 2001; Mitina, Mitin, 2020).

The question of professional marginalism in this context, is advisable to be studied comprehensively together with the problem of procrastination, indicating a person's tendency to constantly postpone various cases "for later" (Druzhirov, 2017; Yermolaeva, 2001; Kalashnikov, Minyurova, 2017; Kosheleva, 2017; Nekita A. G., Malenko, 2009; Cheremoshkina, 2015).

Procrastination is a factor that stimulates distortions of self-determination in the life, personal, social and professional fields concerning a modern person (Bolotova, Chevrenidi, 2017; Mokhova, Nevryuev, 2013; Aitken, 1982; Lay, 1986; Solomon, Rothblum, 1984).

The analysis of scientific sources shows that the procrastination of an individual acts as an indicator of self-determination process of an individual, significantly determining the main milestones of its progress to self-effi-

cacy and, as a result, to meaningfulness and life satisfaction. (Vorob'eva, Yakimanskaya, 2003; Gorbunova, 2010; Pichil, 2014; Chernysheva, 2016; Burka, Yuen, 1982; Ferrari, 1992).

Studies show that the main psychological factor of a specialist's professional involution, marginalism and procrastination is the emergence and consolidation of various forms of personal helplessness in childhood, primarily -the learned helplessness (Vedeneeva, Tsiring, 2011; Volkova, 2014; Malkina-Pykh, 2010).

As a result of their research, M. Seligman and S. Mayer concluded that the completely learned helplessness syndrome is formed by the age of eight, and its essence is that a person does not believe in the effectiveness of his actions (Maier, Seligman, 1967).

At the same time, modern research proves that learned helplessness is formed not only in preschool, but also in later life and even in adulthood. It is facilitated by a high level of motivation to avoid various failures, as well as control over the action by the type of orientation to the condition (Bashirova, 2018; Vasilenko T. D., Khorunzhaya, 2021).

### **Methodology**

The theoretical and methodological basis of the research is represented by a systematic personality-developing approach (Mitina, 2014), qualitatively expanding the object-subject field of research in different spaces of professional life of a person and makes it possible to conduct a meaningful and experimental study of personal and professional development at different stages of ontogenesis and different stages and conditions of professional life, also allowing for a scientifically based forecast of professional future of development. In line with this approach, the concept of professional development is developed, distinguishing two alternative models (strategies) of professional work : the model of professional development of an individual and adaptive functioning model. These models differ from each other in the professional self-awareness development level and integral personal characteristics (orientation, competence, flexibility), as well as in the level of a reflexive resource performing a certain function in relation to the resolution of intrapersonal contradictions (semantic, regulatory and pathogenic levels).

This research shows that the model of professional development characterizes the constructive path of a person in the profession, creation, building up and updating their creative potential, while the adaptive functioning model defines the destructive path in the profession, stagnation and neuroticism, marginalism and procrastination, destruction, loss of the creative potential and personal resources.



Based on the provisions of the concept, we have developed a psychological technology for professional development which makes it possible to transform adaptive behavior into behavior aimed at creative self-realization in the profession, updating the resource capabilities of an individual.

For determining the relationship among the indicators personal and professional development, learned helplessness, procrastination and marginal consciousness indicators, an empirical study (stating and forming experiments) on samples of school and university teachers as well as school and university students (n=738) was conducted. The specially developed methodological program included the following methods: the Self-Actualizing Test (SAT, adapted by L. L. Gozman and others), the method of studying the value orientations of M. Rokeach, life-meaning orientations test by D. A. Leontieva, V. V. Boyko's method of diagnosing the level of emotional burnout, the STONE-P ("STOUN-P") attributive style questionnaire for adolescents, Phillips anxiety level (School Anxiety Scale), the questionnaire of the optimistic-pessimistic explanation style (T. O. Gordeeva, O. V. Krylova, modification of the CASQ test by M. Seligman), the Garanyan modification of general procrastination scale by C.Lay. "Report on a significant event for the week" by L. M. Mitina, as well as author's questionnaires, interviews and observations.

### **Results and Discussion**

The results of the ascertaining experiment make it possible to come to the following conclusions:

1. High level of personal and professional development was revealed in a small number of the surveyed (21% of school teachers and 26 % of university teachers). The rest (79% and 74%, respectively) are characterized by an average and low level of personal and professional development as well as adaptive functioning model.

2. On all scales of the test of life-meaning orientations, groups of teachers with high professional development level have the best results indicating high meaningfulness of life and the absence of an existential vacuum.

3. There is an interrelationship between the place of basic values on the rank scale and a teacher's professional development level. The lower the professional development level of an individual is, the more significant the pragmatic values and the lower the place of values having a humanistic character are. On the contrary, for teachers with high level of professional development, spiritual and moral values (wisdom, spirituality, love for one's neighbor, the happiness among others, love for the Motherland, etc.) come to the fore.

4. The majority (68 %) of the representatives of the adaptive functioning



model is characterized by the signs of marginal professional consciousness and procrastination, largely due to the learned helplessness syndrome formed in childhood as well as the role position of the victim, transmitted and assigned by students.

5. Learned helplessness is formed and consolidated in the process of long-term failures during school and university education, facilitated by deviant forms of behavior among teachers due to emotional burnout and professional deformations of an individual.

6. Personal helplessness of pessimistic students (37%) is represented by the isolation, anxiety, excitability and dependence on others; it is a prerequisite for the emergence of addictions, psychosomatic diseases, stress as well as forming marginal self-consciousness and procrastination.

7. Personal helplessness is not formed if students develop under the conditions of polysubject interaction "child-adult", "teacher-student", "teacher-student".

8. Indicators of learned helplessness, procrastination and marginal consciousness increased dramatically in school and college students during the lockdown and distance learning. This happened as a result of the fact that having resources in the form of telephones and the Internet, school-children and students exchanged ready-made information and answers, without making much effort, but at the same time getting good grades; as for primary schools, parents were the ones who studied, not children.

The results of the study confirm the necessity to prepare teachers with high level of personal and professional development, ready to create an educational and educational environment in which students are able to gain experience of independent activity, form active position concerning finding the meaning of life as well as profession, overcoming the manifestations of learned helplessness, marginalism and procrastination.

The formative experiment was devoted developing and testing technology for updating resources to overcome barriers to educational subjects' personal and professional development. It consisted of two stages: stage I – integrating the technology in school, stage II - integrating in Higher education (Mitin, 2018; Mitina, Shchelina, 2018). It is based on the technology of constructive behavior change (Mitina, 2018), consisting of four behavior change stages (preparation, awareness, re-evaluation, action), behavior change processes (motivational (stage I), cognitive (stage II), affective (stage III), behavioral (stage IV)), as well as a set of influence methods (traditional and active). The modification of this technology consisted in a different filling of the psychotechnical content of each stage.

Forms of implementing the technology of updating resources to over-

come barriers to personal and professional development can be represented by scientific and practical seminars, training seminars or coaching workshops.

The most effective organizational and psychological condition for improving students' personal and professional development process (stage I of the formative experiment) is the psychological technology integrated into the educational space of the school, aimed at updating personal and professional resources of educational subjects, the stages of which are correlated with the periods of students' education at school and modified in accordance with the specifics of age. As shown in our research, the active forms of such development are the following: in primary school (stage I) a special experimental educational subject "The world and me", the program "House of Good Deeds - developing creative self-activity and independence"; in adolescence (stage II) special optional classes "Who am I and who is next?", "Program for developing cognitive abilities", "Program for developing trust"; at the pre-professional stage of training (grades 8-9-stage III) - a two-year coaching workshop "My professional intentions", "What is time management?»; during high school age (stage IV) - special psychological training seminars "In search of your profession", aimed at developing school graduates' preparedness for choosing a profession consciously and independently.

As a result of implementing the personal and professional development programs among primary school students and younger adolescents, such a psychological neoplasm is formed as a predisposition, i.e., a tendency to something, to some types of amateur activity, the presence of individual psychological characteristics for the development of something. Older adolescents at the pre-professional stage of training form a professional intention – a complex personal education arising as a result of students' awareness of the need to perform certain actions in accordance with their own development program, aimed at choosing a strategy for professional development and a profile of training at school.

Depending on the level of awareness of professional intentions among school students (grades 10-11), special psychological work, aimed at forming the preparedness for a conscious and independent choice of profession is carried out, the new formation is subjectified, transforming into a subjective ability of the student.

While working with students (stage II of the formative experiment), the following stages of technology were correlated with the periods (courses) of training in a pedagogical university:

- 1st course (preparation stage) – recruitment of participants in a group,

familiarization with the following topics: "Professionalism and career: what helps and what hinders", "Marginalism", "Procrastination", "Learned helplessness"; watching films and videos on topics (short film "Procrastination" by J. Kelly, videos "I'm busy" (Carmel Cathalian), "How learned helplessness works" (A. Sharifov), "S. Bankovskaya – Marginality Sociology" ("PostNauka" (post-science)), their analysis and discussion. Identification of the types of participants and choosing means of influencing them. Type I - not interested, does not believe in the necessity, impact and usefulness of these classes, and that these topics will not affect him; type II - begins to think about problems, tries to remember similar situations in his life, tries to understand whether this knowledge will be useful to him in life and in what way, weighs all the "pros" and "cons" of changing his behavior, type III - is active, interested, considers problems relevant, wants to master new skills.

- 2nd course (awareness stage) - cooperative teaching methods (STAD, discussion, "Coop-coop", Jigsaw), where students analyzed the topics "What can prevent me from working?", "Conflicts in professional activity", "How to make friends with a student and a teacher?"; a series of classes "Psychological design of professional tasks", aimed at updating the existing and mastering new experience in solving professional tasks, the development of reflection as a means of correcting psychological barriers that hinder their personal and professional development;

- 3rd course (re-evaluation stage) – social and psychological training including elements of a business game, including exercises and games aimed at developing resources to overcome the negative impact of psychological barriers to personal and professional development: constructive strategies of coping behavior, reflexive design and emotional involvement;

- 4th year (stage of action) - holding round tables together with teachers, where discussing the problems of marginal consciousness, procrastination and learned helplessness as well as ways to overcome them; teachers were invited to share their personal experience concerning encountering such problems and solving them with students; students, in their turn, to share with teachers their knowledge and skills acquired during participation in the program and in industrial practice; the students also demonstrated their master classes on overcoming psychological barriers and developing resources to overcome them; at the end - the technology and the achieved results, the consolidation of new constructive ways to overcome the psychological barriers that hinder personal and professional development, support and encourage students to further self-development and self-improvement in their future professional activities were assessed.

### **Conclusion**

The results of theoretical and empirical research show that one of the main tasks of modern education is the need to study, prevent and correct a complex of psychological barriers (marginal consciousness, procrastination, learned helplessness) that block the potential of school and university educational subjects' personal and professional development.

Achieving a certain level of professional development is based on a complex combination of integral personality characteristics (focus, competence, flexibility) and complex abilities (coping behavior, reflexive design, emotional involvement), where each element not only complements the other, but also has a synergistic effect.

Primary, secondary and senior school students' personal and professional development programs were developed on the basis of psychological technology and implemented along a continuous educational trajectory. Gradually, different types of students' creative activity (research, construction, design, etc.) changed and became more complex.

Projects and programs integrated into the educational (including extracurricular) process of the university make it possible to reconsider the strategic guidelines of professional training, making the development of subjectivity (integral personal characteristics) the main goal, allowing students to make a conscious and independent choice of life strategy and professional path and constructively overcome the psychological barriers of education subject personal and professional development.

All this makes it possible to carry out a continuous process of self-projection of an individual and consistently move from one stage of psychological restructuring to another (self-determination, self-expression, self-realization), effectively overcoming the psychological barriers that hinder personal and professional development.

The effectiveness of personal resources (coping behavior, reflexive design, emotional involvement) actualizing technology is empirically confirmed by an increase in the level of self-awareness and integral characteristics of educational subjects, a decrease in the indicators of learned helplessness, procrastination, and marginalism, thereby ensuring an increase in the level of their personal and professional development.

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## THE PROBLEM OF MOBBING AND BULLYING IN THE ORGANIZATION

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**Annotation.** *The article discusses such concepts as mobbing and bullying. What are the types and forms of psychological violence? How they affect the development of the organization and the personality of the employee. The article describes the domestic and foreign approach to the study of mobbing and bullying.*

**Keywords:** *mobbing, bullying, psychological terror, psychological violence, hazing, gaslighting.*

The concept of mobbing was introduced by Konrad Lorenz, who studied the social classes of animals. Mobbing is an attack by a pack of herbivorous animals attacking a predator. If we take the social psychology of a person, then mobbing was studied by Hanz Leyman. He gave the definition of "mobbing-psychological terror" [7, p. 78].

The phenomenon of "psychological terror" is described in many Western scientific works. In 1996, the British Institute investigated psychological terror in the office. In the West, the word "bullying" is used for this phenomenon. According to statistics, every fourth employee has become a victim of terror [7, p. 35].

Mobbing is a situation in which there is one person or a whole team of the company. They are constantly subjected to violence by management or colleagues [9, p. 14].

The situation of bullying (mobbing) has a very strong effect on the mental state of a person, as a result of which he may have somatic disorders. If



psychological terror has arisen, then a person will be subjected to this type of violence: this is a cruel form of treatment that is carried out by a group of employees [10, p.104].

Mobbing is an extremely serious problem for society. It includes claims against a person, a negative assessment of work, isolation of a person, gossip-rumors; discrimination, creation of uncomfortable conditions and planned harassment; psychological harassment, dissemination of false information, etc. [11, p. 14].

Psychologists believe that mobbing and bullying are a reaction to any changes. It occurs more often in stable collectives with old orders and out-of-agreement rules. This phenomenon is called hazing - when there are informal rules in the group that cannot be violated or that can harm a person's health and life (for example, hazing in the army). And at the slightest threat to stability, terror arises. Not every conflict situation can be associated with mobbing.

There is a version that psychological terror is a problem of people's communication. According to psychological studies, 50% of cases of psychological violence are vertical aggression, i.e. when the violence comes from the leadership.

Psychologist Castelletti believes that heart problems and blood pressure are the most common consequences of mobbing and bullying. Thoughts of suicide are also frequent.

Mobbing (bullying) - as a social phenomenon, suggests that the relationship between the two parties is deteriorating and requires rapid improvement. Scientists believe that mobbing should be considered both from the point of view of medicine and from the point of view of psychology. And all of the above, we can conclude that mobbing (bullying) is a psychological violence that is repeated often, carried out by the management (bossing) or members of a group for one or more people.

The causes of mobbing are divided into psychological, social and organizational [1, p. 85].

Psychologists also describe such cases when managers become victims of mobbing. Such cases occur due to the fact that the manager does not have sufficient competence in management, does not have authority among employees, is inexperienced [2, p.142]. It can be concluded that psychological terror is an inadequate way to remove a person, bypassing all the laws of labor law and the constitution. With the help of terror, you can force a person to perform not his official duties. At many enterprises, there is no job description of employees, it is not his duties that can be blamed on a new employee [3, p. 55].



There is one interesting point in the Russian literature related to mobbing: this term is not considered anywhere, only in some scientific articles that have a theoretical character and are not applicable in practice in any way. There is no official concept of mobbing in Russia. This phenomenon is not found even in the legal framework. Despite the fact that the Criminal Code of the Russian Federation provides for the article "insult to the person" and "slander". nevertheless, it is very difficult to prove the guilt of the initiator of mobbing (bullying) under these articles [4, p. 46].

They started talking about mobbing in Russia quite recently. Although some universities conducted research on this type of violence. It was even established that mobbing in our country is divided into vertical and horizontal. The first type is associated with the fact that the harassment comes from the authorities. And the third type of mobbing is when the harassment comes from colleagues. Quite recently, a new type of mobbing was established - institutional. This type of violence is observed among the teaching staff of universities and it consists in the fact that the employee is eliminated by an exorbitant amount of paperwork: reports, writing curricula, internships during classes, etc. [5, p. 44].

Russia has only recently begun to introduce medical services designed to resolve conflict situations. And they also began to introduce anti-bullying programs in preschool educational institutions [6, p. 85].

In the West, the phenomenon of mobbing, as already mentioned above, has been studied for a very long time. special institutes have been opened to study this phenomenon. On the legislative basis of many Western countries, mobbing is considered a crime and is criminally punishable. For people. those who have been subjected to mobbing, there are special psychological services or centers that provide the necessary psychological and social assistance [7, p. 62].

There is a strict division of mobbing in Western literature:

1. Mobbing - regular psychological and physical violence against a person by a group of people. There are two types of mobbing: Open [8, p. 107].

Latent-psychological violence occurs in a hidden form, a person is "put a stick in the wheels" and that he left [1, p. 55].

2. Bullying is psychological or physical violence against a person by another person or several members of groups.

3. Bossing - psychological violence on the part of the management.

The reason for mobbing in an organization or educational institution is indifference in the broadest sense of the word. If students really study and strive to study, then they will never bully and humiliate anyone. They will simply have no time. If people do not see a positive result in their studies,

this can cause psychological violence[2, p. 98].

Mobbing is studied by various sciences, including psychology and management. The main causes of psychological violence [3, p. 132]:

- a tense situation at work;- the personnel policy is poorly developed;
- envy from the defense of colleagues and the beginning, or vice versa;
- a strong fear that a new person may take the place of the naalnik;
- the desire of the head of someone to survive-the use of bossing;
- crises both in the organization and throughout the country;
- unhealthy competition among employees;

Psychological violence as a means of reducing personnel. When a manager uses violence, in this way he gets rid of a competitor, unnecessary employees, and carefully circumvents the law [4, p.44].

The economic situation can affect the occurrence of psychological pressure if there is a crisis or unemployment in the country [5, p. 122].

The reasons related to the culture and society of the occurrence of psychological violence relate to [6, p. 46]:

- vera;
- your opinion about morality;
- differences in culture and customs;
- ethics.

And if there are intra-organizational reasons for the occurrence of psychological violence, then these are [7, p. 111]:

- production;
- the team;
- management, including personnel management.

Psychological violence of employees is of a social nature[8, p. 66].

The reasons for the occurrence of psychological pressure are as follows:

- mobbing-managers ' goals regarding their employees;
- mobbing-employees ' goals relative to each other;
- mobbing-the goals of employees relative to managers.

There are several groups of employees who can cause psychological violence, or become a victim of it. These are new employees, pre-retirees and elderly people. Or when employees apply for a managerial position [9, p. 44].

Personal reasons include the following [10, p. 32]:

- psychological reasons;
- the presence of specific signs of the victim in the employee.

Psychological reasons are justified by employees ' fears about their colleagues or managers and can be divided into three subgroups [11, p. 45]:

- potential fears of managers about their subordinates;
- potential fears of employees regarding their colleagues;
- potential fears of employees regarding their managers [12, p. 121].

Summarizing all the above, we can safely say that such a severe form of psychological violence as mobbing and bullying are very dangerous not only for a particular person, but also for the entire organization, which ( if this violence occurs in it) will experience a reduction in personnel, a deterioration in production and the quality of work and, as a result, a drop in its status.

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## PROFESSIONAL SELECTION: FEATURES AND PROSPECTS OF APPLICATION

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**Abstract.** *The article presents the results of a theoretical analysis of the problem of professional selection in an organization. The main components of the professional selection procedure are considered, and its tasks are listed. The importance of establishing specific features of the content of professional activity for the differentiation of leading professionally significant qualities is indicated. The types of professionally significant qualities are given as an integral part of the psychogram of the profession. The typical conditions for conducting a psychodiagnostic research in the course of professional selection are indicated.*

**Keywords:** *profession, professionally important qualities, professional activity, professional selection, labor functions.*

At the beginning of the XX century, as a result of the scientific and technological revolution and scientific and technological progress, the problem of assessing workers and predicting their professional suitability arose. Numerous studies of various types of professional activities have shown that individual, psychological, physiological characteristics, as well as formed professional readiness affect both labor productivity indicators and its safety (Koropets O.A., Plutova M.I., Shadrikov V.D.). At the same time, a well-structured professional selection procedure makes it possible to determine the potential labor capabilities of a person [2].

Determination of the full (partial) compliance of an applicant for a job position as a guarantor of his further efficiency in labor was one of the first reasons for the emergence and development of a method of professional selection. The main tasks of the professional selection procedure according to literary sources are: checking educational documents for compliance

with the profile; assessment of the psychological and physical health of the candidate; assessment of the possibility of growth and training in related specialties (getting a new profession); screening out applicants completely inappropriate for the desired position. Taken together, the listed conditions serve as the basis for drawing up criteria for the success of a future employee in professional activity, the basis for hiring and the economic stability of the organization.

In the domestic psychological literature, scientists interpret the concept of professional selection as follows: "...a set of measures aimed at ensuring high-quality selection of the organization's personnel on the basis of assessing the compliance of the level of development of the necessary psychophysiological (individual) qualities and personality traits with the requirements of a specific professional activity and contributing to the successful mastering and subsequent effective implementation labor activity"[3].

From the content of the concept of professional selection, it follows that an important condition for differentiating the criteria for a position is the need to take into account the specific conditions of professional activity, its conditions, content and abilities of the candidate [1]. Special emphasis is placed on the content of the profession's profессиogram, its psychological part - the psychogram, which reflects the most significant qualities directly related to the success of the activity (physiological, individual psychological, etc.). The pattern of these indicators is called professionally important qualities.

According to V.D. Shadrikov professionally important qualities are: "qualities that affect the effectiveness of activities and the success of its development. On the other hand, PIQ can be viewed as individual psychological qualities and personality traits that determine the possibility of successfully performing professional activities"[6].

Traditionally, in the structure of professionally important qualities, researchers distinguish the following elements (Filatova O.V.): a set of general, private, professional, private abilities; a set of peculiar social and psychological characteristics of a person (values, attitudes, interests, etc.); a system of knowledge and a set of necessary skills. Professionally important qualities act as prerequisites for professional activity and are improved in the course of activity [5].

It should be noted that the concepts of "professionally important qualities" and "professional suitability" are closely interrelated and complement each other. According to a number of scientists, professional suitability can be regarded as "...the correspondence of individual personality traits to the

requirements of the profession, the ability of an employee to effectively carry out professional activities" [4]. Special requirements for the professional suitability and PIQ of workers are imposed during the course of professional activity in conditions of exposure to extreme factors. An example is service in various law enforcement agencies or types of activities with particularly extreme working conditions (pilots, high-altitude assemblers, operators of complex technical systems, etc.).

Determination of the candidate's suitability for the position after processing the information of the documentary part is possible by conducting a psychodiagnostic study. In accordance with the reference model, which reflects the maximum level of development of the necessary qualities, psychodiagnostic tools are formed.

The effectiveness and speed of the procedure for psychodiagnostic research, as well as cost-effectiveness, are due to the competence of a psychologist and psychological service. The cost-effectiveness of the procedure involves taking into account the financial costs of conducting a psychodiagnostic examination by different methods.

So, A.G. Shmelev highlighted several typical conditions fulfilled by a psychologist diagnostician in the process of professional selection:

- 1) the use of approved tests and methods that have been tested in terms of reliability and validity;
- 2) take into account the adaptation of the test material to the requirements of a specific professional activity;
- 3) the possibility of constructing a new test, when, with a certain list of professionally important qualities (PIQ), there is no procedure for their study and measurement [7].

Summarizing the above, the following should be noted:

1. The implementation of all stages of professional selection is possible when conducting a comprehensive meaningful analysis of the professional activity of a particular specialty, close attention to its psychological characteristics, main functions and operations. Based on the results, a set of specific labor requirements for the psychological resources of the employee and individual components of his personality is determined. The revealed range of requirements of the system of the considered professional activity to the personality of a professional allows us to formulate a normative model of a specialist.

2. One of the main types of activities of the psychological service of a modern organization is professional psychological selection. Within the framework of this type of activity, the psychologist solves the following tasks: diagnoses the pattern of psychological qualities that should ensure

the success of the educational and professional activities of the applicant; is responsible for providing departments of the organization with competent personnel; control over the course of the adaptation process for newcomers to the post (young specialists); applies prevention methods to level conflict and asocial forms of behavior; develops a set of measures aimed at preventing premature health loss associated with working conditions.

Thus, there is a need to develop and improve the system of professional selection of personnel in modern organizations, since its main goal is to determine the suitability of an applicant for a job position as a guarantor of the efficiency and productivity of his professional activity.

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**ON THE QUESTION OF THE LIKELIHOOD OF THE SUBORDINATION  
OF THE BOSPORUS TO THE PERSIANS (HEROD., III, 97)**

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**Abstract.** *In discussions about the subordination of the Bosphorus Persians, new studies. V.P. Yaylenko with small additions repeated his version of the campaign Ariaramnes and subordinate of Bosphorus to the Persians under Darius I. J. Nileling suggested that chapter III, 97 Herodotus might have in mind the possibility of submission of the Bosphorus to the Persians until the time of writing his work. Both point of view supported by G.R. Tsetskhladze. In our opinion, all the arguments do not match the context of the chapter of Herodotus.*

**Keywords:** *Achaemenids, Ariaramnes, Bosphorus, Darius I, Persia, Pontus, Scythians.*

The problem of the likelihood of submission of the Bosphorus to the Persians has a long history. For the first time, an employee of the Museum of Fine Arts V.K. Shileiko in the publication of the Persian chalcedony seal from the museum collection. In his opinion, the cylindrical seal of Artaxerxes I Dolgoruk (465/4-425 BC) published by him, dating today to the last decades of the V century BC. [Dandamaev, 1976, P. 36; Nikulina, 1994, p. 85], "was" a Persian regalia entrusted to the Cimmerian royal satrap who ruled the Bosphorus" [Shileiko, 1925, p. 18]. This is motivated by her place of discovery "*on the ancient Cimmerian coast*" (italics mine - EM).

However, this opinion was not recognized and already T.V. Blavatsky, assessing the nature of the Bosphoran-Persian relations during the reign of Artaxerxes I, noted that the discovery of cylinders with royal seals rather indicates that "Persian diplomacy apparently took some steps to involve the Bosphoran tyrants in its orbit" and that "this cylinder could have been entrusted to the tsarist ambassador sent to the Bosphoran ruler" [Blavatsky, 1959, p. 81-82]. The circumstances of the discovery of this cylinder (kept in the Pushkin State Museum of Fine Arts. Inventory № 12v 254) and the second similar, also mentioned by V.K. Shileiko (kept in the Hermitage).



Inventory № 19499 - purchased in Kerch) do not give full confidence that they were found precisely in the Bosphorus, and not brought to Kerch for sale from some other region.

A thorough study of Achaemenid imports in the Northern Black Sea region, including cylinder seals, allowed M.Yu. Traister to conclude that this our cylinder-seal is the only one that "is correctly considered as an official seal that belonged to a high-ranking official" [Traister, 2011, p. 117]. In our case, it could be Artaxerxes I himself or his, as they would say now, "extraordinary and plenipotentiary" representative. An interesting remark by M.Yu. Treister, following immediately after his quote: "whoever owned the seals in question, there is practically no doubt that they "traveled" along with their owners [Treister, 2011, p. 117]. Since there is no reason to speak of Artaxerxes himself traveling to the Bosphorus, it is more logical to think that such was his ambassador, who had very extensive powers, who died during his visit and was buried with his regalia, among which was our cylindrical seal. As a consequence, the conclusion of T.V. Madame Blavatsky about the significance of these seals seems to me much more convincing and probable.

The real discussion about the likelihood of the subordination of the Bosphorus to the Achaemenids began with an analysis by G.A. The purse of the expression "κατὰ δὲ τὴν Ἀσίαν" of Diodorus in his first message about the Bosphorus (XII, 31.1) and confirmation of the fact of the subordination of the Bosphorus to the Persians by other, mainly narrative sources. Proceeding from the fact that Diodorus under the term "Asia" usually means Persia, Gennady Andreevich, with the help of a number of indirect arguments, comes to the conclusion that the Cimmerian Bosphorus was an integral part of the Achaemenid state [Koshelenko, 1999, p. 135, etc.].

This version was actively supported by N.F. Fedoseev [Fedoseev, 1997, p. 309-319.], Who previously expressed similar views, publishing a number of finds from the Bosphorus [Fedoseev N.F., Golenko V.K., 1995, c/ 51-52]. I have already had to consider the arguments given by the authors in favor of this version [Molev, 2001, p. 29-33; 2001a, p. 58-66; 2006, p. 275-285; 2008, p. 110-115] and my conclusion was directly opposite to the conclusions of my colleagues. Recently, however, a number of other works have been published in which this topic is raised again and my conclusions are also questioned. Without setting myself the task of covering the whole range of problems associated with the Bosphorus-Persian relations, I will only consider the idea of the possibility of the Bosphorus entering the Persian possessions.

So, in 2004 V.P. Yaylenko, considering the campaigns of Darius I in

his report on the "Bosporus phenomenon", came to the conclusion that his first campaign against the Scythians was actually a campaign against the Bosporus [Yaylenko, 2004, p. 55-60]. However, the arguments of V.P. Yaylenko in favor of his version is not at all as convincing as it seems to the author. And that's why. Referring to the Behistun inscription, where Darius writes (I deliberately quote V.P. Yaylenko's translation) [Yaylenko, 2010, p. nine],: "Then with an army I went to the Scythians. Then - - the sharp ones - - against, the sea I reached - - I crossed the whole - - smashed, took some of them captive - - to me - - the leader, Skunkh his name, captured and brought to me. Then I appointed another leader as I wished. After that, the country became mine ", the author notes that the key words here are" Scythians wearing pointed hats", living overseas... mentioned among the Central Asian tributaries and possessions of Persia. Therefore, this message cannot be directly correlated with the conquest of the Bosporus. On the relief with prisoners on the Behistun inscription, the relief image of the Scythian king in a pointed cap directly says "sakā", which is also well known to V.P. Yaylenko [Yaylenko, 2010b p. 11]. And the Persians, as you know, called the Saks the Central Asian Scythians (Her., I, 201), who were really subjugated by Darius, who paid him tribute and were part of the 15th district of his possessions (Her., III, 93). Moreover, they participated in the Battle of Marathon (Her., VI, 113) and subsequent battles in Greece (Her., VIII, 113; IX, 31, 71). Consequently, the Greeks knew them well enough not to be confused with the Black Sea Scythians.

Realizing this, the author cites as a parallel to the text of the Behistun inscription the message of Ctesias of Cnidus about the expedition of the satrap of Cappadocia Ariaramnus against the Scythians. However, concurrency is highly questionable here. First, in the inscription, Darius writes that he subdued the Scythians, and with Ctesias, the result of his campaign was the retreat of the Persian king. Secondly, in the message of Ctesias it is also about the Scythians and there is not a word about the Cimmerian Bosporus. And, thirdly, from the description by Ctesias of the campaign of Ariaramnus does not follow in any way that it was aimed at conquering or suppressing the fallen province, which suggests V.P. Yaylenko. It was just a raid, during which Ariaramnus "took hostages - ἤχμαλώτισε" and nothing more (Ctes., F13, 20).

S.A. Yatsenko suggests that the Scythians of Skifarb are the very saka paradraya that are depicted on the relief on the tomb of Darius I in Naqsh-e Rostam and that were conquered by Ariaramn [Yatsenko, 2011, p. 11-112]. So this argument confirms the information of narrative sources about the campaign against the Scythians, but by no means against the Bosphorians.

Moreover, the monuments of the Scythians in the Bosphorus of that time are rare [Yakovenko, 1985, p. 17]. An attempt by A.A. Maslennikov to substantiate the more or less permanent habitation of some group of Scythians by the fact of Ariaramn's campaign is very unlikely, and the author himself notes that Ariaramn's campaign could have been directed to any point from the Danube delta to the Cimmerian Bosphorus [Maslennikov, 1999, p. 175-176].

And further. Cappadocia was part of the third satrapy in Asia Minor, which in Persian sources was most often called "Cappadocia" [Briant, 2002, p. 63-69]. The Persian satraps under Darius I, according to Herodotus (Her., III, 128), had only a detachment of bodyguards and did not have their own troops and, moreover, a fleet. Of course, the requirement for a clear separation of civil and military functions was not strictly observed [Dandamaev, Lukonin, 1980, p. 113] and the king could well have ordered the satrap to go on a campaign and give him some part of his army for this purpose. But the Persians did not have their own fleet. On whose ships was Ariaramnus supposed to make the voyage? The answer to this question lies in the name of the type of these ships. Ctesias calls them penteconters (ὁ δὲ διαβάς **πεντηκοντόροις** λ' - he also went on 30 fifty-oar ships. Ctes., F13.20). The Penteconters were the most common military transport ship among the ancient Greeks, and the ships named by Ctesias most likely belonged to the southern Pontic Greek cities that were part of the Darius empire. And the South Pontic Greeks knew exactly where Scythia was and could not confuse it with the Bosphorus. And even if Ariaramnus fought with the Crimean Scythians, which B.A. Rybakov [Rybakov, 1979, p. 170] and today considers it probable V.N. Zinko [Zinko, 2013, p. 191], it is still not the Bosphorus. All this makes the version of V.P. Yaylenko is nothing more than an assumption, and not very convincing.

And finally, another argument of the author - the Greek chronicle of 15 AD. Tabula Capitolina (IG, XIV, 1297), where under 514 BC it is said that "Darius, having built a bridge, crossed the Cimmerian Bosphorus." The author, referring to the fact that Herodotus says nothing about the stay of Darius on the Bosphorus, considers it possible to combine this crossing with the description of the campaign of Ariaramnus and attributes it to 519 BC. However, the replacement of both the participant of the events and the dates in the chronicle are unlikely. It seems more likely that the Cimmerian Bosphorus is simply confused with the Thracian Bosphorus, through which Darius really crossed, but in 514 BC. [Zavoikin, 2015, p. 243]

Considering one of my main arguments in favor of the fact that the Bosphorus never belonged to Persia - the message of Herodotus (Herod.,

III, 97), the Danish researcher Jens Nieling proposed a different understanding of it. Let us cite this message and immediately note that it follows *immediately after the enumeration of the satrapies* (italics mine - E.M.) created by Darius, which, in my opinion, is not at all accidental:

"These were the districts and the size of the taxes. Only one Persian land I did not mention among the lands levied with tribute, because the Persians live in a country free of taxes. But there are also nationalities that, however, do not pay tribute, but deliver gifts. These are Ethiopians... then the inhabitants of the region near the sacred Nisa... even the Colchians and their neighbors **up to** the Caucasian ridge (until then the Persian state stretches, the regions to the north of the Caucasus are no longer subordinate to the Persians), impose taxes on themselves in the form of voluntary gifts"(trans. G.A. Stratanovsky). The introductory phrase of Herodotus is especially important for us: "ἐξ τοῦτο γὰρ τὸ ὄρος ὑπὸ Πέρσῃσι ἄρχεται, τὰ δὲ πρὸς βορρῆν ἄνεμον τοῦ Καυκάσιος Περσέων οὐδὲν ἔτι φροντίζει", in which the author, **judging by the context of the chapter**, specifically emphasizes precisely the limit of the spread of the power of the Persians in the north. Until recently, no one argued with this understanding of this message of Herodotus. However, Jens Nieling notes that in this phrase of Herodotus the expression "οὐδὲν ἔτι" - should be understood in a temporal sense and not from geographical or gradual aspects [Nieling, 2010, p. 132]. And one could agree with this, if not a single "but". By itself, this expression in an exact translation from the ancient Greek (and from its English translation, which was used by J. Neeling<sup>1</sup>) means only "nobody else (still; even; already; more; and henceforth ever in the future; immediately after ; from time; even more)". J. Niling chooses the translation "no one already", from which for some reason he concludes that those living to the north of the Caucasus Mountains *no longer* obeyed the Persians at the time Herodotus wrote his work, i.e. during the time from 447 to 425 BC, which means that once, these peoples were subordinated to the Persians. And since this message about the Colchians is placed at the end of the description of the satrapies created by Darius, the subjugation of the peoples north of the Caucasus, according to J. Niling, should have taken place during the reign of this king. And then the author directly and without any argumentation suggests that "perhaps already in the VI century BC tyrants, closely associated with Miletus and the Persian rulers of Anatolia, had power in Panticapaeum" [Nieling, 2010, p. 127].

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1 Translation of the above message of Herodotus into English, which was used by J. Niling – "For the Persian rule extends as far as these mountains, but those who dwell in the parts beyond Caucasus toward the North Wind regard the Persian no longer (Macaulay, <http://www.sacred-texts.com/cla/hh3090.htm>).

But, firstly, Herodotus does not say anywhere about the time of submission to one or another satrapy and the time from which and for what period the peoples who did not enter the satrapy paid voluntary gifts. According to the context of his work, it is only obvious that this entire system existed precisely at the time of his writing of his History. And specifically in our case, the time factor here is emphasized not by the expression "οὐδὲν ἔτι", but by the verb φροντίζω, standing in the present tense.

Secondly, in chapter III, 97, as in the previous ones, Herodotus precisely lists the peoples who became part of the Persian state and who voluntarily paid her gifts. And in this case, according to the general context, "οὐδὲν ἔτι" can **only** mean the sequence and geographical location of such peoples. It is no coincidence, apparently, our introductory phrase in brackets follows exactly the words "Κόλχοι δὲ τὰ ἐτάξαντο ἐς τὴν ὄρειν καὶ οἱ προσερχέες **μέχρι Καυκάσιος ὄρεος** – even the Colchians and their neighbors as far as the **Caucasus Mountains** impose taxes on themselves in the form of voluntary gifts (translation by GA Stratanovsky)". It directly says that we are talking about the peoples living **up to the Caucasus Mountains**, and the text in brackets further explains why we are talking about these peoples - because the degree of their dependence on the Persians was not so great and at the same time they clearly retained their political independence. In any case, all Georgian authors think that way. Specially considered this issue back in 1979, A.I. Boltunova believes that the Kolkhs were dependent on the Persians, of course, but they still retained their statehood [Boltunova, 1979, p. 51-55].

The latter circumstance is well confirmed by archaeological data testifying to the Achaemenid presence in the Transcaucasus. Thus, there is an assumption that some architectural structures in southern Georgia (Gumbati, Samadlo), Armenia (Beniamin, Erebuni) and Azerbaijan (Sary-Tepe, Karajamirli), built using adobe bricks, may be palaces (or at least, residence) of the Iranian rulers of these regions [Knauss, 2001, p. 125-143]. Moreover, for their construction, according to the author, experts and artisans from Phrygia and Persia could have been invited. At the same time, the author himself, Florian Knaus, notes that "the region which the Russians call Cis-Caucasia... all still belongind to Russia, have been beyond the Persian sphere of influence in antiquity" [Knauss, 2006, p. 79]. The traces of finds of Achaemenid and their imitated local products in southern Georgia, cited by him, are very few and they came here, in his opinion, as objects of trade and diplomatic gifts - "they may have found their way to Georgia through trade or as diplomatic gifts" [Knauss, 2006, p. 86]. On the territory of Colchis proper, except for the Vani region, there are none at

all. It is curious that while agreeing with these assumptions, the Georgian archaeologist V. Licheli immediately notes that in the city he investigated in southeastern Georgia Atskuri "despite the influence of Iran... local traditions are firmly preserved in Atskuri" [Licheli, 2015, p. 258].

Earlier, O.D. Lordkipanidze noted that culturally Colchis is divided into two parts: the coastal strip oriented towards the Greek centers, and the inner one, oriented to the East [Lordkipanidze, 2002, p. 206-209]. In the opinion of David Braund, archaeological material from excavations of Colchis settlements and necropolises generally indicates that the subordination of the Colchians to the Persians was purely nominal, and even that concerned only the eastern part of Colchis [Braund, 1994, p. 122ff].

Thus, even Colchis, we cannot reliably refer to the possessions of Persia. And therefore, J. Niling's understanding of the text of Herodotus is only **his** interpretation of what Herodotus could understand in this case. And nothing more.

J. Niling's idea was also captured by G.R. Tsetskhladze, who connects the destruction on the Bosphorus in the last quarter of the VI century BC with the coming to power of the Achaemenids and their intention to include the Cimmerian Bosphorus in their state. This, in his opinion, is evidenced by the message of Ctesias of Cnidus about the conquests of King Nina of Assyria, which, as we have already noted, he considers it possible to ascribe to Darius I, and the message of Herodotus (IV. 120-122) about the passage of the Persians through the territories of Greek cities [Tsetskhladze, 2014, p. 215-216,218]. However, neither Ctesias himself, nor Diodorus, who retells his information, does not at all connect Nina's campaigns with Darius, and anything can be assumed. There is, for example, the assumption that part of the Persian army during the campaign of Darius moved through Georgia [Jacobs, 2000, p. 93-101], although there is no direct evidence in favor of this.

In addition, if we were to involve Ctesias's information as proof of his version of the course of events, then it would be worth paying attention to the fact that, according to his information, Darius went deep into Scythia not by 30 like Herodotus, but by 15 days of travel. And for such a period of time, he could not have reached not only the Bosphorus, but even to Olbia. In any case, according to E.V. Chernenko, who thoroughly studied Darius's campaign, his route did not fit the Greek cities in any way [Chernenko, 1984, p. 67]

Thus, new attempts to prove the subordination of the Bosphorus to the Persian state cannot yet be considered successful. The arguments given by the authors are not compelling, and most importantly, direct and accu-

rate evidence in favor of their version. But one cannot but agree with the opinion of Yu.A. Vinogradov, that "the greatest monarchy of Asia could not but influence the historical development of both Scythia and the Bosphorus (and other Greek states of the region!) By the mere fact of its existence. The Spartokids, who created the territorial state, seem to have tried to copy the Persian state in some way, to use some elements of its vast experience in the field of state structure" [Vinogradov, 2014, p. 521]. And the new dating of the Persian cylinder-seal of Artaxerxes I suggests that not only the Bosporan rulers could not ignore the powerful Persian state in their political activities, but also the Persian rulers, especially interested in expanding the circle of their supporters after the defeat of Xerxes in Greece, could not help but try to establish good relations with the growing Bosporus state. N.F. is now inclined to this point of view. Fedoseev [Fedoseev, 2014, p. 154-158].

In conclusion, I would like to note that considering the Bosphorus-Persian relations in a broader sense, A.A. Zavoikin [Zavoikin, 2015, p. 257].

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List of abbreviations

- BP – Bosporan phenomenon.  
OS – The oldest states of Eastern Europe.  
PHPC – Problems of history, philosophy and culture.  
IG – Inscriptiones Graecae.

## THE ROLE OF THE MAGAZINE "INTERNATIONAL LITERATURE" IN THE FRANCO-SOVIET CULTURAL DIALOGUE OF THE 1930S<sup>1</sup>

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**Abstract:** *The role of the Soviet journal "International Literature" in maintaining Franco-Soviet literary contacts in the 1930s is investigated, materials of correspondence between the editorial board of the magazine and French authors are analyzed. The main directions of the journal's activity are shown, French writers, whose work was presented on its pages, are revealed. The ideological component of the Franco-Soviet dialogue, which was conducted by the editorial staff of the journal, is demonstrated.*

**Keywords:** *Franco-Soviet Cultural Dialogue, International Literature magazine, International Association of Revolutionary Writers.*

In the 1930s, there was an increase in Franco-Soviet literary contacts. The rapprochement was mutual and was largely based on the ideas of anti-fascism. For their part, the Soviet cultural authorities were interested in the most significant writers in the West expressing a favorable position towards the USSR in their works and public speeches. The Franco-Soviet rapprochement in the field of culture was maintained in the USSR in various ways: from the publication of huge editions of works by foreign authors to the demonstration of the "illusory" reality created thanks to the activities of AUSCRA (All-Union Society for Cultural Relations with Abroad) during the travels of French writers across the Soviet country. Great attention was paid to the press, which became the conductors of Soviet cultural policy and had to maintain a dialogue with French authors. The Soviet magazine *International Literature* played an important role in fulfilling these tasks.

The journal was published in the USSR from 1933 to 1943 in several languages, including French. Its predecessors were the journals *Vestnik*

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Foreign Literature and Literature of the World Revolution. Until 1939, the journal was headed by the Soviet literary critic Sergei Sergeevich Dinamov. The editors of the French edition were Paul Vaillant-Couturier and E.D. Stasov. The French were represented on the international editorial board by Romain Rolland and Henri Barbusse.

In the "International Literature" published works of art by contemporary foreign authors, as well as critical articles about the work of foreign writers. At the same time, despite the political preferences of the magazine to print mainly the texts of left-wing writers of the West and anti-fascist writers, "the magazine managed to acquaint the Russian reader with many outstanding works of modern Western literature, and in first-class translations" [3, p. 314]. Indicative in this sense is the publication in the International Literature of the novel by Drieu la Rochelle in 1935, whose political position was condemned, and the literary talent and artistic value of his works were highly appreciated by the editors.

As for French authors, the leader in the number of publications in the "International Literature" until 1936 was André Gide. In addition to his works of fiction, the magazine published theoretical articles about his work, published speeches by Andre Gide (including a speech at the International Congress of Writers in Defense of Culture in 1935 in Paris), and an autobiography of the writer. Such attention to the person of A. Gide is explained by careful preparation for the writer's visit to the USSR in 1936. However, such a powerful treatment of the author did not give its results, the book "Return from the USSR" [4], written as a result of the trip, containing criticism of Soviet reality, was a blow to Soviet literary and party circles. After this work of A. Gide and his name is not mentioned on the pages of the journal "International Literature". In addition to A. Gide in the 1930s, such French authors as Henri de Montherlant, Jean-Richard Block, André Malraux, Romain Rolland, Jean Gionot, Charles Wildrac are most often published. In the mid-1930s, the magazine pays special attention to the personality and work of Henri Barbusse. The interest in the writer on the part of the editorial staff of the magazine is explained by the following events: firstly, the publication of the book by Henri Barbusse "Stalin - the man through whom the new world is revealed" [2], and secondly, the death of the writer in the USSR in 1935. Barbusse's book was given special importance, it is known that many eminent Soviet writers were ready to write a biography of Stalin. However, "Stalin believed, and not without reason, that it would be much better if his biography was written by one of the popular European writers" [5, p. 100], which met the objectives of the Soviet cultural policy of creating a benevolent image of the USSR by authorita-

tive Western intellectuals. Accordingly, the magazine reacted to this most important event by acquainting the reader with the work of A. Barbusse.

Critical articles on the work of foreign authors occupied a significant place on the pages of the journal, as a rule, they accompanied the publication of the work itself. In the 1930s, *International Literature* published articles by such Soviet critics as I. Anisimov, E. Galperina, J. Fried, B. Pesis, V. Dmitrevsky, and also published critical articles by French writers - L. Aragon, P. Nizan, L. Mussinac, J. Giono, P. Gzell, J. Cassu.

The magazine also introduced its readers to the creative and personal destiny of the authors. So, in 1935-1936 the editorial board of *International Literature* published biographies of French writers R. Rolland, A. Gide, J. Gionot, L. Durten, V. Marguerite, as well as obituaries in memory of Eugene Dhaby, A. Barbusse. Despite the varied manner in which these biographies and autobiographies were written, in general, they reflected the social origin of the writer, his career, the writer's worldview, and the political and social significance of their work.

The journal also worked out theoretical questions in the field of literature, in particular, gave an analysis of French and Soviet literature, showed the state of modern literature in France, the specific features of Soviet literature as reflected by French authors. A fundamentally important point in the literary problems of the 1930s was the question of understanding the role of the revolutionary writer. In connection with this aspect, Soviet specialists attached particular importance to the work of the so-called "progressive authors" [1, p. 147-151], on the other hand, the editorial board often criticized the political position of some writers, for example, the French surrealists [10, p. 152-156].

The ideological and political aspect of the Franco-Soviet dialogue was reflected in the pages of the *International Literature* magazine with reports on the activities of the International Association of Revolutionary Writers (IARW) and its sections. In 1932, the AEAR (Association of Revolutionary Writers and Artists) was created - the French section of the IARW. AEAR activities, political views of its leaders were devoted to separate notes in the magazine, as well as chronicles, messages. In accordance with the tasks set by the party leaders, the magazine published favorable reviews of French writers about their visit to the USSR, showing their admiration for the deep economic and social transformations in the country of socialism [6, p. 124-125]. The most important international events dedicated to cultural issues were reflected in special issues of the magazine. On the pages of "*International Literature*" were shown the events associated with the First Congress of Soviet Writers in 1934, as well as the International Con-

gress of Writers in Defense of Culture in 1935. In particular, the speeches of delegates loyal to the USSR, the program, decisions of these forums were published.

One of the forms of maintaining the Franco-Soviet cultural dialogue was the correspondence of the editorial staff with foreign writers. "International Literature" was in constant regular correspondence with Jean Freville, René Bleck, Georges Friedman, J. Cassou. The current correspondence with L. Durten and A. Amber has been preserved. The Soviet side showed interest in communicating with Romain Rolland, but the correspondence with him was unequal: the editorial staff besieged the writer with letters to which he responded extremely reluctantly, referring to workload and health problems [8. I. 12].

Correspondence with French authors concerned mainly their creative plans, the publication of novelties in French literature, current affairs of the publication of works in "International Literature". Another interesting form of Franco-Soviet dialogue that the magazine carried out was the exchange of contemporary French and Soviet literature, sending books from the USSR and receiving publications from France. A study of the correspondence of the editorial board with foreign authors shows that in the 2nd half. In the 1930s, she was interested in the works of Gabriel Odisio, Henri de Montherlant, Eugene Le Roy, Luc Durten, Georges Duhamel, Georges Bernanos, François Mauriac. It is also known that the editorial board received the authors' books, marked with literary prizes in 1938 [9, p. 36].

In addition, the editors carried out ideological work with foreign writers. In particular, it stimulated the preparation of articles by them on the occasion of a particular anniversary date in the USSR [8, p. 5-5a; 8, I. 7], the creation of notes on the successes of the USSR in the socio-economic and cultural sphere, the compilation of a dossier on the political predilections of colleagues - French writers [7, p. 5].

Thus, in the 1930s, the journal *International Literature* played an important role in maintaining the Franco-Soviet cultural dialogue. In addition to publishing works by French authors, critical articles of a literary nature, acquaintance of Soviet readers with the biographies of French writers, the magazine conducted ideological work with French authors, corresponding to the tasks of Soviet cultural policy.

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## THEATER AS A MEANS OF SOCIALIZATION OF PEOPLE WITH DISABILITIES

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**Abstract.** *The article is devoted to the urgent problem of rehabilitation and adaptation of people with disabilities to society. The functions of the theater are considered as the most effective contributing to the socialization of people with mental disabilities, mental disorders, intellectual disabilities. The work experience of various practical inclusions, "special theater", psychotherapeutic one proves that full-fledged creative activity in a theatrical collective, trainings from the arsenal of expressive means of performing arts, an individual teaching method, and integration contribute to a more successful involvement of people with disabilities into society.*

**Keywords:** *theater, socialization, society, inclusion, integration, "Special theater", psychotherapeutic theater.*

The Constitution of the Russian Federation guarantees every person, regardless of social, national, religious affiliation, physical development, equal rights in the introduction to cultural values.

The state constantly takes care of people with disabilities, elderly people, people with disabilities in physical and intellectual development: it provides pensions, free medical care, and provides various benefits - that is, it provides social support. But this is not enough. It is important that people with developmental disabilities feel like full-fledged members of society, learn to live independently in society. Theater is an effective means of involving people with disabilities into society.

As one of the most ancient forms of art, theater is unique in its nature, in its power of influence not only on the mind, but above all on human emotions.

In modern Russia, theater plays an important role in the formation and development of a person's moral potential, in the realization of everyone's creative abilities, and contributes to an increase in the quality of the social and cultural environment.

One of the most important functions of the theater is the function of socialization. Actors and spectators are organically involved in the proposed circumstances and relationships of the stage characters, they assimilate certain social values much more effectively and efficiently due to emotional perception. "At the same time, the art of theater expands the boundaries of real life experience, gives a person the opportunity to live many different lives in the imagination. Spectators and performers learn models of social or cultural action, which embody the types of consciousness and behavior that society would like to make normative" [ 5, p. 55].

External images of social relations or cultural norms pass into the inner intellectual and spiritual world of a person.

Of great importance for socialization are children's theater groups, designed to "form value attitudes and behavioral models from a very young age" [5, p. 56].

The theater contributes to the socio-cultural self-realization of the individual, the development of individual creative abilities and talents, helps the individual in his spiritual self-determination, the growth of self-awareness, and the assertion of his unique individuality. The most important social function of the theater is cognitive. Plunging into the magical world of the theater, the world of stage images, through the actions of which he learns to distinguish between good and evil, a person learns the world around him, absorbs the spiritual and life experience of generations. Thanks to the educational function, the theater forms the guidelines and goals of everyday behavior in the surrounding reality, its ideological and moral laws. Sign or semiotic function helps to master and understand the system of symbols and stage techniques used in stage performances, especially the expressive means of stage art. The communicative function of the theater contributes to the exchange of feelings and emotions in the process of creating a performance, working on a role, establishing live contact between performers and spectators. A person with disabilities is more in need of positive emotions, and this is helped by the compensatory function of the theater, which contributes to the satisfaction of the need for creativity, in an interesting way of spending leisure time. And, finally, the play function is one of the main features of theatrical art, which is inherent to one degree or another in every person.

As soon as he begins to realize the world around him, the child plays



with objects, animating them, improvising, creating his own world with fantasy and imagination, thereby fulfilling a person's need for self-realization and creativity from childhood.

The centuries-old history of the theater proves that theater is a living art, unique, which will always be important and relevant to society. The theater "is responsible for meeting certain social needs, for the socialization of the individual, for the formation of ethical and aesthetic ideas and norms, for the creation of conditions for the development of society and man" [5, p. 50].

Social responsibility is a characteristic feature of modern theater. These are those inclusive theater practices that are today used to "form cohesion in society and exercise the rights of access to cultural values and participation in the cultural life of those social groups that, due to their disabilities, are deprived of these rights" [5, p. 65].

The formation of means, forms that provide access to theatrical art for people with disabilities, poorly adapting to the life around them, is one of the main tasks of modern society.

Theatrical art has a specific feature - people communicate with each other in the process of preparing a performance and showing it to the viewer. Today the theater is already becoming a form of social work, providing new means for the social rehabilitation of people with disabilities.

Despite significant obstacles, these people dream of participating in the cultural life of the country. And to help them is the task not only of social workers, but also of creative directors, teachers, psychologists. This work requires the creation of certain conditions "to achieve equal opportunities for all, regardless of gender, age, social status, education, ethnicity, etc., in order to ensure full and active participation in all spheres of life" [6, p. 74]. And the main thing here, on the one hand, is the adaptation of the social environment to the individual capabilities and needs of a person with disabilities. On the other hand, there is the integration of people with disabilities into society and adaptation to it. People with disabilities actively participate in inclusive practices and create their own "Special Theater", where they gain experience of successful interaction. The objectives of the inclusive theater: "the development of the personality of the participants in the process of creative activity, improving the quality of life of people with disabilities through theatrical art, promoting the formation of a positive image of a person with disabilities in culture" [6, p. 76].

In recent years, integrative teams have appeared, in which not only people with disabilities, but also ordinary people participate. As a result of joint activities, team members acquire a more successful experience of

inclusive interaction. "Each meeting of the "Special Theater" is an opportunity for all participants (including the director himself) to make a discovery in themselves and in the other (how to "feel" and live the possibilities and limitations of the other as their own collision), as well as to find and agree on the means expressing their experience in the conditions of developing interaction" [6, p. 79]. The "Special Theater" opens up wide opportunities for preparing society for social inclusion. On the one hand, theatrical activity is able to provide conditions for the creative self-realization of people with different abilities and needs through the disclosure of their abilities in the field of theatrical art. On the other hand, theatrical activity creates conditions for the formation of reverse inclusion, that is, it helps to form not only the participants, but also the audience a special social position"[6]. The popularity of the Special Theater is growing every year. The state supports the initiative of those non-profit organizations that are trying to solve the problem of social adaptation and rehabilitation of people with disabilities, using the potential of the theater. So in 1988, a GITIS graduate, director and teacher Boris Yukhananov created the Individual Directing Workshop (MIR). The main theatrical project of the Workshop for 11 years was "The Garden" - a unique project, an experiment to create a theatrical production self-developing in time [8]. According to the director, the participants in "Garden" "tried to get into the situation of composing a myth and at the same time become its participants. The purpose of the experiment was to see how this created myth will be reflected in the personal evolution of the participants in the performance and at the same time in the art that is on the path of the created myth"[7]. The basis was the staging of the play by A.P. Chekhov's "The Cherry Orchard". The myth of the garden began to emerge during the reading of the play. The theme of the performance is about happiness and its acquisition and the impossibility of losing it. In total, seven variations of The Garden were created, and in each case it was a new birth of the play and the myth of the garden. In the 90s, Boris Yukhananov carried out a socio-cultural project in collaboration with people with Down syndrome. The project was called Downs Commenting on the World. In the process of implementing this project, Downs became garden creatures in one of the productions of The Garden, heroes or co-authors of the videos "Uncontrollable for Nobody," "Yes, Downs, or Walking after the Golden Birds". The project was aimed at social adaptation of people with congenital developmental disorders and education of tolerance to them. Boris Yukhananov's experiment was a laboratory work and did not lead to the creation of the "Special Theater".

In 1999, the "Simple-hearted" theater was created as a charitable pro-

ject and a community of parents of children with Down syndrome. The most famous performance of the theater "Captain Kopeikin" based on Gogol, directed by Igor Neupokoev, a graduate of VGIK. The leader taught his actors with a special structure of the larynx and other physiological characteristics to speak expressively, clearly and competently on stage. The performance was very simple in form, but it created a special theatrical aesthetics imbued with the Gogol spirit.

Theater "Simple-minded" became a laureate of many European and All-Russian festivals of "special theaters". He was awarded the Crystal Sprout Theater Prize and the Support to Russian Theater Initiatives Prize of the Council of the President of Russia for Culture and Arts. Some former theater actors act in films, participate in performances of the Gogol Center, in the studio of Dmitry Brusnikin.

Inclusive practices that have been successfully developing in recent years in Russia have also demanded a scientific approach to the problem of rehabilitation and socialization of people with disabilities.

In Moscow, the Center for Social and Creative Rehabilitation "Circle" has been established at the Strogino Central Children's House. Artistic director of the theater studio, clinical psychologist N.T. Popova considers the main task "to create psychological stability for everyone. An obligatory toolkit is work with the deep subconsciousness"[3]. The main pedagogical principle is an individual approach to each team member. And taking into account its peculiarities, the search for specific means of theatrical expression - gesture, rhythm, sound, smell, touch - in order to develop the actor's own technique. In each performance, it was important to convey your pain, your problem and get rid of it with the help of plastic expressiveness, body language. In the process of work, one realizes that nothing can be expressed with the body without internal motivation.

One of the early performances of "Circle", "Do Flies Have Individuality", helped a 19-year-old autistic guy to free himself to some extent from an inferiority complex. The question "What am I doing wrong?" Constantly repeated by him, played up by each participant in the performance in his own way, led the guy to understand what was preventing him from freeing himself from his own "cap" in order to release the caught "fly" from under it [3].

In the theater "Circle II" under the direction of Andrei Afonin, the emphasis is on the development and disclosure of human individuality in the process of creative activity aimed at creating a performance. Theater A.B. Afonina helps to develop social interaction skills. This is a social theater that uses the possibilities of art therapy [2]. The play "Distant Proximity", created in collaboration with German colleague Gerd Hartmann, received

the national "Golden Mask" award in 2012 and 2015. The theater is constantly working with artists to master the basics of acting, with parents, spectators, using the method of acting. In one of his interviews A. Afonin emphasized that he does not use the word "disabled". He treats people with disabilities as equal to himself. The purpose of inclusion is to include a person in society, to teach people to live independently. In the process of creating a performance, people with mental disabilities are transformed, acquire their "I", their attitude. Through creativity, special actors can declare deeper meanings. "We do not sympathize with a person with Down syndrome, but we build partnerships with him, he gives us something important to understand both in medicine and in pedagogy," said the famous director. "We are trying to create a new model of society, where there is a place for people with special needs." Today in Russia there are about a hundred collectives using the theater as a means of socialization and rehabilitation of people with disabilities. In the context of an ever-increasing humanization of society, the "Special Theater" is of interest. It is attended not only by people with disabilities, but also by employees, professional actors. An example of a successful solution to the problem of socialization of people with disabilities can be the experience of the psychotherapeutic "special theater" "We" in Tambov, which uses the brigade method of work [1]. The theater was opened on the basis of the psychosocial rehabilitation department of the Tambov Regional Psychiatric Hospital in 1998, becoming a member of the Russian-Canadian project "Public Rehabilitation in Psychiatry" along with five regions of Russia. Colleagues from Canada highly appreciated the experience of Tambov specialists, who were the first in the region to open the "Special Theater". In the first play, "The Island in Half", the actors were the staff of the department and four patients who played the roles of stones. Then the performance of moral and aesthetic orientation "Be good, be good" was born, where employees and patients also took part. This work experience has shown good results: some patients who were inpatient treatment in a closed ward for a long time were able to return to normal life. "This healing creative inspiration pulls out, rescues even from severe, persistent anxious depressions, from the feelings of meaninglessness of existence with pain for no one needlessness" [4].

The psychotherapeutic theater "We" received a new stage of development thanks to the support of the Tambov regional branch of the All-Russian public organization of disabled people "New Opportunities" in the implementation of the "Theater Teaches" project with the support of the Presidential Grants Fund. The aim is the rehabilitation of disabled people with mental disabilities. Today, the theater's repertoire already includes

several performances: "Fly-Tsokotukha", "Kaleidoscope of Desires", "Time of Faith, Hope and Love", "ABC Fairy", "Wind Rose", "Crystal Heart" and others, as well as participation in festivals, numerous concerts, creative meetings. Now the theater has more than 30 participants, most of whom are teenagers. These are difficult, special artists suffering from various mental illnesses. It is very difficult to combine artistic results and rehabilitation, but it is possible thanks to consistent systematic practical work: trainings, special exercises, individual lessons. All attention is directed to the person, everything is built around him and for him. The director's vision and plot must develop and support the psychological, emotional and cultural needs of all participants in the performance. The scenario basis for such a performance is unique. Each lesson in the theater "We" begins with a traditional circle, which gives a sense of unity. After a short introductory speech by the leader, each participant expresses his opinion about the upcoming production, talks about his desires, what role he would like to play, what idea to convey, what to tell the viewer about. The director, taking into account all these wishes, makes adjustments to the script and finalizes it. This is how the play "The Rose of the Winds" was born quite recently, based on the texts of V. Shakespeare and G.Kh. Andersen. Such a technique of joint creativity makes all the participants in the performance aware that their opinion also matters, because it is very important for these teenagers to be heard. As a rule, here the actors do not play a learned role, but themselves and about themselves, about their feelings. They live on stage what they experience in real life, or what they wanted to experience. Thus, in the aforementioned play "Roses of the Winds", almost all the girls play the role of princesses. The director left them their own names, which allows them to identify with beautiful fairy-tale characters. This gives them the opportunity to experience, and not play minutes of happiness from the realization of their attractiveness and experience those feelings and emotions that they are deprived of in everyday life. It is believed that people with mental disabilities are not very expressive, and this is largely true. Therefore, much attention is paid here to practical exercises that stimulate speech and thinking activity and the removal of clamps. The expediency of exercises based on movement methods, breathing exercises, exercises for the tongue and muscles of the jaw, theatrical studies and games, exercises aimed at developing sensory coordination are very high. Such exercises help special adolescents not only get stronger physically, overcome their fears, but also learn to manage their emotions. Numerous studies suggest that emotions and mood even affect the immune system, reducing or increasing resistance to disease. In practical classes in the theater,

students work with their body and psyche, learn open communication and expressive behavior. A whole team of professionals works in this project. Two social psychologists conduct social and domestic trainings aimed at developing everyday skills and mastering financial literacy. Stage speech and acting classes are taught by a professional drama theater actress, who is also a teacher of special disciplines at the university. The director, who also has an education in the field of clinical psychology, in addition to rehearsals of performances, conducts communication trainings in order to provide a new universal way of conveying information and organizing leisure.

The task of the theater is to teach special teenagers to be open, to help them not only self-actualize in creativity, which is undoubtedly important, but also to understand that they can also give something to this world. Feeling useful to society is an opportunity to live a conscious life.

Classes in the psychotherapeutic theater "We" helped many special adolescents successfully go through the process of socialization: to enroll in the technical school of industrial technologies and the Diversified College. I.T. Karasev, as well as find a job.

Special people are also worried about eternal questions: about the meaning of life, about good and evil, and about their place in this world. Psychotherapeutic theater has a positive emotional impact, activates cognitive processes, and helps the psychological adaptation of adolescents with disabilities in society.

For the interdisciplinary study of the rehabilitation and adaptation of people with mental disabilities or mental disabilities, intellectual disabilities to society, the festival "Protheatr", which has existed for twenty years under the leadership of Natalia Popova, is of particular importance.

Every three years, "Special Theaters" bring their performances to Moscow Russian and foreign guests. The festival not only contributes to the expansion of the social and cultural space of the "Special Theater", but is a base for seminars, scientific conferences, exchange of experience. The festival is attended by psychologists, art historians, theater experts, philosophers, directors. The international focus of the festival contributes to the discussion of many issues of inclusive practices and a scientific approach to their solution.

A positive development in recent years is the participation of professional theaters and professional actors in such projects. For example, in 2014, Yevgeny Mironov, artistic director of the Theater of Nations, together with the Sovremennik theater, created a play for deaf-blind people "Touched" with the involvement of famous actors: Chulpan Khamatova,

Evgeny Tsyganov, Anatoly Bely, Yegor Beroev and others. At each show of the performance, two artists sat on both sides of the stage. They spoke for the heroes, communicated with them, became, as it were, eyes, ears, and voices of the participants. "The Touched" is a play about human closeness, about attention to special people, about the opportunity to find common ground with them, to make friends.

It is gratifying that foreign partners also take part in many projects for the rehabilitation of people with disabilities.

Thus, the study showed the versatility of the use of performing arts, theater in socialization, rehabilitation and adaptation to the society of people with disabilities. Study, popularization, support of all initiatives in this direction from the state, society, caring people will help to effectively and successfully solve this problem.

Socialization of people with disabilities is a two-way process. The society shows a genuine interest in the problems of people with disabilities, and they try to become full-fledged members of the human community. As you can see, the "Special Theater" does not set the ultimate goal of achieving a high artistic result. Here the main goal is to reveal the individual characteristics of people, to teach them to communicate, interact, believe in themselves, in their capabilities, using the entire arsenal of expressive means of performing arts accumulated over many years: trainings by Jerzy Grotowski, M. Chekhov, oriental practices in rhythmic education, energy, release from muscle clamps, relying on the game essence of the theater, its emotional impact on a person.

But this requires personnel appropriate to the task, with specific professional knowledge in the field of directing, acting, theatrical pedagogy and good psychologists with flexible creative thinking, enthusiasts. Working with people with disabilities is difficult, it requires patience, endurance, kindness and love to solve an important mission - to return people with disabilities to a full life so that they can enjoy all the rights defined by the Constitution of the Russian Federation.

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## GENDER INDICATOR OF SOCIO-POLITICAL PROCESSES 'QUALITY IN MODERN AFGHANISTAN

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**Annotation.** *Afghanistan is the important geopolitical point in South Asia, the struggle for dominance in which has been going on for over a century. Western-style democratic transformations and radical Islamic fundamentalism, two opposites that destroy the comfort and peace of civilians. The social system's transformation is inevitable; Afghanistan has chosen the first and through ensuring gender equality, embark on the path of democratic reforms.*

**Keywords:** *political process, political crisis, gender equality, democratic transformations*

Despite the current crisis and the international image of the country, engulfed in internal conflicts, deep corruption and deep-rooted social conservatism, the last hundred years of Afghanistan's history contain periods of stability, peaceful ethnic coexistence, and moderate Islamic fundamentalism. The stages of positive development can be determined by the actions taken during these periods aimed at resolving gender conflicts. The participation of women, in various types of political processes, presupposes some kind of professional activity in the structure of the public administration system or the presence of an effect of direct influence on the actions of the country's leadership through the implementation of various public initiatives [1].

Liberated from religious prejudices in the second half of the last century, during the presence of the Taliban, from 1996 to 2001, Afghan women were in a position of severe distance from all spheres of public life, including

political. The Taliban, relying on radical Islamic views, deprived women of their basic civil rights, including the right to education, the right to mobility, not to mention active and passive suffrage. Women were forbidden to visit public places unaccompanied by older male relatives and outside family and household events. Requirements to cover themselves from head to toe seemed the most harmless; women were not allowed to seek treatment from a doctor of the opposite sex. Cases of violation by women of these requirements irreversibly led to harsh punishments by the religious police of the Taliban, most often women were killed at the hands of executioners. After the process of ousting the Taliban movement from the territory of Afghanistan began in October 2001, the Bonn Conference, held under the auspices of the UN, laid the foundation for the democratization of social and political processes in the country. It was agreed to create an interim administration, which was supposed to ensure the presidential elections. According to the Bonn Agreement, the interim government of Afghanistan was to adopt a democratic constitution within two years. The Bonn Agreement provided for the creation in the country of conditions under which women, along with men, were given the opportunity to participate in public life and enjoy their political rights. The atmosphere of fear and lawlessness had to disappear into oblivion. Former US President Mr. Bush noted that the Taliban used violence and fear to deny Afghan women access to education, health care, mobility and the right to vote, our coalition liberated Afghanistan and restored basic human rights and freedoms for Afghan women. [2] In 2012, with the creation of the Interim Government, the Ministry of Women's Affairs was created to address the myriad gender gaps that women face. Devotion to serving women is considered the first achievement of women since the Taliban, and the participation of 114 women out of 504 delegates in the Loya Jirga (Grand Assembly), which was convened to consider a proposal for a new constitution by the interim government in December 2003, is seen as the beginning of women's participation in decision-making. The constitutional foundations of modern Afghanistan provide equal rights to men and women, article 22 of the constitution states: "Any discrimination and privileges between the citizens of Afghanistan are prohibited. Afghan citizens - be they men or women - have equal rights and obligations before the law." [3] Of particular interest are Articles 43 and 44, of the Constitution guaranteeing the right of women to education, while Article 48 codifies their right to work. As part of the implementation of the legal framework, an independent commission was established in 2011 to oversee the observance of the Constitution within the framework of labor law. In addition, article 7 of the Constitution

emphasizes the need to comply with the Charter of the United Nations, interstate agreements, as well as international treaties to which Afghanistan has acceded and plans to ratify.

Another step taken by the Afghan government to promote women's rights was President Karzai's 2009 law on the elimination of violence against women. The law criminalizes more than 22 types of various forms of violence against women, such as rape, domestic violence, forced marriage, and marriage with minors. The creation of a democratic system in accordance with the new constitution of Afghanistan and the international community's support for women's rights have opened up opportunities for women in public administration, now they work as civil servants in the government, as legislators in parliament, as ministers, officials in the economic and social spheres [4] Habiba Sorabi was the first woman to be appointed governor in 2005, in 2009 a woman was elected mayor; similarly, three ministries were headed by women. Of the 2,500 who came together at the Loya Jirga (Grand Gathering) to negotiate a Bilateral Security Agreement with the United States in November this year, 400 were women. The fact of women's participation is very indicative in assessing the quality of socio-political processes in the country, but, unfortunately, their number in the public sector is very small, with the exception of the parliament. Elections are the main process of forming representative bodies of power, given the past historical stage of excluding women from the political sphere, a system of quotas was provided for in the electoral law of Afghanistan. According to the proposed proportion, 27% of the seats in the lower house of parliament and one fifth of the total number of seats in the provincial assemblies are reserved for women. The state electoral law stipulates that 16 percent of the seats in the Meshrano Jirga (upper house of parliament) must be held by women, a third of the upper house of parliament is elected by the president, and the president is required to elect half of them from among women. [5] The 2004 presidential elections in Afghanistan marked an important historical milestone for the country. For the first time, citizens felt a sincere desire to go to the polling station in order to directly vote for their president. The turnout is in the millions, of which about 40% are women.

Despite some notable advances made by women in the political arena, there are problems that prevent women from participating in political life. There is no proper level of security, cultural barriers; financial problems are not completely overcome. [6] Poor security is considered one of the most pressing problems in Afghanistan, from which women are severely affected. The Taliban, which are vehemently opposed to the emergence

of women in the social and political sphere, are targeting high-ranking women politicians. In less than ten years, two heads of the women's affairs department were physically eliminated; they were killed one after another, the Taliban kidnap women parliamentarians, ambush the cars of women senators. Not only politicians are dying, but members of their families, close people, so the daughter, a senior officer of the Afghan police, died. According to a UN report, in 2012, 300 women and girls were killed and 560 injured, an increase of 20% over the previous year. According to the international organization, the number of victims among women and children increased by 38 percent in the first half of 2013 compared to the same period in 2012. Insecurity of life affects the electoral activity of women in elections. The findings of the National Democratic Institute show that all women politicians faced threats. However, it is not only the Taliban who threaten women; they face harassment from their male opponents and society, including tearing up campaign posters, verbal abuse and even physical violence. Cultural barriers continue to limit women's participation in the political process, for example, when a woman wants to run for government office, it is important that she obtains the consent of her family and village elders.

Raikhana Azad stresses that the significant increase in the number of girls attending school, the presence of women in legislation and the cabinet, and the reduction in the death rate of women during childbirth are the main achievements that women have made over the past decade. It should be noted that the women of Afghanistan have made significant progress in protecting their rights. Since the countries of the world community have stepped up in the processes of stabilization of the political and legal system of Afghanistan, progress has been obvious, especially in equality and protection of the rights of citizens regardless of gender. It is too early to speak of a complete victory in this area, as women continue to suffer from widespread violence and are victims of the informal justice system in rural areas, although it has been repealed by state law. Moreover, a patriarchal society does not allow women to fully exercise their political rights, and, in addition, women lack the tools such as education and financial self-sufficiency to successfully participate in the political process. Since the attitude of society towards women has not changed, the progress they have achieved remains fragile [7], but its presence allows us to positively assess the results of the reforms begun.

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