HUMANITIES

Electronic collected materials
of XII Junior Researchers' Conference
(Novopolotsk, May 13 – 14, 2020)

Novopolotsk

2020

MINISTRY OF EDUCATION OF BELARUS

Polotsk State University

EUROPEAN AND NATIONAL DIMENSION IN RESEARCH

HUMANITIES

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Обновляется 1 раз в год

Novopolotsk
2020

UDC 082

EUROPEAN AND NATIONAL DIMENSION IN RESEARCH. HUMANITIES = ЕВРОПЕЙСКИЙ И НАЦИОНАЛЬНЫЙ КОНТЕКСТЫ В НАУЧНЫХ ИССЛЕДОВАНИЯХ : Electronic collected materials of XII Junior Researchers' Conference, Novopolotsk, May 13 – 14, 2020 / Polotsk State University ; ed. D. Lazouski [et al.]. – Novopolotsk, 2020. – 1 CD-ROM.

Издается с 2017 года (в печатном виде – с 2009 г.).
Сборник включен в Государственный регистр информационного ресурса. Регистрационное свидетельство № 3991711555 от 17.04.2017 г.

Первые два печатных издания вышли под заглавием «Материалы конференции молодых ученых», третье – «Национальный и европейский контексты в научных исследованиях» в 3 томах: «Гуманитарные науки», «Экономика» и «Технология».
В настоящем электронном сборнике «Европейский и национальный контексты в научных исследованиях. Гуманитарные науки» представлены работы молодых ученых по гуманитарным, социальным и юридическим наукам, спорту и туризму.
Предназначены для работников образования, науки и производства. Будут полезны студентам, магистрантам и аспирантам университетов.

The first two conferences were issued under the heading "Materials of junior researchers' conference", the third – "National and European dimension in research" in 3 parts: "Humanities", "Economics", "Technology".
In this Electronic collected materials "National and European dimension in research. Humanities" works in the fields of humanities, social sciences, law, sport and tourism are presented.
It is intended for trainers, researchers and professionals. It can be useful for university graduate and post-graduate students.

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LINGUISTICS, LITERATURE, PHILOLOGY

ENGLISH VOCABULARY OF THE SPHERE OF HOLIDAY AND TOURISM IN THE RUSSIAN LANGUAGE

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Borrowed vocabulary, especially from the English language - the language of international communication - is spreading today thanks to specialists from different professional fields, thanks to the mass media. It often fills niches that are empty in a particular area of the recipient's language. It seems very relevant to consider how the latest English words function in Russian. The purpose of our research is to study the grammatical and lexical features of anglicisms and the specifics of their use in the field of tourism and leisure.

Materials and methods. The latest English vocabulary of the tourism sphere was selected for the analysis. It was examined using component analysis and dictionary definitions analysis, as well as using the descriptive method.

Results and its discussion. The most important feature of the assimilation of borrowings is that the name appears after the phenomenon. Very often, an English borrowing simplifies Russian speech in the tourism sphere, shortens length of explanation of a concept. For example: using the English phrasal verb "check out". In the Russian language, the meaning of this verb is a long procedure for leaving the hotel (paying all the bills, indicating the exact time to leave the room, ordering a transfer to leave the hotel, returning bed linen, etc.). This verb acts as a euphemism, which helps to avoid once again describing in detail the procedure for leaving the hotel in Russian-speaking words. Sometimes it is easier to use: "Необходимо подтвердить чекаут".

Every day, English vocabulary in the field of tourism is gaining more and more confidence in the Russian language, so it is necessary to more specifically identify new tourism phenomena, processes, types of recreation and housing.

Thus, we would like to classify these concepts into groups.

In the first group we included new concepts that relate to leisure and outdoor travel:

1. *Глэмпинг* (from the Eng. *glamping*). By origin, this word was formed from the two independent words - *glamor* and *camping*, this is tourism, which belongs to a high price category. Glamping is a vacation in the open air that combines authenticity, the latest modern technology and familiar amenities.

2. *Кэмпинг* (from the Eng. *camping*). In the understanding of the British, these are specially equipped places for car and mototourists with the possibility of renting housing offered, and with specially equipped toilets for comfort offered. Some infrastructure is also possible, for example, shops, special places created for car inspection, places to eat. But in the Russian language the concept of "camping" acquired a completely different meaning, that is, with the assimilation of this concept, a distortion of the original meaning occurred. Russian tourists mean that camping is any rest in tents in the forest without the possibility of using the usual amenities, with no connection with civilization.

3. *Хайкинг* (from the Eng. *hiking*). This is a short trip, which is carried out on foot light along the mountainous terrain, and is characterized by the use of marked and well-prepared trails. Overnight occurs in a tent or house, therefore, when going on a hike, a tourist takes with him only a daily supply of water and food, as in the evening it is planned to return to the camp or tent. Hiking is also a weekend trip. It became widespread and gained popularity due to the possibility of outdoor activities, not moving away from civilization for a long time.

4. *Треккинг* (from the Eng. *trekking*). Unlike hiking, trekking does not mean a short trip, but a long pedestrian trip to the mountains with well-planned overnight stays. The main and integral point in trekking is food. Since the tourist is in a constant change of location, food points or tourist shelters must be equipped. In particular, trekking is especially popular in Nepal, where almost all tourist routes for traveling in the mountains are equipped with special places for food, recreation and overnight, which are called lodges. Therefore, it is not necessary to bring a tent with you. But it should be noted that both hiking and trekking are organized in nature, it is forbidden to change the route yourself or deviate from it, as tourists may be at particular risk.

5. *Бэкпэкинг* (from the Eng. *backpacking*). Backpacking is considered the most dangerous vacation of the above, since all the necessary equipment should be carried with you, overnight is meant in a tent or in the open

air, which can be very dangerous because of the animals living in this area. A person who organizes this type of vacation is called a «бэкпэкер» (from the Eng. *backpacker*). Also, the backpacker can move not only on foot, but also by transport. In general, this type of recreation refers to free travel.

In Russian, all of the above concepts are replaced only by the word "поход". First of all, for the reason that, for example, specifically in Belarus there are no mountains for the implementation of this kind of recreation. Only recently has the concept of "кэмпинг" been actively introduced, but also with a slightly distorted meaning.

We assigned some new concepts to the second group, which are closely related to water hobbies and entertainment:

1. *Кайонинг* (from the Eng. *kayoning*). This is one of the most dangerous water hobbies, as it implies a descent along mountain rivers, waterfalls and various mountain ponds in a special wetsuit without the use of additional swimming equipment. That is, this vacation is suitable only for professional and fearless swimmers.

2. *Рафтинг* (from Eng. *rafting*). This is a group alloy in rough water, coupled with a powerful release of adrenaline into the blood. Stormy water is equal to the concept of white water - this is the water that rushes down a strong stream, forming a white foam, and it is unpredictable. The main tool for rafting is a raft - this is an inflatable boat visually similar to an air mattress.

3. *Фридайвинг* (from the Eng. *freediving*). Freediving is not much different from diving, but it already implies diving to depth without the use of scuba gear and special equipment. Freedivers dive to great depths using only their own breathing.

4. *Каякинг* (from the Eng. *kayaking*). This is a high-risk sport that has emerged over the past decade. It is a rafting on a stormy river on a specially watercraft, which can be either single or double, and is called a kayak. A kayak is a rowing boat whose history is connected with the Arctic people. It was made from the skins of dead animals by pulling it on a wooden frame. Modern kayaks are made from very durable materials, such as carbon fiber. This sport is gaining popularity among Western countries. Thousands of Europeans leave their homes for the weekend to try to conquer the turbulent rivers. In general, this sport is for singles, although it is not without a team spirit, but nevertheless makes it possible to challenge the elements and stay alone with it.

In the third group, we included new professions of people who are responsible for hotel services:

1. *Бэллмэн* (from the Eng. *bellman*). This is a person assigned to a particular hotel, who usually awaits guests in the lobby, and is needed in order to provide physical assistance to newly arrived or moving guests.

2. *Батлер* (from Eng. *batler*). This is a specialist who manages all lower-level posts, for example, maids, drivers, porters, is responsible for organizing security measures, and in case of unforeseen situations, he must resolve conflicts. In Russian, to define a person performing exactly the same duties, we use the concept of "консьерж". It can be assumed that the new name, a position long established in society, will not be fixed in the language for a long time.

3. *Лифт-бой* (from Eng. *lift-boy*). This is a job in premium hotels where young people accompany visitors in the elevator. This position is needed in order to press the button of the floor needed by the guests, accompany, ensure safety in the elevator and, of course, in case of emergency, to protect visitors.

In the fourth group, we included completely new types of tourism and services:

1. *Джайлоо-туризм* (from Eng. *jailoo tourism*). Literally translated, these are pasture travels, familiarization with rural life. The essence of this unusual form of recreation is a complete rejection of the modern benefits of civilization. But for safety, you should take a guide who is well oriented in the selected area.

2. *Дарк-туризм* (from the Eng. *dark tourism*). The meaning of dark tourism is to travel to places of world catastrophes, travel to concentration camps, cemeteries, places of world executions. In the United States, tourists visit the Alcatraz prison, with Al Capone being a notorious prisoner.

3. *Кейтеринг* (from the Eng. *catering*). This is a catering service outside the generally accepted premises. Its main goal is the organization of high-quality nutrition at the highest level. The most important advantage of this service is the absolute freedom to choose a venue.

4. *Плоггинг* (from the Eng. *plogging*). This is a lifestyle and a type of tourism that combines outdoor activities and environmental care. People while jogging do not just carry out the movement process in order to achieve good physical shape, but at the same time collect garbage along roads, in forests and in urban areas. This is a very useful hobby, both for one's own health and for maintaining a clean environment.

5. *Сталкинг-туризм* (from the Eng. *stalking tourism*). This is the latest type of industrial tourism, which resembles the plot of computer games. In the program of stalking tours we have visiting cities, factories, territories, various buildings that are long abandoned or collapsing. Most often this happens with scientific interest, that is why in England this type of tourism is called "urban exploration". Despite the danger faced by tourists, they are willing to pay a lot of money to be able to participate in this type of tourism.

6. *Тимбилдинг* (from Eng. *teambuilding*). This concept reveals corporate tourism. It has long been known that corporate events bring employees together and strengthen the team spirit, and if it is an even longer pastime, then, of course, the team will check for cohesion and stress resistance. Team building, as corporate tourism, includes traveling abroad, visiting various exhibitions of world renown, which are organized directly by the company. Team building refers to a number of methods and measures designed to form and develop teamwork skills, to create a good, friendly atmosphere in the team.

To the fifth group we attributed new tourist types of accommodation:

1. *Ботель* (from Eng. *botel*). The name of this type of housing came from two completely independent words hotel and boat. This is a relatively new type of housing on the water. This option attracts tourists with its novelty and prestige, since such housing belongs to a high price category. A boathouse is a hotel that is simply fixed on the water, and no one will go swimming on it. All communications have been brought to the ships and all amenities have been created for a comfortable stay of guests.

2. *Апарт-отель* (from Eng. *apart hotel*). In fact, the apart-hotel combines all the details of living in an apartment and a hotel, that is, it is a hotel in which all rooms are equipped as apartments. In other words, when booking a room in the apart-hotel, a room key will be issued not only with a bathroom, but with an equipped kitchen. There is no single standard for apart-hotels, as they can be either two-level with a designer kitchen, or modest rooms with a small kitchenette.

Conclusion. The tourism sphere is one of the most striking areas, on the example of which one can demonstrate the development of the Russian language through the prism of English borrowings. We found out that the anglicism is an important and integral part of the Russian language. Language is a self-developing mechanism that can self-clean, get rid of completely unnecessary borrowings, and also learn necessary and new words. Thus, we concluded that if concepts, realities, phenomena affect important areas of human activity and life, then the word denoting this concept becomes widely used.

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UDC 821.111

MOTIFS AND SYMBOLS IN THE COLLECTION OF POEMS "UNDER THE TREE"
BY ELIZABETH MADOX ROBERTS

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The article analyzes the motifs and symbols in the collection of poems "Under the Tree" by E.M. Roberts. The author of the article shows that the key symbol is the symbol of the tree, which is associated with home and family.

Elizabeth Madox Roberts (1881-1941) is an American poet and novelist, who is famous for her short stories and tales. She started her literary career as a poet. She used the realistic method in her works. According to Earl H. Rovit: 'Miss Roberts was committed to realism as the only mode to communicate successfully' [1, p. 11]. E. M. Roberts sought to reveal the nature of the characters. As Frederick P. W. McDowell writes: 'Miss Roberts was fascinated by the inner lives of her heroines, sometimes, indeed, at the expense of their reality as social beings; she was interested in securing effects of psychological immediacy and in revealing the exact nuances of mental life' [2, p. 12]. The basis of her revealing was self-awareness of characters. Frederick P. W. McDowell notes: 'Miss Roberts emphasized the need for her characters to attain self-awareness and to go beyond such awareness to the definition and creation of a vital identity' [2, p. 12].

The collection *Under the tree*, published in 1922, is the second collection of her poems. She wrote the first poems from the collection when she was a student at the university. The collection consists of 52 poems. The collection's theme is the author's childhood and her own view of the world. Her poems are full of vivid and significant details, that are often overlooked. The lyric character is a little girl, who transmits her world outlook not only through visual images, but also through sounds, smells, and tactile sensations.

In many poems the author focuses on the details of her native town, describing its residents, local flora and fauna, her house and family. The poem 'On the hill' allows us to see the town from a bird's-eye view. The main part is all about the author's house and family. She is writing:

…and over and over I tried to see

Some of us walking under the tree… ('On the hill', 1922) [3, p. 24]

Writing 'us' the author implies her siblings, remembering how they spent time under this tree. Obviously, the tree mentioned in the collection's title is the most memorable moment and a peculiar symbol of her childhood. You can often find the phrase 'our tree' in the poems, for example, in 'People going by', 'Three Dominican nuns', this indicating that the author considers this tree to be part of her own soul, part of her home.

…I can feel them almost speak to me,
When they pass by our tree… (People going by', 1922) [3, p. 35]

…and as they passed before our trees,
Their shawls blew out in curves like threes… ('Three Dominican nuns' 1922) [3, p. 84]

In this case, the image of the tree should be interpreted. It is well known that the tree is a symbol of growth, life, it is often seen as the center of the world. The tree is also associated with our human race, let us recall that we traditionally represent family history with the help of family trees. So, we can interpret the image of the tree as the family of the author, and her position under the tree may indicate that she is under the protection of her family. The image of the tree is often repeated from poem to poem. It can be called a spatial image.

…I climbed a little crooked tree.
And I could look down on the field
And see the corn and how it grows… ('The Cornfield', 1922) [3, p. 3]

…two different boys they have to be,
For Dick can play in Mother's room
When Will is climbing in a tree… ('Dick and Will', 1922) [3, p. 16]

E. M. Roberts uses epithets when she describes the tree. In the poem 'Numbers' the tree is silver-leaf:

…and I'll count the leaves on the silver-leaf tree…('Numbers', 1922) [3, p. 59]

Silver-leaved plants add contrast and bring a cool elegance to gardens. The epithet 'white' is used in the poems 'Autumn Fields' and 'The Sun and a birch tree'.

…then I looked in the woods to see
The limbs of the white birch tree…('Autumn Fields', 1922) [3, p. 72]

…he'd rested under a white oak tree… ('The Sun and a birch tree') [1922, 3, p. 70]

White color is associated with light, goodness, innocence and purity. White means safety and cleanliness. That is why the tree is considered to be a shelter. White color as an element of something bright and naive can also be thought of when we think about childhood. Due to the lack of knowledge a child's life can be imagined as a white blank sheet.

The poems are for children, so they are dynamic, and one action in them is immediately replaced by another. The depicted world has life-like features, in which any known physical, psychological and other laws are not broken. The world is as it is. It may indicate that the collection *Under the tree* contains features of realism. In the poems there are not a lot of psychological details, as the author concentrates on the image of the town and its nature in order to capture what her native land was and which features it possessed. The poems are written in simple language, therefore, children understand them easily.

E. M. Roberts shows herself being a small girl surrounded by the nature of her town, we see her exploring this world. The emotional mood of the collection is optimistic, cheerful, the poems have some philosophical orientation, supported by rhetorical questions and naive children's conclusions. The image of the tree is a key image. The author describes the tree as something powerful and pure.

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C   MAJOR THEMES AND CONCEPTS IN THE CYCLE OF POEMS "THE CHILD ALONE"
BY ROBERT LOUIS STEVENSON

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The goal of this article is to analyze the main topics and concepts in the cycle of poems "The Child Alone" by the Scottish writer and the largest representative of neo-romanticism Robert Louis Stevenson.

Robert Louis Balfour Stevenson had a very hard childhood. He was the only child in his family and he was often sick. At the age of three he got tuberculosis. The boy had a brilliant imagination. He lived in his own world of fantasy, that is why he was never bored. His memories from childhood became a starting point for writing a collection of poetry "A Child's Garden of Verses" which includes a cycle of poems "The Child Alone" [1]. All the works from it are united by one topic. This topic is child loneliness. Because of the sickliness in his childhood Robert did not have a lot of friends. The only people around him were his parents, his nurse Alison Cunningham (known as Cummy) and his step-brother Lloyd Osbourne (an American author). With the last one Stevenson spent lots of his time playing with tin soldiers and even being engaged in writing [2, p. 16].

The cycle is opened with the poem "The Unseen Playmate", the main topics of which are loneliness and lack of friends. An invisible friend, who does not exist in real life, is the only one who wants to play with the boy and spend time with him, because he is always near.

...He lies in the laurels, he runs on the grass,
He sings when you tinkle the musical glass;
Whene'er you are happy and cannot tell why,
The Friend of the Children is sure to be by! [3, p. 81]

It is important to say that Stevenson wrote the word "Friend" with the capital letter though it is not a proper name. Lack of friends in real life was the reason why the author livened a friend from his imagination and made him real.

In spite of the dark undertone, the poem is dynamic, which we can see from its structure and rhythm. It helps the reader to feel and understand the author's optimistic outlook.

Stevenson came from a family of marine engineers. The fate of marine career was was waiting for him, but Robert did it not practically but with the help of his writing talent in lines of his works. One is the poem "My Ship and I". The author fantasizes that he became the captain of a ship and started to explore new lands.

...O it's then you'll see me sailing through the rushes and the reeds,
And you'll hear the water singing at the prow;
For beside the dolly sailor, I'm to voyage and explore,
To land upon the island where no dolly was before,
And to fire the penny cannon in the bow... [3, p. 83]

In this work, the author created a bright image of a dolly sailor, who helped him to overcome all obstacles and get to the land on which no one was before. Through this image the reader understands that the author needs friends to support

The topic of shipping and sea is mentioned in other poems as "Block city", "The Little Land", "The Land of Story-books". We can also explain this mention of open water in different way. A little boy was tired of illnesses and loneliness, that is why this endless sea was attractive to him. He wanted to have freedom as waves have. But he could only do this in his imagination.

Despite the fact that the boy never saw the sea, thanks to his dad, who was a marine engineer, and thanks to tons of literature, he was able to imagine clearly waves, salt water and fresh wind.

Stevenson learnt how to read at the age of seven. The boy was very sensitive, that is why a lot of authors influenced him. Among them one could name William Shakespeare, Michel de Montaigne, Walt Whitman, William Wordsworth, Herbert Spencer and Marcus Aurelius. They inspired Robert and in some way, these books were his teachers. [4]

Reading and travelling in the world of fantasy including real-life walks through the pages of books found place in the poems "The Land of Story-books", "Picture Books in Winter".

*...And play at books that I have read
 Till it is time to go to bed...* [3, p. 93]

*...Water now is turned to stone
Nurse and I can walk upon;
Still we find the flowing brooks
In the picture story–books...* [3, p. 87]

Ethical issues are raised in works. In the cycle we see author's interest to the personal beginning, Stevenson's life position in his childhood is described here. Despite illnesses the boy was very active, he was never bored and behaved like imaginative creative child. [1].

The main idea is hidden in the mood of Stevenson's poetry, the cycle described being romantic in mood.

Stevenson is a representative of English neo-romanticism, that is why there is no wonder that the world described in poems is the world of fantasy and dreams. We feel the gap between reality and the transcendental world, the author wants to get there, to become there "the king".

*...And all about was mine, I said,
The little sparrows overhead,
The little minnows, too.
This was the world and I was king...* [3, p. 85]

The world of fantasy and imagination created by a little Robert Stevenson, who was tired of illnesses and loneliness, is described in the cycle "The Child Alone". Looking at the biography of Stevenson we can say that the main motifs which appear in "The Child Alone" are child's loneliness and lasting illness. The main emotional tone of the cycle is optimistic, despite the fact that the author's hard childhood is hidden in poems.

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UDC 811.111'276.5:004=111

THE IMPACT OF THE ENGLISH LANGUAGE ON THE FORMATION OF COMPUTER SLANG

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The article covers such lingustic phenomena as jargon, argo, slang and computer slang. Their differentiation is made. The main ways of computer slang formation are specified.

The lexical composition of any language is incredibly rich and diverse, it reflects cultural values, social phenomena and relationships in society, helps to establish cross-cultural connections. Language is a phenomenon that is in the process of constant development, enrichment and improvement. However, simultaneously with the development of language, the development of society takes place. The result of this interaction is the continuous updating of the vocabulary. Other significant factors are globalization, internationalization, the development of mass media and information, the level of education of the population and armed conflicts.

If any insignificant changes occur in the indicators of at least one of the factors, the result is "fluctuations" in the language. These very fluctuations trigger and create favorable conditions for the emergence of social dialects: slang, jargon, argo. In many languages, they have several distinctive features, properties, that are characterized by originality, sometimes specificity and interpreted ambiguously. The border between this dialectical triad is often controversial and arbitrary.

That is why the problem of terminology of these social dialects is not accidentally in the field of research. A deep and detailed study of slang is impossible without understanding the relevant terms.

According to V. Istomin argo is "the language of a socially closed group of people, characterized by the specificity of the vocabulary used, the peculiarity of its use, but not having its own phonetic and grammatical system" [3].

Another linguistic phenomenon is jargon. We consider that jargon is a lexical layer that has characteristic features which distinguish it from argo in a certain way, but in some way combine it with slang. M.M. Makovsky, whose opinion we support, writes that this is "a dialect consisting of more or less arbitrarily selected, mutable and combined elements of one or more natural languages and used (usually in oral communication) by a separate social group for the purpose of linguistic isolation" [5]. From the above mentioned we see that the common thing for jargon and argo is the intention to make the language incomprehensible to others, the uninitiated, otherwise, there are no points of contact. Moreover, jargon, unlike argo, is highly expressive and is considered a semi-open system.

Among the most common characteristic features of jargon and slang are the presence of a semantic parallel in the literary language and numerous borrowings. But this does not mean that slang and jargon are synonyms. Jargon is, rather, a subsystem, an integral part and in some way the basis for slang.

There exist a lot of opinions on such phenomenon as slang. Almost every linguist all over the world has his definition of slang. A. Lipatov, for example, considers that "pure" slang does not exist: it is always "polluted" by jargon and argotism, to say nothing of professionalism and even vernacular. At the same time, argotisms do not immediately come into slang: before they get there, they stay within the jargon, "being purified of the crude argot semantics" [4].

For O. Akhmanova, slang is "an element of the colloquial version of one or another professional or social group, which, penetrating into the literary language or even the speech of people who are not directly related to this group of people, acquires a special emotionally expressive colour in these varieties of language" [1].

An ambiguous opinion regarding slang was formed by I. Halperin. He believed that slang should not be taken into the language, especially into the literary language. This term "in English lexicography combines words and phraseological units that are completely heterogeneous in terms of their stylistic characteristics and spheres of usage" [2]. So, in his opinion, "various dictionaries give the following categories of words and phrases, marked as " slang ": words related to thieves' jargon, various professionalisms, colloquial words, neologisms, figurative words and expressions, contextual meanings of words, words formed as a result of conversion, also abbreviations" [2].

O. Jespersen was the first to give the definition of the term slang among foreign researchers. He connected the theoretical and linguistic understanding of this term with the psychological tendency in linguistics: «Slang, a form of speech which originates from a desire to break away from the commonplaces of the language imposed on us by the community. It is an outcome of mankind's love of play: it is the playful production of something new, where, properly speaking, nothing new was required" [8].

We share T. Solovieva's idea, who defines slang as "the most mobile layer of colloquial speech in the Russian language. The layer includes words and expressions, either borrowed from other languages, or created using word-formation models that exist in the Russian language and are used in more specific meanings due to their acquisition emotional coloring" [7].

Recently, such a linguistic phenomenon as "computer slang" has become quite popular in the language. However, the thing owes its appearance to a broader concept – "slang". Therefore, first, "computer slang" is a variety, one of the elements, components of the "slang" itself. That is why it is impossible to give an unambiguous, clear and appropriate definition of "computer slang".

There are a lot of approaches to the definition and interpretation of the concept of "slang" that have existed in foreign, Soviet, and domestic linguistics. Hence, the same pluralism arises in the approach to the definition of "computer slang." Since the core of this phrase is the second element, most researchers interpret the full (expanded) concept based on it.

The definition of "slang" by T. Solovieva was taken as the basic one and applied to a computer discourse. That is, by computer slang we mean a mobile lexical layer of spoken English, which includes words and expressions borrowed from various lexical groups or created according to certain word-formation models available in English and used in specific meanings by programmers and other computer specialists.

According to M. Semenova [6], the main reasons for creating computer slang can be divided into two groups. The first group includes extralinguistic reasons. Among them there are:

1. The presence of more or less close connections between the two linguistic cultures in politics, economics, culture, the exchange of experience and innovations in these spheres, which instantly affects the level of vocabulary;

2. Psychological, ethical and other factors leading to the use of foreign vocabulary.

The linguistic reasons are:

1. Elimination of polysemy;

2. The formation of structurally similar words or the presence of a series with a common structural component;

3. The tendency to the correspondence of the undifferentiation of the designated concept with the indifference of the designator.

Ways and methods of slang formation are remarkably diverse. Basically, they come down to adapting the English word to our reality and make it suitable for constant use. The main ways and methods of forming computer slang are:

1. **Calque** or **adoption**. Direct adoption reproduces the graphic or sound form of a foreign language word by means of a recepient language. The reproduction of the graphic form of the word is called transliteration, and the reproduction in the recipient language of the sound form of the original word is called practical transcription. Calque can be structural (derivational) when each element of the structure of the adopted word or expression is translated (for example, *memory capacity* – объем памяти, *copy/paste* – копипаст). It can also be semantical, that means a word has a new meaning in the adopting language under the impact of the source language.

2. **Phonetic adaptation.** When adopting happens, the word undergoes phonetic and spelling adaptation. There is a replacement of English sounds with Russian. Within the method sound sequences of the receiving language are used. The word necessarily changes its graphic appearance – the spelling changes from Latin to Cyrillic like that *domain* – домен, *cool hacker* – кулхацкер, *local* – локалка.

Anglicisms, being part of the Russian language, start to follow its morphological laws. Most of these words adopt the Russian grammatical categories of case (*bug* – баг, бага, багу, багом и т.д.), gender (*Java* – жаба – ж.р.; *case* – кейс – м.р.) and number (*application* – апликуха – ед.ч., апликухи – мн.ч.; *cookies* – куки – мн.ч.)

3. **Assimilation**. Many studies have been conducted, but this criterion has not yet been identified. However, most researchers agree that the degree of assimilation can be estimated in a synchronous section. In this case, the following factors will be considered critical:

1. formal assimilation of the sound and morphological system of a target language;

2. combinatorial activity of a word, its compatibility with other words of a target language;

3. latitude and intensity of use;

4. the appearance of derivatives of a given adopting basis, the subordination of adopting to the word-forming laws of a target language;

5. the occurrence of a word in the lexical-semantic system of a source language, synonymic differentiation from original words, the elimination of semantic ambiguity;

6. use for interpretation the meaning of another word.

E.g.: *to approve* – апрувить, *bug* – баг, *to google* – гуглить.

In conclusion it should be mentioned that the 21st century is the century of IT technologies, that provide us with different sorts of products. Specialists that work in the very particular sphere use special languages in order to communicate with each other. One prominent among "special languages" is computer slang. It is a real language because it contains various sorts of words, expressions, idioms that have different origin. Most of the semantic elements have come from the English language. That proves that English is the main source of enriching computer slang. And that is why we can say it produces the greatest impact on the formation of computer slang.

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UDC 821.111-3:316.48"19"

THE PROBLEM OF POSITIVE CHARACTERS IN THE ANTIUTOPIES OF THE XX CENTURY

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Dystopian worldviews in literature have made a great contribution to the development of modern society. Innovative themes expose the social consequences of war, revolutions and reflect the complete anxiety of people for tomorrow. Besides, authors of dystopias, as a rule, explore society in terms of totalitarianism, anticipating the problems of a new class.

So, one of the most sensational works of the 20th century was Aldous Huxley's dystopian novel «Brave New World», in which the author saw problems, the shadows of which we observe after decades in our society. The main theme of the novel is to reflect the creation of an isolated society through the artificial insemination of ova.

At the end of the 20th century was born another novel by the Canadian writer Margaret Atwood «The Handmaid's Tale», which reviewed the features of the status of women in the new society and received true public recognition only after the release of several adaptations. The purpose of the study is to determine how the images of the main characters in the works of Aldous Huxley and Margaret Atwood reflect various problems of a dystopian society.

Materials and methods. The material for our research was the novels by Aldous Huxley "Brave New World" and Margaret Atwood «The Handmaid's Tale», which were analyzed using comparative historical and contextual methods.

Results and their discussion. For a start, we consider the dystopian «Brave New World», which caused different opinions from readers. The idea of writing dystopian novel appeared in 1931 during the interwar period when the British government encouraged the people with a dream of the development of science and technology, but Huxley resisted the imaginary optimism in the country. The main theme of the work is the future of European civilization. Huxley in his novel plays out the possible future, where there are all the charms for human happiness. However, in this society there are no traditional values, science and art, therefore it is so empty and inhuman. Huxley's "new" world is a world of stability that lasts during the new era of Ford (the founder of this era). The totalitarian society considered by Huxley is created in test tubes, people in it are deprived of emotions, feelings and concepts about family, friendship and religion, all express steady devotion to their state and its system. Society in the new world is divided into castes. In the process of education, the lower castes develop an aversion to books (if children interact with books, they are tortured with sirens and electricity) and objection for nature, instead, it was decided to instill a love of out-of-town sports.

The novel «The Handmaid's Tale» has, like all dystopias, a template construction scheme. Its action takes place in New England near future. The US government was overthrown and a totalitarian theocracy regime was established. In the "ideal" state the problem of low birth rates and the authorities struggle with it by selecting women. Those whose bodies are capable of reproduction become maids, whose goal is the birth of offspring for infertile women belonging to the upper class of society. Women with a lack of fertility are sent to camps, where they soon die when working with toxic waste. In the novel «The Handmaid's Tale», Atwood raises the problems of modern society - religious fundamentalism, feminism, the ideology of consumption and abuse of power. All these problems began to be actively discussed since the mid-80s of the XX century, which made the novel almost prophetic. «There is more than one kind of freedom, said Aunt Lydia. Freedom to and freedom from. In the days of anarchy, it was freedom to. Now you are being given freedom from. Don't underrate it» [1].

Any dystopia can be considered as the logical conclusion of utopias. Utopians often represent society as ordered, the system is perfect, and any removal from it leads to the worst. Dystopias are connected with real life; they show what comes out of utopian ideas if they are put into practice. Dystopias are always built on an acute conflict, have a dramatic, tense plot, and vivid characters of heroes. Heroes here often don't have distinctive qualities, they live as the canons of their state dictate and have no idea of living not according to the rules of their era. However, in the world of dystopias, where human uniqueness is prohibited, some characters feel individual among these masses.

Such a revolutionary hero in the novel «Brave New World» John the Savage, who lived away from civilized society among the Indians, but his mother once lived in a brave world, so John was different from other savages in his behaviour. Once he has a chance to get into a developed society, where the conflict of the individual with the outside world takes place. At first, John liked the new atmosphere, but society drives him into frames that are different from all John. The system kills any intention to think outside the box since childhood by getting rid of

books, justifying it with the fact that «you've got to choose between happiness and what people used to call high art» [2]. Mustafa Mond - an ideologist of a wonderful world, believes that for the sake of happiness and peace one can sacrifice individuality, science, art. But the main idea of the dystopian «Brave New World» lies in the opposite opinion. The savage brought up in another society, sees that in the "new" world, happiness is artificial. It does not occur in the process of thoughts and aspirations of man. It is achieved quickly by taking a gram of soma: «The world's stable now. People are happy; they get what they want, and they never want what they can't get... And if anything should go wrong, there's soma» [2]. This is an imitation of happiness, rather than a real, deep feeling. In this civilized world that appeared before John, man is only one of the gears in the general mechanism of consumption.

Among the positive characters, there is also Helmholtz and Bernard, they are "out of the test tube", but "not like everyone else", that's why Mustafa Mond refers them to the islands, where they will be among the most interesting people in the world. These are those characters in whom self-consciousness has developed to such a level that they have become unsuitable for life in our society. All those people who are not satisfied with faithfulness, who have their own, independent views on life are not suitable for the new world. But the writer does not describe their fate on the islands; at the defeat of John Aldous Huxley ended his novel, as if trying to say that the future of this world is hopeless.

These creatures, which brought out of the test tube, have lost their human nature. They forgot what it means to be human; now they just do not know it. The sense of feelings and spiritual development, which was once glorified by great writers, was lost. Now there is no spiritual life of a person, there is only his body shell, but even it is unnatural: it does not age and is not able to produce a species. Of course, the new era of Ford created comfortable conditions for the body, but, unfortunately, destroyed the soul. There are no emotions in this world, only voices of physical pleasure.

The death of John has a special meaning in the novel. Among all the events of the new world, one of John's main tasks is to preserve himself as a man, not an animal. Since suffering is one way of maintaining his humanity, perhaps his death is the final proof that he is a man because Huxley does not have gloom or sadness, everyone considers himself happy, but no one considers himself a person. His death can be seen from two sides: on the other hand, suicide is the ultimate suffering, and on the other hand, the goal of his suicide is liberation. It is obvious that John escaped from this world because he achieves freedom in this way. This scene conveys all dystopian motives, because John's chose is the easy path of liberation, and his death only made the members of a marvelous society laugh.

As for the works of Margaret Atwood, the author selects the main characters of her literary works women, whom the modern consumer society perceives as anonymized things, this is where the feminist views of the writer are manifested. The heroes of her novels are usually victims of the political and social structure of society. The main character from the novel "The Handmaid's Tale" is Offred. She is smart, insightful and genial. Like most women in Gilead, she is an ordinary woman in an extraordinary position, but one of those who tried to run away from the slavery of her time. The name of the handmaid consists of the preposition of and the name of the Commander: Offred = of + Fred. It is worth noting that according to the grammar norms of the English language, belonging to a person is transmitted using the possessive case (denoted by 's), the preposition of is used when it comes to inanimate objects (the door of the house - the door of the house). Thus, Margaret Atwood shows the role of the majority of women in the Gallic society, who fell into the class of maidservants, and indicates their place in the social hierarchy. Offred fell into a new society under pressure from the government, concerned about the low birth rate in the state. In her world, women are a product for the production of offspring for non-fertile women: "A common thing, Aunt Lydia said, is what I'm used to. Maybe now you don't think that this is usual, but over time, everything will change. It will become commonplace"[1]. For women, fertility meant becoming the property of other people, with each had to accept this as the norm and pray daily for the birth of a healthy child. But Offred's relationship with the Commander went beyond the usual relationship of a servant and commander. So, Fred invited her to his place to just talk on various topics. To some extent, the society of the commander became pleasant to Fredova. She went against the laws and rules of her civilization.

Control over the inhabitants of the Republic of Gilead is carried out not only with the help of the routine of life, but also thanks to the prohibitions introduced. Like Huxley, books were banned in society, because reading develops a person's mental abilities, and in a society of total control, an educated population becomes a threat. Since the main character, Fredova, received the special favor of the Commander, she had the brilliant opportunity to sometimes read books, which she compares with a forbidden oasis.

Offred is not a usual character, but she fights with lows of Gilead. Her attempt to escape failed, but she tried to get out of her humiliating position. Offred has feelings for the driver of his Commander Nick. Nick is an equivocal character, and Offred does not know if he is a party supporter or part of the resistance. The epilogue

suggests that he was indeed part of the resistance and helped Offred run away from the commander's house. Indeed, after she begins her affair with Nick, she seems to completely lose sight of the escape and suddenly feels that life in Gilead is almost tolerant. If she finally escapes, it is because of Nick, and not because of something that she does herself. Offred is basically a passive character, kind-hearted, but smug.

Both characters of these dystopias crave independence, voluntariness and freedom from the canons of their time. They go against the rules through their internal conflict and the rejection of society, but life in a programmed world is not their choice.

Conclusion. Thus, after analyzing two cult dystopian novels, we found out that good heroes protest against herd feelings. They can be described as "products" of their eras, fighting to preserve the uniqueness of their class. John and Offred advocate for the inner freedom of man, his development, since representatives of new civilizations exist only for the good of their state, renouncing values, concepts of honor and morality. Positive characters in dystopias create a contrast between a fictional world and reality.

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UDC 821.111

DESTRUCTION OF SOCIAL CANONS IN JANE AUSTEN'S PRIDE AND PREJUDICE

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There is no doubt that the norms and canons which are accepted in the society of different periods are an essential part of history. The term "canon" is well-known, but only some people can estimate the scale of the influence of the canon on people's lives, imagine the absurdity which society could reach in the pursuit of the so-called behaviours.

Materials and methods. The material for our research was the novel "Pride and Prejudice" by Jane Austen, which was analyzed using comparative historical and contextual methods.

Results and their discussion. First of all, it is necessary to clarify what is meant by this term: "Canon (from ancient Greek кбнюн) is an invariable (conservative) and traditional set of laws, norms, and rules in various spheres of human activity and life"[1]. Gradually, this term has become synonymous with the concepts of "standard" and "sample", that is, to be canonical means to be correct and meet established standards.

English society in the 19th century is a period when women are not taken seriously, or rather; they are the most disenfranchised members of society. Women do not have the rights to enter into a contract on their behalf, dispose of property, or represent themselves in court. "For offences of the women sometimes punished more severely than men. A spouse could go to his wife's employer and demand that her salary be paid directly to him. For example, the husband of the actress Julia Glover did the same thing, he left her with her young children in 1840, but came back later when she was already shining on the stage. At first, the Director of the theatre refused to comply with his request, that's why the case was transferred to the court. Regretfully, the judge still decided in favour of the husband, because his rights were protected by the law. In addition to financial dependence, there was an even more painful dependency, it's the lack of rights to children. The child born in marriage belonged to his father (while the mother was responsible for the illegitimate one)" [2].

As it shows, the life of women of the 19th century was not so easy and carefree, as can be judged by the paintings of salon artists. Nevertheless, they didn't give up and continued to fight for their rights — those rights that are available to modern representatives of the female gender.

The Regency is a period in the history of England from 1811 to 1820, during which the Prince Regent ruled the state due to the incapacity of his father George III. It's a real fact that fewer people associate this era with this ruler. Everything is much more interesting: the Regency is identified with the main characters in Jane Austen's novel "Pride and Prejudice".

Jane Austen, an English novelist, is one of the few who tried to blur the boundaries of injustice, to show what girls can be, or rather, what they should be on the example of the main characters of her novels. Speaking of Jane Austen, it is difficult to imagine nineteenth-century England without the characters of her works, without their stories that excite from the very first lines. In her works, she always addressed topics that affected her and her contemporaries. For many, Jane Austen is not just an English writer for ladies, but the author who combined different stylistic layers in her works. Her texts have both the sentimental mood characteristic of the previous era of the eighteenth century, and realism, which appeared in the nineteenth century. She filled her novels with soft irony and parody of social canons. Thanks to this, the writer erased the rigid framework imposed by society. Austen's work was greatly influenced by her family and real-life events. She wrote about things, events that she witnessed every day. Jane believed: "A person, whether a gentleman or a lady, who doesn't enjoy a good novel, must be hopelessly stupid" [3].

At first glance, Jane Austen's novels may seem like simple love stories. However, in addition to love, she tried to show and prove something more to us and herself. Austen wanted to create an accurate picture of English society. This is the society in which Austen grew up and which she was able to observe throughout her life. Moreover, Austen provided her own opinion on specific classes and general social divisions in England. She tried to express how people of the eighteenth and nineteenth centuries perceived social divisions and the possibility of shifting the class boundary, which is another characteristic feature of the writer's work. Besides, she tries to predict what consequences this may lead to. Austen introduced people from different classes, with different needs and problems. These groups of people reflect their social status and their capabilities.

It should be noted that one of the most famous novels of Jane Austen is "Pride and Prejudice". The author started working on it as a 21-year-old girl. It would seem, what can such a young person tell the reader? As seen, publishers did not immediately accept the first child of Jane Austen: only after the publication of her work "Reason and Feelings", in 1811, she published her first novel, subjecting it to a thorough revision.

So, in the novel "Pride and Prejudice", the reader is introduced to a typical Bennet family living on the Longbourn estate, located near the town of Meryton, Hertfordshire. The Bennet family isn't small: Mr Bennet, Mrs Bennet, and their five daughters: Jane, Elizabeth, Mary, Lydia, and Catherine. They all differ from each other in their way. On the example of such an ordinary family, considering each of its members, we can see completely different representatives of English society in the 19th century.

Mr Bennet is the only man in the family, the father of amazing daughters, the man who keeps the whole family together: "In the character of Mr Bennet, so intricately combined vivacity of mind and a penchant for irony, isolation and flippancy, that his wife still failed to adapt to him for 23 years of marriage"[4].

Mrs Bennet is the mother of the girls, whose only purpose was to marry them off. Of the entertainment she had visiting and news. "She was a woman of mean understanding, little information, and uncertain temper. When she was dissatisfied with something, she thought that her nerves weren't in order"[4].

The eldest daughter Jane is the first beauty of the estate. Kind, sensitive, a little naive and trusting. Jane's unadulterated simplicity of character, intelligence, and wisdom can win over anyone who has ever talked to her. She sees only good things in people. Some might find it frivolous and empty, as she tended to keep her thoughts and emotions inside and did not open up to everyone. At balls, she was modest, taciturn, and did not show strong emotions, unlike her younger sisters.

The Bennets' middle daughter, Miss Mary, stood out against the background of the family, but not on the best side. "Mary had no talent or taste"[4], she was "the only plain girl in the family who worked hard at self-improvement and was always happy to show herself"[4].

Frivolous, susceptible to the influence of a younger sister, a girl. This is how you can describe Miss Catherine (Kitty) Bennet - the fourth daughter of the Bennets, Lydia's best friend.

The Bennets' youngest daughter, "a tall, good-looking 15-year-old girl was her mother's favourite." [4] Kitty's best friend. Self-willed, flighty, spoiled girl. She only thinks about men. The owner of an impulsive character. The mother does not see any problems in Lydia's frivolous behaviour and only encourages her.

Let's turn to Elizabeth. The main character of the novel is unique. At the very beginning, she seems to us a simple girl who likes reading. But then, gradually, she opens up to us through her relationships with her family, sisters, and friends, with people she dislikes and loves, on the contrary. Her every word, every act, proves to the reader that she is extraordinary. The author is not very verbose in describing Elizabeth, only with the help of some phrases from other characters we have a kind of portrait of the girl: "...in her face, there is not a single correct feature... it seems unusually spiritual thanks to the beautiful expression of dark eyes" [4]. Also, when describing Elizabeth, Jane Austen repeatedly uses the words "laughter" and "laugh", but for all this, the main character does not have a drop of levity. Rather, something opposite, the ability to analyze and draw conclusions, observing the society around her, the ability to maintain a conversation and defend her point of view.

Elizabeth's actions describe her better than the words of other characters. For example, the way she went to her sister when she got sick, she walked through the mud without thinking about her appearance or what people around her would think about her. She just did what she thought was right. Or take, for example, the cases when she refused Collins's offer to marry him, and then Darcy's offer. After all, she is not rich, and after the death of their father, they can be deprived of the house, any other girl in her place would immediately agree. And in the case of Darcy, Elizabeth Bennet did not only refuse but she accused him of insulting her sister and hurting Wickham. According to these actions, we can conclude that it is not enough for Elizabeth's chosen one to be rich and wealthy, it is much more important to be a worthy person. Talking about Elizabeth, a brave, smart, self-respecting girl, we can safely say that she shows the world what a girl should be.

It should be noted that all the storylines of the work are intertwined around the two main characters, Elizabeth Bennet and Darcy. Initially, they formed an erroneous opinion about each other. And throughout the novel, each of us can catch ourselves thinking that the very name "Pride and Prejudice" is an inseparable part of the main characters. Darcy embodies "pride", and Elizabeth – "prejudice" against him, an arrogant, mysterious rich man.

Creating the characters in her novel, the writer tries to show what made them what they are – the environment, upbringing, as in the case of Darcy, or bad influence, heredity. Elizabeth Bennet resembles her mocking father, and Lydia Bennet is a copy of her mother in her youth.

It's hard not to agree that in modern society there are people like Lydia and her mother who are always in the pursuit of wealth and marriage, and those who see or try to see only good in the world like Jane, and someone who is not afraid to make their opinion of things, to break stupid stereotypes or destroy the canons of society, like Elizabeth.

Conclusion. Thus, I would like to say that the world of Jane Austen's novel is a world of ordinary men and women with their own goals, views and beliefs. This world is full of both selfish ladies, who judge everyone, and

brave girls, who do not change their principles and beliefs. The conflicts, which the characters face, are caused by the social environment, its system of values, prejudices, and criteria for judging people. Of course, this world is not perfect. The accepted canons prevail, mistakes caused by improper education, bad influence of society are often made. But, one way or another, this is a wonderful world, full of various victories, moments of sincere happiness and love. The writer demonstrates the world of her characters in a very ironic manner. She does not impose her assessments on the reader, but it is not difficult for us to guess her opinion.

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UDC 811.111:821.111-2:316.344.2

THE PROBLEM OF SOCIAL INEQUALITY IN GEORGE BERNARD SHAW'S PLAY PYGMALION

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Introduction. George Bernard Shaw's play Pygmalion written in 1912 reflects quite acute social problems that made it popular in many countries around the world. The most important issue of this play is the problem of social inequality in English society. This play sharply raises the question of the social status of a woman of that time, which is viewed from a specific point. It considers the story of the flower girl's life path, coming from a poor part of London, who turns from a street child into a lady of high society. Also, an important aspect was devoted to the pronunciation matter. According to the author, this is the main thing that divides English society into social classes more strongly than any other factors.

Task formulation. Based on the above-mentioned problems, this play can be called relevant nowadays because Bernard Shaw sought to show that there is no unbridgeable gap between the "lower" and "higher" classes. The author struggles with old stereotypes of thinking that sometimes appear in people's heads and still do appear. The purpose of the research is to describe the changes taking place in English society at the turn of the XIXth – early XXth centuries and to analyze the features of understanding the problem of social inequality from the modern society prospective.

Methods of research. George Bernard Shaw's play Pygmalion was chosen for analysis, it was considered in the cultural and historical aspect with the involvement of contextual, comparative and descriptive methods.

Results, their discussion and perspectives. The plot of the play is set in London. It tells the story about a professor of phonetics, Henry Higgins, Colonel Pickering, a linguist of Indian dialects and the cockney speaking Covent Garden flower girl. Henry Higgins bets Pickering that he will be able to transform the flower girl, Eliza Doolittle, into a woman of high English society to present her as a Duchess in six months. According to the terms of the bet, Higgins must teach Eliza Doolittle the correct English pronunciation, which is accepted in high society. For Professor Higgins, it is just a challenge, and Eliza is like a lab rat. From Higgins's original point of view, only pronunciation can distinguish a street flower girl from a Duchess of high English society. But when he started his work, he realized that not only teaching pronunciation is required but also you need to teach the right manners and completely reshape a person's thinking.

Bernard Shaw didn't choose a simple example to show the drastic transformation of a person. By demonstrating to the reader such a radical change in a relatively short period of time, he showed that any other change in human nature is possible to implement in the same way.

Touching the aspect of correct pronunciation, we can put the question: "is it enough to teach a person to speak correctly in order to change their social status?". Let's go back to one of Professor Higgins remarks:" But you have no idea how frightfully interesting it is to take a human being and change her into a quite different human being by creating a new speech for her. It's filling up the deepest gulf that separates class from class and soul from the soul» [4].

But it is not only the language that is considered an expression of human nature. It is worth noting without the aspect of human thinking. Returning to the work we recall the meeting of Mrs Higgins and Eliza. Everything seems to be going well but there is one contradiction - Eliza doesn't know what to talk about in high society.

"Pickering admitted that it is not enough for Eliza to have a lady's proper pronunciation, grammar and vocabulary. Also, she has to develop interests suitable for a lady. As long as her heart and mind are filled with the problems of her old world such as murders due to a straw hat and the beneficial effects of gin on her father's mood, she will not be able to become a lady, even if her language is indistinguishable from the lady's" [2].

Thus, we can say that the position of a person in society is directly related to the character of a person which depends not only on the environment but also on the interpersonal, emotional relationships and connections that he is surrounded with in his environment of communication. In this work the person who influenced Eliza is Colonel Pickering: «But do you know what began my real education?... Your calling me Miss Doolittle that day when I first came to Wimpole Street. That was the beginning of self-respect for me. And there were a hundred little things you never noticed, because they came naturally to you. Things about standing up and taking off your hat and opening doors… But it was from you that I learnt really nice manners; and that is what makes one a lady, isn't it? You see it was so very difficult for me with the example of Professor Higgins always before me. I was brought up to be just like him, unable to control myself, and using bad language on the slightest provocation. And

I should never have known that ladies and gentlemen didn't behave like that if you hadn't been there. The difference between a lady and a flower girl is not how she behaves, but how she's treated. I shall always be a flower girl to Professor Higgins, because he always treats me as a flower girl, and always will; but I know I can be a lady to you, because you always treat me as a lady, and always will" [4].

Looking at the story of the main character, we cannot but notice a slight note of feminist idea. Perhaps a struggle for equality between the sexes had already begun. It was quite difficult for women to move from one class to another. They didn't have any rights. The only rescue was a successful marriage. Work as a governess, a seamstress, a flower girl was the destiny of the lower class women. Most of this work was temporary, such a work lasted until the girl got married. The play showed that Higgins had the same plan. He wanted to marry "his creation" to a wealthy suitor who could provide a comfortable existence. There was no word that Eliza was worth something and could earn for herself, nor was there any word of equal wages between men and women. And this problem stays relevant to this day. The debate about women's place in modern society is very common.

Conclusion. The main character, Elisa, can be compared to modern women; she wants to achieve everything herself, by her own work, to be independent. This girl has nothing in common with those ladies from high society. She didn't become a Duchess but she became a real woman who could only be admired.

According to Shaw, Eliza's "transformation" is intended to refute the established point of view that social barriers are insurmountable. They only prevent people from realizing their potential. Shaw has infinite faith in culture and the knowledge that according to Higgins "destroys the gap that separates class from class and soul from the soul" [3].

Thus, according to the author, money, pronunciation, manners, and education are the only differences between the upper class and the lower, but in modern society, these social problems can be solved.

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THE ROLE OF BOOKS IN THE MORDERN WORLD
AND THE ANALYSIS OF THE NOVEL "PRIDE AND PREJUDICE"
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The present article aims to discuss the role of books in the modern world on the example of "Pride and prejudice" by Jane Austen. And also the article describes the analysis of this novel.

Keywords: books, irony, pride, relationship, prejudice, development, character.

Before starting to analyze the book "Pride and Prejudice" by Jane Austen, it would be good first to mention the role of books in the modern world. Why people read less? This problem is very actual in our time. In the modern world man's best friend is the Internet. Unfortunately, books gradually lost their popularity. However, we all must take care of our intellectual development. It is the duty of each of us and the society. And one of the main ways of intellectual development for person is reading. Literature gives us a huge experience in life, makes us intelligent, educated, helps to see the beauty of the surrounding world, develops our language, keeps the connection between the past and the present, it is no wonder the oldest records in the books. Besides reading books, we get the fundamental knowledge that can be useful to us in real life.

Our generation, unfortunately, ceased to be interested in literature, in this regard, we can talk about lowering the level of culture in society, and it is connected with falling of demand for books. One of the obvious reason is the television, which displacing the books and reading, as it forces us to take time to get comfortable and watch some television programs. And this applies not only to adults but also to children and youth. It is therefore necessary to reverse this trend and develop interest in reading among the younger generation. Interest in books is of great importance for self-development and self-education, so we need to strongly promote among the youth the significance of books to human, for the formation of his intellectual and moral capacities.

Turning to the book "Pride and prejudice" it will be good to mention that the novel has become one of the most popular and beloved English-language novels of all time. It remains a subject of literary criticism, and this is the basis of the English curriculum. While some critics believe that the fabulous finale lacks realism, others praise about women's education and financial dependence. "Pride and prejudice" is one of the most popular novels in English literature. It continues to be as popular today as upon its release in the United Kingdom in 1813. In a time when women writers began to take preliminary steps for the adoption and recognition, the quality of the novel "Pride and prejudice" made a statement on behalf of all women writers of that time. The novel is set at the turn of the 19th century and, in fact, is British, as it is built around the personal family drama of manners and social standards to Victorian England. "Pride and Prejudice" was originally written under the title "First Impression". Jane Austen then rewrote the book as Pride and Prejudice, which appeared in 1813 and became probably the most popular of her works. Austin herself loved the book, calling it "my own darling child", and she was very fond of Elizabeth Bennet, the story`s main character. It was very important at that time for young women of a certain class to marry well, since they had no money or property of their own and were completely dependent on their fathers first and then on their husbands. The story shows how various characters choose their marriage partners, and the mistakes they make along the way. The underlying message is that it is not enough to marry for money alone, this will lead to unhappiness. Correct and polite behavior is another important subject, but Austen shows that the honest and honorable nature is more important than social rules, which are followed only on the surface.

Mrs. Bennet`s chief anxiety is her urgent need to find good husbands for all five of her daughters. So when a rich, unmarried young man rents a large house in the neighborhood, her excitement reaches new heights, she is determined that Mr. Bingley should marry one of the girls. He does in fact seem to be attracted to her oldest daughter, the calm and lovely Jane, but their relationship is not in fact an easy one. Mr. Bingley has a rich friend named Darcy much too proud and scornful of the company in which he finds himself, and she wants nothing to do with him. Gradually these four young people get to know each other, and themselves, much better, and they are often surprised by the discoveries they make.

All the plot lines of the novel converge around two main characters – Elizabeth Bennet and Mr. Darcy. The initial opinion of them can largely develop under the influence of the title of the novel Pride and Prejudice.

Consequently, it might appear that each of them embodies one of these traits: Darcy is pride, and Elizabeth is prejudice against him – a wealthy, arrogant man. In reality, each of them equally and inherent in pride and a long prejudice against each other.

The character of Elizabeth Bennet is revealed gradually through a complex system of relations of the heroine with her parents, sisters, friends, to those who wish her happiness and her ill-wishers, finally, those men who were candidates for her hand. With all the impersonality of the narrative is the author's attitude expresses itself in what traits of her character stand out above all: a sense of humor, lively, cheerful disposition. But in the character of Elizabeth was not levity, mindless pursuit of entertainment peculiar to her younger sister Lydia. Her mindset can be called analytical. It is a lot of serious thinking, observing the manners of the people around her.

The main function in the novel "Pride and Prejudice" is to show the evolution of the main character, the gradual development of the relationship between them. So, during a trip to Elizabeth Collins is the first explanation of Darcy with her. During a trip with the aunt decides her fate: having been in the house Darcy, she begins to change her mind about him, get rid of the prejudice against him begins to realize that she could love him.

Darcy also has his own pride. As soon as he appears on the pages of the novel, all the actors already know the amount of his income, that is 10000 pounds a year, the amount for that time was enormous. Immediately he produces a certain impression on others: proud, arrogant people. And although he is trying to explain his behavior, talking about his isolation, the inability to easily converge with people, but Elizabeth is not convinced. But the main plot intrigue is that the refusal of Elizabeth only gives impetus to a new development of their relationship. The refusal that Darcy received was a difficult challenge for his pride.

The most important stylistic devices in Jane Austen refers, above all, irony, already mentioned in connection with the characteristics of the characters. The ironic effect is created as with the help of grammatical means (e.g. the use of the subjunctive mood), and by means of the vocabulary, when spoken-word opposite in meaning to what is implied. Widely used by Jane Austen, and non-native-direct speech, which allows us to see the inner world of the heroine in moments of her most intense emotional experience. The lexical structure of the author's speech determines a common language. Even to transfer a strong emotional tension, the writer does not resort to some sophisticated techniques, but very skillfully uses the superlative degree of comparison of adjectives.

In "Pride and Prejudice" such compositional principles of a realistic novel are used as a complex system of characters, a significant role of the chronotope in the development of the plot, as well as portrait and landscape sketches in their chronological and aesthetic functions, and finally, a complex subjective organization of the text, in which the dominant role belongs impersonal narrative.

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UDK 821.111+821.111 (73)

THE ARCHETYPE OF THE HOUSE IN «THE CASTLE OF OTRANTO» BY H. WALPOLE AND «THE FALL OF THE HOUSE OF USHER» BY E. POE

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The article deals with the archetype of the house in «The castle of Otranto» by Horace Walpole and «The Fall of the house of Usher» by Edgar Allan Poe.

There is the crisis of the traditional cultural and historical consciousness in the history of English literature of the middle of the XVIII century, which leads to the inevitable appearance, search and creation of new forms, genres, techniques, plots. One of the new discoveries of literature of that time is the Gothic novel, which influenced the development of literature and was entrenched as a certain genre that left its mark on the development of literature as a whole. The English Gothic novel of the XVIII – early XIX centuries, also known as the «mystery and horror» novel, influenced not only popular literature, but also the work of outstanding writers of the XIX and XX centuries, offering them a number of artistic techniques to create a tense atmosphere of fear and anxiety. The Gothic novel is one of the most terrifying phenomena in world literature. Gothic novels usually show the strongest fears; they make you plunge into the world depicted by the author. The author tries to reproduce the impression, to frighten the reader, to transfer them to that world and to the atmosphere that he is trying to show. The plot of the Gothic novel is built around a secret that the main characters try to reveal throughout their lives. The environment, scenes and actions of the characters are usually mystical, gloomy and sinister. In Gothic novels you can see psychological tricks that immerse you in the course of action. Authors often choose the scene of an abandoned house, an old castle or monastery, as well as howling winds, dark forests, creaks of doors and floors. All these tricks can be observed in the novel «The Fall of the House of Usher» [3] by Edgar Allan Poe and in the novel «The Castle of Otranto» [2] by Horace Walpole.

The archetype is a term used to talk about the most common and fundamental initial motifs and formations that have a universal character and underlie any artistic structures. A.Y. Bolshakova says: «…The archetype in literature is often repeated images, plots, motifs in folklore and literary works. The literary archetype is a «crosscutting», «generating model», which, despite the fact that it has the ability to external changes, conceals a constant value-semantic core…» [1, p. 171].

The artistic significance and originality of the work «The Castle of Otranto» is not the plot itself, but the setting of the action. The castle, fraught with many secrets and mysteries, has a huge number of moves, secret rooms and ornate stairs. All actions take place at night, or when it is dark, which gives the work a gothic atmosphere. There is often a frightening silence in this castle, and only gusts of wind make the old shutters of doors and windows creak on rusty hinges. The mystery of the work lies mainly in the image of the castle. The castle here is the main and special art space where all the events unfold. It has a gloomy and mysterious appearance. Due to the fact that it has powerful walls, a huge number of corridors and dark staircases, it makes a unique impression on the reader and actively involves in the storyline.

The Castle of Otranto is the home of Manfred's family, but at night the castle «comes to life» when fantastic figures and sculptures appear that remind Manfred of the past and the dishonest way he got this castle. The reader can see the archetype of the house – the castle affects the lives of the people, and they cannot improve the situation, and they have to submit to fate. Here you can see the ill fate that overtakes the main character. No matter how he tries to avoid the prophecy, he is not able to escape from the consequences. His castle collapses, and he remains without a family. This event shows where the person's greatest and most cherished desires can lead.

When analyzing the novel «The Fall of the Usher House» by E.A. Poe, it can be noted how the author skillfully describes the house in which a person lives, and how this house affects his whole life. It is important to pay attention to the author's description of the house and its surroundings; what language means he uses to achieve that gloomy atmosphere, and to invite the reader into the world of the work. From the very beginning, the author fuels the atmosphere so that the reader immediately feels the danger and inevitability of what will happen in the future. We can see a terrible dream, from which it is impossible to get out.

The most important parts of the work are painting and sound recording. The entire work is based on a combination of dark and contrasting colors. Black and red colors are in complete contrast with the painful pallor of Roderick Usher. The black color of the floors, walls, the house itself is a sign of death, darkness and horror. Red is the color of the moon and blood on the dress of Usher's sister, the color of the tragedy and madness that engulfs

the house of Usher. Usher's white complexion is a symbol of illness and suffering. Here the author considers it necessary to introduce sounds that immerse the reader in an atmosphere of melancholy and fear. You can notice how the floor and walls of the house creak during a storm, which takes the reader into a world of endless horror.

The author shows the people's life, plays with the reader's feelings, awakening phobias (fear of darkness, confined space). And the worst thing in this work is not the event itself, but the expectation of this event. Many actions are taking place, a denouement is expected, the situation is getting worse, and the event itself doesn't seem so terrible, since the author has been preparing us for the worst outcome throughout the entire work.

The archetype of the house in this work is clearly visible from the very beginning. The author depicts to the reader the world of a man who has lived his whole life in this house, and what it has ultimately lead to. The house seems to drain the forces from its inhabitants, take vitality, but in the end both Roderick Usher and his sister die, and after their death there is no one left who could live in this house, and the house dies with them, leaving nothing except debris and dust after itself. The destroyed house here is a symbol of hiding all the secrets of the people who lived in this house. Roderick Usher and his sister die in a frenzy, the house collapses above their bodies, taking away all their secrets and secrets with them.

Here you can see that the house is the epicenter of something bad. It does not bring good emotions into life. There are some problems with this house, because it is a carrier of a family disease that cannot be cured. A house buries itself when it takes the life of the last person living in it, because a house simply cannot exist without people, since people in a house are an integral part of it, without which a house cannot be called a house to the full.

In conclusion, it should be noted that the archetype of the house in Gothic novels is one of the most relevant and significant topics of English literature in the XVIII century. Gothic novels occupy a leading position in the literature of that time. Having examined the works «The Castle of Otranto» by H. Walpole and «The Fall of the Usher House» by E. Poe, we can conclude that the archetype of the house in the XVIII century becomes an urgent topic for reflection. At that time due to the changes in the social life, many authors showed interest in the psychology of man, in their fears, as well as how archetypes affected the consciousness and life of people, which resulted in the creation of a large number of such works.

In both works the castle/house is the center of the family clan, where all family members gather. But if in the E. Poe's work you can see that the people living at home are close to each other, in the H. Walpole's work all people have disagreements, although they live under the same roof. It can also be noted that in both works there is a common feature – something that does not depend on the people living in the house. Here it is shown through the image of a family curse and family illness.

In «The Castle of Otranto», unlike «The Fall of the Usher House», the castle does not poison the lives of the people who live in it. He seems to be quietly watching the events that take place there. The walls of the castle do not only look at what the main characters do, how they live and what they want, but they also influence the course of their actions. But not the castle itself scares the reader, but that spirit, the ghost that dwells in it. It's just intimidating the inhabitants of the castle, and they don't understand what is happening and what to do with it, because they are busy with their lives and solving their own problems in the name of their interests and desires. The people living here are as if in a cage, they are trying to live an ordinary life and solve their urgent problems, but because of the flow of events that affect each other, they seem to «cook» in current situations from which there is no way out. The disclosure of secrets is postponed to the very finale of the work, and horror occurs on the first pages of the works.

In addition, the image of the house/castle in the works, being a multifaceted symbol, has a psychological effect on the reader, creates an atmosphere of fear, mandatory for Gothic works. The archetype of the house in these works has the ability to influence the fate of the character, their life, human values, and also influence the future of every person living in the house/castle.

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UDC 81.362

BRITISH AND AMERICAN VERSIONS OF THE ENGLISH LANGUAGE, HISTORY AND THEORETICAL VARIABILITY

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Abstract: This article reveals problem of British and American versions of the English language, history and theoretical variability, classification and their norm in the language system.

Key words: language variability, dialects, accent, classification, archaic words, standard, common.

Classification of English language options. British English (BrE) is a form of English that is used in the UK. It also includes all regional dialects of the English language in the UK.

American English (American English, AmE) is a form of English used in the United States of America. It also includes all regional dialects of English in the United States.

American spelling outside of school and humanitarian university education, that is, in everyday life, is not considered as erroneous. This is due to the fact that with the development of cinematography, television and radio, Canadians quickly underwent an intense influence of American culture.

Written forms of British and American English, which are found in newspapers and textbooks, are almost identical in essential indicators. Minor differences can only sometimes be noticed when comparing the language of the written media of Great Britain and the United States of America (for example, when comparing the American and British newspapers). Such the-common official form of written English is called standard English.

It should be noted that the colloquial varieties of British English have noticeable differences. They reflect the long history of the separate development of dialects in the territory of British Isles. Differences between dialects, words and accents are observed not only between the countries of Great Britain - England, Northern Ireland, Wales and Scotland, but also within them. Only two percent of the population speaks the well-known Received Pronunciation (RP). All official dictionaries and courses of teaching English as a foreign language are based on the RP pronunciation. Received Pronunciation is also known as "Oxford English" (English Oxford English), "Royal English" (English Queen's English) and "English BBC" (English BBC English). It is worth noting that most of the names of the bases are not: not every graduate of the University of Oxford speaks with an RP accent, and in the BBC television station the announcers are no longer obliged only to use it while broadcasting.

There is also an unofficial standard for spoken American English. It was developed under the influence of the media, as well as under the influence of a historical increase in the social and geographical mobility of the US population. In a broad sense, this emphasis is typical for TV presenters, since the profession requires them to adhere to common vocabulary and speech manner. However, some provincial television workers tend to use local forms on the air. Despite the presence of an unofficial norm, regional varieties of American English not only did not disappear, but, on the contrary, according to linguist William Labov, took root and developed.

In the USA, local dialects mainly reflect the peculiarities of the native languages of the majority of immigrants who live in a particular area. The influence of foreign languages at the level of vocabulary and pronunciation is especially noticeable. Researchers identify at least four regional variations of American English: northern, southern, western, and midland. In the period after the end of the US Civil War, residents of the eastern territories began to actively populate the western part of the country, which resulted in dialect leveling and mixing of dialects. Thus, the greatest variety of forms of American English is preserved in the eastern United States, populated much earlier. Individual dialects, for example, the dialect of New York and the dialect of Southern Appalachians, form their own spoken forms of American English, different from the rest and characteristic only for these places.

British and American English are recognized as world standards for spoken and written English taught in non-English speaking countries. In most countries of the former British Empire, in which English is not the language of the majority of the population, they follow the British language tradition. In such countries, American words and expressions that have long been spread throughout the English-speaking world [1] have been gaining increasing popularity in such countries. In turn, the American rules are used by countries (originally non-English speaking), which in the past were under the influence of the United States. In many countries, regardless of the preferred norm, along with it emerged their own dialects of the English language, such as in the Philippines and in India.

Among the other most important variants of the English language are Australian and Canadian English, which are the third and fourth in the number of speakers, respectively. Most of the vocabulary, syntax and

phonology of the Canadian shares with the American version of the English language, despite the abundance of surviving British norms and original Canadian words. This fact allows some researchers to distinguish American and Canadian English into a separate group of dialects called the North American English dialects. Also in Australian English, along with their own Australianism, there are both American and British features. Moreover, in Australia, English is different from the options considered in this article more strongly than Canadian English. Irish English, New Zealand English and South African English differ from them in the number of speakers for whom this native language is even stronger.

History of American English. American English is a language variant of the English language that has developed in the United States. Speakers of American English are 80% of the population of America, despite the fact that the language of the Constitution of the country is not officially fixed. Under the influence of various factors in American English, various features have developed at all language levels.

The history of the formation of American English is connected with the history of the development of the United States. The history of the development of the English language in America dates back three and a half centuries. For the first time, English came to the American continent in the 17th century. HELL. Schweitzer, an eminent American linguist, considers two periods of language development: the early (XVII -XVIII) and late (XIX-XX) [2]. In 1607, the first English settlement was founded in North America, it was named Jamestown (Jamestown), in honor of the King of England James I (James I). The area in which this city was located was named Virginia in honor of the queen, the virgin Elizabeth I (Virgin Queen), who had never been married. Further settlements began to appear gradually along the coast, as well as on the nearby islands (Bermuda) [7]. In 1620, persecuted by religious differences, the pilgrims went to America on the Mayflower, on a new continent they dreamed of finding a new home. The new settlement was named after the city of Plymouth, from which in September 1620 the pilgrims went to the New World. The settlers of the Plymouth colony were people deeply religious and distinguished by puritan customs and commitment to tradition. Many of their traditions formed the basis of American culture. One of these traditions is the celebration of Thanksgiving Day (for the first time this holiday was held in New Plymouth in 1621) [6].

Residents of Jamestown and Plymouth kept to different linguistic traditions. The settlers who settled in the south came mainly from the western part of England, the counties of Gloucestershire and Somerset. Thereby they brought with them various characteristic features of pronunciation, for example: the voicing of sound [S] (Somerset - Zomerzett), the rolling [r] after vowels. You can still hear the echoes of this pronunciation among residents of certain areas. In the US, this type of pronunciation is called —coastal‖. According to some scholars, it sounds closest to the language of the Shakespeare era, as it did not change so quickly due to the relative isolation of native speakers.

As for the settlers who lived in Plymouth, they mostly came from the eastern counties of England (London, Lincolnshire, Essex, Nottinghamshire, Kent), some of them came from central or more distant counties. The lack of sound [r] after the vowels was one of the peculiarities of the pronunciation of the inhabitants of this colony. It is this style of speech and became dominant in the United States.

Sound differences, which were based on the dialects of the early settlers, during subsequent migrations of the population continued to persist. However, the dialect distribution scheme has never been clear and clear due to the constant migration of the population from north to south and from south to north, as well as movement of large numbers of immigrants from various countries of the world.

In the XV11 century, the number of immigrants continued to grow. A wide variety of languages and dialects was brought to the USA. Thus, people who spoke different dialects, began to live very close. By the first census in 1970, the population was 4 million, most of them living along the Atlantic coast. Starting from the XVI century, the London dialect becomes a kind of benchmark to which all educated Englishmen certainly strive. Gradually, regardless of the place of residence, the speech of educated people is approaching a single literary model. It is quite obvious that the speech of the first immigrants from England was striving for the same standard as in their homeland. Thus, the English language in America corresponded to the same standards adopted in England at the beginning of the seventeenth century.

However, from the point of view of the British literary language, English in the United States has retained a number of archaic features. A number of words that had become archaic in England were still used by immigrants. For example, the verb loan (to lend) was practically out of use in England, but remained in use in America. Sometimes, from the point of view of the literary language of Britain, it did not become the whole word, but only one of its meanings. For example, the word guess in the meaning of —think, believe‖ was first viewed in England as archaism, but now it is already considered Americanism [4].

Life on the new continent greatly enriched English, brought a large number of neologisms. The migrants had to invent new names for the one they had not encountered before. Among them are A.D. Schweitzer highlights the following:

1. neologisms associated with flora and fauna (moose - American moose, backwoods - wilderness, hickory North American hazel, gap - mountain pass, deep gorge);

2. household neologisms (corn - corn, a lot - a piece of land);

3. Neologisms associated with the life of the Indians (medicine man - the shaman of an Indian tribe, war-path - the path of war). The vocabulary of the English language in America endured constant modifications, as mentioned earlier, due to the formation of new words and borrowing from other languages [6]. It is important to note the fact that the American version of the English language absorbed a huge amount of borrowing. In the West and South-West of the United States of America, the first language was Spanish, in the northern areas and in some central areas French was spoken, and the inhabitants of New York (formerly New Amsterdam) spoke Dutch [5].

The vocabulary of American English, in turn, was enriched by borrowing from the languages of Indian tribes, for example: squash (English pumpkin), skunk (English skunk), wigwam (English wigwam), raccoon (English raccoon). Borrowings from the French language consisted of food names (chowder - stew), topographical terms (prairie - prairie, rapids - rapids, rapids). The household vocabulary was borrowed from the Dutch language: cookie - cookies, cruller - sweet cake, boss - boss [6].

Because of the assimilation process that most immigrants began to speak English for one or two generations. The sphere of using English as a native language began to expand gradually. Some scholars believe that it was English that became the very link that united such diversity of peoples and cultures [5].

Thus, by the XVIII century, English in America began to differentiate from the British literary norms. The strongest features were observed in phonetics and in the vocabulary [6].

Language variability and the norm in the language system. When learning a language, variation and constancy are considered to be fundamental concepts. Variability is evidence that the language is a system and it is in a state of constant change. Various changes directly lead to increased diversity in the system. At the same time, the concept of constancy is opposite to variability, it reflects the orderliness of the system, its constancy and the absence in it of increasing diversity [4].

In the context of the above terms, it is necessary to immediately clarify the difference between such concepts as variability and variance. Variability - changes in language units within a single system, with variation, the system is considered more widely. The term variation implies different variants of the language system. This allows us to understand that when analyzing the realization of phonemes in speech, we are dealing with the problem of variability, and when comparing territorial and national variants of a literary language, the study raises the question of the variance of the language system.

The norm is most common in the literary language. It is necessary to note the distinctive feature of the literary norm, including the pronunciation norm; it is systematization, that is, a reflection of the established rules for the use of linguistic units in various grammatical reference books and dictionaries.

The concept of variation is first encountered in the works of the Swiss linguist F. de Saussure. He characterizes the sign and the desire for variability as one of its properties. Later, this linguistic phenomenon was studied in all other areas of linguistics at different levels of the language system. Variability, as the main property of the language system, has become one of the leading themes in the works of both domestic and foreign linguists [3].

In order to study the status of the pronunciation norms of national variants of the English language, it is necessary to determine the meaning of the concept of the ―pronunciation norms‖, as well as answer general linguistic questions about the relationship between the norms and norms of the literary language, the type of the pronunciation norms and the status of the pronunciation norms within one national English.

The concept of a norm at the level of the sound system of a language is defined as the pronunciation norm of a single literary language that obeys the laws and rules, and that's why, it is established in a specific language group.

It is also important to note the fact that the orthopedic norm sets the limits of variation, and also determines acceptable and unacceptable variants of pronunciation.

The norm, as is known, is implemented at all levels of the language system: phonetic, lexical and grammatical. The language norm is also a ―realization of consciously accepted patterns of verbal communication.

"Accepted images of verbal communication" include a number of phonetic, grammatical and lexical rules that are characteristic of written and oral speech.

In this context, it is important to clarify that in the Anglo-American special literature the term ‗standard‗‗ is used. Word―Standard‖ means in this case inter-ethnic and intra-national communication in English. That is, according to native English speakers, Standard English, is an internationally accepted standard. This is a kind of ―dialect that English speakers consider ideal to teach their mother tongue, and, among other things, this is a model that foreign students are taught [2]. Let's consider the signs of Standard English:

The most characteristic feature is its non-affiliation to any of the territories. In other words, such a language is used wherever they speak and write in English.

Another distinctive feature is the fact that native speakers of this language can speak with a «regionally-standard accent», which is considered the norm for a particular territory.

From the above considerations it follows that the term Standard English actually implies a literary written and spoken standard. From this conclusion, a question arises about the relation between the norm of a literary language and its pronunciation standard at the level of interethnic and intra-national communication.

The multiplicity of standards of the English language in Great Britain, particularly in England and Wales, the standard of the English language is often understood as Received Pronunciation (RP). In the US, the standard is the American version of English – General American.

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EMOTIONAL ASSOCIATIONS WITH GREEN COLOUR
IN ENGLISH AND BELARUSIAN CULTURES

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Green colou r is included in the list of the most important colour names both in English and Belarusian culture. Its associative characteristics have a lot in common too, but there are some culturally-specific differences.

Key words*: green colour, emotions; Belarusian,English culture, similarities, differences*

Introduction. Representatives of different cultures have different conceptualizations of colours [1,p.231]. There is no word corresponding to the Russian colour term '*goluboy*' in English, and the word '*indigo*' isn't widespread among Belarusians and Russians. Colour conceptualization involves not only its allocation and identification, but its correlation with emotions and feelings of different language communities.

We attach very great importance to the distinctions discovered in the perception of the word *green* by Belarusian and English speakers. Lexical meaning of words, as it is well-known nowadays, is described linguistically not only through their references to extralinguistic realia or their collocations with other words, or else through their paradigmatic connections such as synonymy, antonomy, semantic fields, but through numerous and various associative ties, coming up (happening or taking place) in the minds of human subjects (speakers) when they hear (perceive) this or that word [2, p.89]

Green colour is included into the list of the most important colour names both in English and Belarusian cultures. But colour distinctions are not limited by the list of the main colour names. We assume that associations with green colour can have some peculiarities in English and Belarusian cultures.

The aim of this paper is to investigate the relationship between green colour and emotions it evokes in English and Belarusian cultures. The research involves an analysis of the results obtained in the experiment conducted to check what feelings are associated with green colour. This colour is included in the hierarchical list of basic colour terms, proposed by Berlin and Kay [3, p.151-153].

As was observed by T. Szczyglovska[4, p.89-107], the first thought which we have when examining the relationship between colours and emotions is that both of these phenomena are important parts of human life. The world which surrounds us is full of colours and our emotional attitude towards the objects of everyday life is very often conditioned by their colour. Colours affect our emotions and feelings and this can be reflected in the way people think and use the language. We are going to examine the relationship between the colour term 'green' and emotions which it brings about in the minds of the speakers of Belarusian and English cultures. We want to find out the associations they may have with this colour.

The method of the investigation is borrowed from T. Szczyglovskafor itappeared to besimple. In Scotland a questionnaire was presented to subjects which come from different countries: the UK, Australia, South Africa and the USA. The group of informants consisted of both men andwomen of approximately 20-30 years of age (only a few informants were younger than 20 or older than 30). The same experiment was carried out by us in Belarus. It also started with a questionnaire and the question asked was: What are your associations with the green colour? The subjects were requested to write down their associations.

When studying the results of the experiment, only associations were of importance. Neither the sex nor the age of the subjects was taken into consideration. Furthermore, it needs to be noted that the responses were different and weren't grammatically uniform. For the sake of clarity and order, it seemed sensible to present the answers in their noun form.Moreover, some individual responses had to be excluded from the analysis as they evidently pertained to phenomena other than the domain of emotions or feelings.But if such associations were offered many times and there was a logical explanation for them, they were taken into consideration in our analysis. If there wasn't a logical explanation, they were considered in a special group.

Let us examine emotional associations with the green colour. Such positive associations as 'calmness', 'peace', 'happiness', 'joy', 'friendliness' were mentioned by 44 % of English informants. On the other hand, negative associations 'envy', 'jealousy', 'sickness', 'coldness' make 40 %. 16 % of the English subjects attributed green to 'nature' (Table 1).

As far as Belarusian informants are concerned, 32 % of their answers contained such positive associations as: 'calmness', 'joy', 'hope'. More than a half of the answers belonged to the group of associations with nature: 'freshness', 'grass, trees', 'vegetables', 'youth'. It means that nature is the strongest attractor in Belarusian culture.

Whereas only 6 % of respondents associated green with such negative emotions as 'disgust'. What is more there was a neutral association with 'traffic lights' which we interpret as an association with town   (Table2).
The associations evoked by green are presented in Tables 1 and 2

Table 1.- Associations in British culture

Association	Percentage of subjects	Percentage of answers
Calmness, peace	30	23
Envy, jealousy	24	19
Nature	16	13.5
Happiness, joy	10	8
Sickness	8	6
Coldness	4	3
Freshness	4	3
Friendliness	4	3

Table 2.- Associations in Belarusian culture

Association	Percentage of subjects	Percentage of answers
Nature (trees, grass)	26	13
Calmness	18	9
Vegetables, fruit (cucumber, avocado,apple)	12	6
Youth	10	5
Hope	10	5
Traffic light	8	4
Disgust	6	3
Freshness	6	3

Summing up the results of our research we can say that Belarusian and English cultures have a lot in common in their view of the green colour: associations with nature and a lack of experience('youth', ' inexperience') were mentioned by the informants of both cultures. But Belarusian associations of the green colourwith nature are by far more numerous against 20 % in English culture. We assume that this corresponds to the claims of Belarusian researchers about the role of nature and natural phenomena in the outlook of Belarusians. Besides associations of Belarusians were mostly positive and only 6 % of the answers belonged to the group of negative emotions.Surprisingly, English-speaking respondents comparatively often viewed *green* as having something to do with negative emotions (Table 3).

Table 3.-The analysis of the results

Culture	Associations with nature and little life experience	Associations with positive emotions	Associations with negative emotions
Belarusian	54	32	6
English	20	44	36

Conlusion.Summing up what has been said above, informants from Belarus and Britain have some similarities in their emotional perception of the green colour, but there are some striking differences as well, which don't allow us to consider their perceptions identical. So, green colour has a culturally-specific interpretation. In Belarusian culture most of the associations are often connected with nature and very few of them are negative, while English culture associations with nature are less numerous. Besides, negative connotations are much more part of English vision of the green colour; on the other hand English informants mostly associate green colour with something unpleasant. So, we claim that perception of *green* is culturally specific and has its peculiarities in both Belarusian and English cultures. The subtleties discovered in our research can help to describe the lexical meaning of

the word *green* in the languages involved in our experiment with a much greater precision and help to understand cultural differences in the interpretation of colours better.

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UDC 821(7/8).09

COSTUME AS A MEANS OF DEPICTING THE INNER WORLD OF THE HERO
IN T. DREISER'S NOVEL «SISTER CARRIE»

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The article analyzes the artistic peculiarities of the hero's costume (as a part of the character's portrait) based on Theodore Dreiser's novel «Sister Carrie». The narrative in the novel revolves around the heroes' all-consuming love for clothes. Particular attention in this article is given not only to the characters, but to the names of their clothes that will help to determine not only the structure of the images of the novel, but also to give them psychological characteristics.

To characterize the novels' heroes, different authors use different methods and techniques. The peculiarity of prose created by Theodore Dreiser is in his descriptions and assessment. In Dreiser's works much attention is paid to the characters' appearance. The author uses various techniques to characterize heroes, and the description of a hero's costume plays an important role in it. Some stories may have two or three bright details that help to understand the hero. But more often, much attention is paid to the characteristics of clothing. Literary clothing is «a special language important for the transmission of indirect writings. The clothes built into the symbolic structure of the work can tell about the character of the heroes and their fate» [1]. The costume «fixes» a certain social status, indicates value priorities, and also indicates the price of human life itself.

Working as an editor in one of the most prestigious women's fashion magazines "The Delineator" in 1907, Dreiser learned a lot about clothes and fashion. His experience with style allowed him to study the influence of clothing on the actions, decisions, collapses and expectations of people. Since Dreiser was a man who grew up in poverty, he understood the obsessive desire of paupers to acquire material wealth and improve their social and economic situation. Analyzing the quality of the fabric, clothing, its purpose, expression, representation, Dreiser allows the reader to participate in determining the specific function embedded in a particular name.

The novel "Sister Carrie" shows that Theodore Dreiser is interested in the language of material things. In a way, Dreiser operates like an expert in fashion, detailing every accessory that Meeber and the other characters have. At the beginning of the novel, clothing language of the main character Carrie tells the reader about her lower socio-economic status. Her «cheap imitation alligator-skin satchel» in this example, does not tell the story of lacking taste, but tells of her willingness to mix and fully meet the high demands of the capital. It also describes her expectation and fear of the poverty of her sister and the family she will stay with for some time when she arrives in Chicago. Carrie's shabby clothes declare her desire to improve her life as she watches beautifully dressed people on the streets, in department stores, restaurants, and offices. Dreiser cautiously differentiates between Meeber's poor social position, paying great attention to the fabric of her clothing itself, contrasting her with people who are financially better than her, such as Carrie's paramour, Charles Drouet. Dreiser describes Drouet's entire toilet in detail: «His suit was of a striped and crossed pattern of brown wool, new at that time, but since become familiar as a business suit. The low crotch of the vest revealed a stiff shirt bosom of white and pink stripes. From his coat sleeves protruded a pair of linen cuffs of the same pattern, fastened with large, gold plate buttons, set with the common yellow agates known as "cat's-eyes." His fingers bore several rings — one, the ever-enduring heavy seal — and from his vest dangled a neat gold watch chain, from which was suspended the secret insignia of the Order of Elks. The whole suit was rather tight-fitting, and was finished off with heavy-soled tan shoes, highly polished, and the grey fedora hat» [3]. Demonstrating a modern and expensive Drouet model, Dreiser makes Carrie "aware of inequality», wearing her in a «plain blue dress», old and «shabby», appropriate «the worn state of her shoes» [3]. As E. I. Abramova explains, « characteristics of clothing details help to delve into the images of the main characters, contribute to their ambiguous interpretation, mark the social status of the characters, help the reader to imagine the era, and become the basis for modeling the worlds in which the characters exist» [2]. In the novel, the costume is an indicator of monetary imitation and Carrie cannot achieve all of this because of her family status. Clothes play the role of an actor in the film, convincingly telling their own story about changing personalities in economic circumstances.

Dreiser recognizes Carrie's "sharp eye for fashion" as a congenital power in her, and the unity is that Carrie's refined taste to fashion does not provide the most in-depth understanding of the real goals of the lovers. Eventually, she realizes that their clothes are blurring her picture of reality, and she decides to rely on herself while she has already endured the confusion of being used by her lovers. Ironically, when she becomes an actress and begins

to have her own money, she, like Drouet and Hurstwood, "sinks" into a sea of mass consumption and seduction by clothing. In this novel, the language of clothing creates the wrong perception of Carrie's life, manages, defies of her arrogance, and forces her to make the wrong choices. The writer puts Kerry penniless in a row of attractive clothing displays, and she struggles with the desire for instant gratification: «Fine clothes to her were a vast persuasion; they spoke tenderly and Jesuitically for themselves. When she came within earshot of their pleading, desire in her bent a willing ear. The voice of the so-called inanimate! Who shall translate for us the language of the stones?» [3]. Thus, garment controls the rational thinking of characters like Carrie. Therefore, the heroine associates shoes, accessories, and clothing with convenient faithful companions. Her emotional needs are measured by the consumption of these goods, "intimate hugs" with material things such as clothing and shoes.

Thanks to Carrie, we can draw a parallel between two characters, namely her lovers, Drouet and Hurstwood. A travelling canvasser Charles Drouet felt confident in society. He sought superiority over others; he dressed in the latest fashion. But for the most part, his following of fashion was due to public opinion and a desire to stand out. Hurstwood, on the other hand, dressed elegantly and discreetly: « He was in the best form for entertaining this evening. His clothes were particularly new and rich in appearance. The coat lapels stood out with that medium stiffness which excellent cloth possesses. The vest was of a rich Scotch plaid, set with a double row of round mother-of-pearl buttons. His cravat was a shiny combination of silken threads, not loud, not inconspicuous. What he wore did not strike the eye so forcibly as that which Drouet had on, but Carrie could see the elegance of the material. Hurstwood's shoes were of soft, black calf, polished only to a dull shine. Drouet wore patent leather but Carrie could not help feeling that there was a distinction in favour of the soft leather, where all else was so rich» [3]. Hurstwood also had an unquestionable reputation as a polymath and theater expert, and was an excellent bar Manager at Fitzgerald and Moy.

Aware of position in the society both protagonists occupy and upbringing they have, we can determine the main features of the characters: Drouet was selfish by nature, thought only about himself, about his desires and pleasures, did not know how to pay attention to the feelings and interests of people around him, was always quick with a quip and could easily hurt and offend another person, often without realizing it. And his manner of dressing, his costume corresponds to his state of mind. The love of beautiful and fashionable clothes is actually justified by Charles's selfishness and sense of superiority over others. Luxury in clothing was one of the means of expressing his personality. The hero of the novel is endowed with a complex and contradictory character, so his inner world cannot be placed in any framework. On the other hand, Hurstwood is a very intelligent, subtle, and observant man: « When Hurstwood called, she met a man who was more clever than Drouet in a hundred ways. He paid that peculiar deference to women which every member of the sex appreciates. … He was mild, placid, assured, giving the impression that he wished to be of service only-to do something which would make the lady more pleased» [3].

Thus, it can be noted that a piece of clothing is a voluminous, multi-faceted symbol. It is one of the parts of the living space, its reflection not only external, but also internal. Character's clothes for Theodore Dreiser is a means of self-expression, revealing the spiritual world and personal qualities. Therefore, appearance is undoubtedly a good ground for understanding human psychology. And indeed, each person, creating their own style, puts a piece of soul into it, which carries information about its owner, which is so well proved to the hero of these works, even if unconsciously, but their appearance reflects internal features.

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UDC 811.111

BLENDING AS A PRODUCTIVE TYPE OF FORMING WORDS IN ENGLISH

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The nature, types and general structural and lexical features of blends are considered. The nature, difference from compounds and functional peculiarities are touched upon in the paper.

The national picture of the country is best shown by the lexical base of the language, which reflects the particular perception of the surrounding reality by a native speaker. At present, blending is becoming more widespread due to the content and originality of the form, due to the ability to give an idea of the nature of native speakers and the situation in the country, evaluate various innovations from the point of view of people and see their attitude to various realities. In the second half of the twentieth century, there are changes in the usual notions of creating new lexical units. The need for conciseness and mainly conciseness in the transfer of information has also increased in connection with the rapid development of advertising, science, technology, and medicine. The words formed as a result of blending satisfy these queries.

The aim of the paper is to give a general overview of blending as a universal way of enriching the vocabulary of a language and as a particularly productive type in E nglish.

Today, the theory of conceptual integration or the well-known theory of blending is most attracting attention. The founders of this theory are Gilles Fauconier and Mark Turner, French and American linguists, who stated that the ability to basic cognitive surgery is an important breakthrough in the evolution of the human brain. This is also a decisive circumstance that caused the emergence of the language. The theory began to develop actively in the mid-90s. XX century and began to be applied in various fields of science. They believed that «conceptual integration is based on the "four-space model". The present model is represented by two initial input spaces, a generic space and an blended space or blend, that is, a new value that appears as a result of the projection of one source mental space onto another source space or as a result of merging their meaning». [1]

The blending process becomes possible due to the person's ability to think reasonably, thanks to cognitive abilities, the ability to establish connections between elements that at first glance seem incompatible. These cognitive operations connect language and thinking, as a result of which complex theories or concepts are created, but they may actually not be as simple as they might seem.

Blending as a way of word formation is a common language phenomenon and is found in different languages. The number of blends in a language can indicate the degree of manifestation of flexibility in it, the level of adaptation and readiness for various changes. Blending began to spread not only in English, but also in other European languages. However, it is English that shows the greatest tendency to form new words from its resources. One reason is the analytical structure of the English language. In terms of the blending structure, a certain type can be distinguished in English, namely phrasal blends. It should also be mentioned that this is a freer type, which serves to indicate linguistic realities, adopted for the convenience of understanding them. It is mainly a spoken language.

A study of the Russian language blends showed that most of them are borrowed from the English language, meaning international, well-known concepts that have common similarities that arise in a particular speech situation. It should be noted the predominance of nouns in this pair of languages. Such blends have typical characteristics of the part of speech from which they were formed.

In "Modern English Lexicology: Theory and Practice", E.M. Dubenets gives the definition of blends as follows: «Blends are words formed from a wordgroup or two synonyms. In blends, two ways of word-building are combined: abbreviation and composition. To form a blend we clip the end of the first component (apocope) and the beginning of the second component (apheresis). As a result we have a compound-shortened word». [4, c. 192]

During the study of blending, several different terms appeared that are used in English to refer to this process: "contamination", "telescoping", "portmanteau", "fusion", "hybridwords". All the terms are used as synonyms, but the most common are "blend" and "blending".

Blending and compound words have some similar features. They are close in semantic unity and integrity, have a connecting stress and complete spelling, but differ from complex words in the combination of parts, truncation and insertion of morphs. At the moment, the question still remains open whether the value of blends can be reduced to the sum of the values of their components. It is necessary to distinguish between blends, which are new tokens, and blends, which are shorter stylistic variants of previously existing phrases. Blending is not the same as a reduction, although there is indeed a certain reduction in words and morphemes.

These language models are characterized by universality, but as O. A. Khrushcheva notes: «the prevalence of a particular model varies depending on the language: units formed by replacing the hyposem of the dominant seminal structure prevail in the housing of the Russian language blends, a common way of forming the lexical meaning of blends is by combining the seminal structures of correlates». For example, rockoon = rocket + ball, surfer = surfe + safari, transistor = transfer + resistor. [2, c. 187-189]

English linguist G. Cannon emphasizes that «Blends <...> are caused by the rise of two or more words (often synonyms or near-synonyms) to one's consciousness at the same time». [3, p. 725-75]

There are several characteristics for blends: they are organized in such a way that usually a shorter and more common word becomes the first part of the blend. The number of syllables hardly exceeds the number of syllables in the original, longer word. As a rule, blends retain the same stress as in one of the source words. They usually also have at least two syllables, one of which comes from each source word.

There are two types of blends: the additive and the restrictive. Both include adding together not only sound but also meaning. But still, the semantic relationship is different. In the first case, a connection of equivalent foundations occurs. Frenglish = French + English. The restrictive type is a certain combination, where the first element modifies another. For example, medicare = medical + care; hamboo = sham + bamboo, gasohol = gasoline and alcohol.

The blending process exhibits general and particular features in languages. General features are manifested at the level of speech - widespread in advertising, journalism, in scientific papers. The universal function of blends is implemented in specific languages in different ways, so if they are not international or are not direct borrowings from any source language, then they are determined culturally and there is a need for interpretation taking into account the basic knowledge and premises of the speaker.

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UDC 811.11

PERSUASIVE STRATEGIES IN PUBLIC SPEAKING

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The article focuses on persuasive strategies employed in public speaking to influence the audience's beliefs, attitudes, and values. Persuasive strategies are viewed as features of rhetoric used for expressing ethos – presenting the credibility of the speaker, logos – pertaining to logical reasoning, and pathos – involving the emotional component. The article also provides a description of persuasive strategies based on human psychology. Awareness of persuasive strategies improves the speaker's performance.

Traditionally, public speaking was considered to be a part of the art of persuasion. Contemporary linguists have introduced variant definitions for the notion "persuasion". According to W. Fotheringham, persuasion is the process which aims to create certain effects in the addressee's mind in order to fulfill the speaker's purposes [1, p. 48]. R. Perloff defines persuasion as a type of social interaction that attempts to influence and change attitudes in an atmosphere of free choice [2]. His definition emphasises that persuasion is in sharp contrast to manipulation or propaganda as it is ethically neutral, overt and can be withdrawn. V.E. Cherniavskaja states that persuasion is the speaker's impact upon the addressee in order to inspire conviction and provoke action [3]. Thus, taking into account the above-mentioned definitions, persuasion refers to a targeted impact which seeks to achieve the goals of a person using it. Persuasion is used as an influential instrument in the political, social, religious and economic speeches. Persuasive speaking intends to influence or reinforce the beliefs, attitudes, values, or actions of the audience.

Research into the notion of persuasion as an effective tool to inform, persuade, and motivate the audience goes back to ancient times when rhetoric gained popularity as the art of speaking. According to Aristotle [4], rhetoric observes the available means of persuasive argumentation based on three main principles: ethos, or moral argumentation; logos pertaining to the rational appeal; pathos, or emotional argumentation, used to involve the audience.

Ethos is the credibility of the speaker, namely their ability to manifest a good moral character, common sense, and concern for the audience's well-being. K. Campbell and S. Huxman explain that ethos is not about conveying that you, as an individual, are a good person. It is about mirroring the characteristics idealized by the culture or group (ethnic), and demonstrating that you make good moral choices with regard to your relationship within the group (ethics) [5]. J. Stiff and P. Mongeau introduce three dimensions of credibility: 1) competence, or the perception of the speaker's expertise in relation to the topic being discussed; 2) trustworthiness, or the degree that the audience perceive the speaker to be presenting accurate, credible information in a non-manipulative way; 3) dynamism, or the degree to which the audience perceive the speaker to be outgoing and charismatic [6, p. 105].

Logos refers to the logical means of proving an argument or bringing in and refuting counterarguments. Speakers appeal to logos by, for instance, presenting factual, objective information that serves as reasons to support the argument; by giving relevant examples to support a proposition; by deriving logical conclusions; and by using credible supporting material like expert testimony, definitions, statistics, and literal or historical analogies [6, p. 142].

Pathos relates to emotion appeal, for example, using vivid language, including personal stories; using figurative language such as metaphor, similes, personification; and using vocal variety, cadence, and repetition [6, p. 146]. Although the division seems clear on the surface, it might prove difficult to establish the boundaries between logos, ethos and pathos as in the course of persuasive interaction they overlap and co-exist. This means that the speaker could share their views in support of rational argumentation and build the atmosphere of emotional engagement at the same time.

Thus, persuasive strategies, often referred to as rhetorical appeals, are devices in rhetoric that classify the speaker's appeal to the audience.

A. Wallwork states that audiences tend to like persuasive public speeches, i. e. speeches that:

– are professional and are delivered by someone who is credible and confident;

– look like they were prepared specifically for the audience so that the audience feel valued and respected, their position acknowledged and their preferences taken into consideration;

– tell the audience interesting, curious, and counterintuitive things;

– are delivered in a friendly, enthusiastic, and relatively informal way;

– entertain the audience and interact with audience [7, p. 6].

A persuasive technique is a complex set of linguistic tools employed to change attitudes and get responses without openly imposing any ideas on the recipient [8, p. 56]. I. D. Romanova and I. V. Smirnova have worked out the classification of persuasive techniques on the basis of the above-mentioned rhetorical principles. According to their classification, the logos-based persuasive strategy corresponds to the use of rational argumentation as a way of reasoning that the receiver might accept and is represented by *appeal to rationality* technique. The ethos - based persuasive strategy includes persuasive techniques of *self-representation* and *appeal to authority.* The pathos-based persuasive strategy comprises 6 techniques each targeting a particular emotional component: 1) seeking common ground; 2) personal involvement; 3) appeal to desires/preferences; 4) appeal to state awareness; 5) appeal to time awareness; and 6) appeal to benefit [8, p. 57].

Recently, a number of persuasive strategies have been identified based on theories and evidence related to psychology, namely on the theory of cognitive dissonance and on the theories of motivation, including A. Maslow's hierarchy of needs.

Cognitive dissonance in psychology is defined as the mental discomfort that results when new information clashes with or contradicts currently held beliefs, attitudes, or values. Using cognitive dissonance as a persuasive strategy relies on three assumptions: 1) people have a need for consistency in their thinking; 2) people experience psychological discomfort when inconsistency exists; and 3) this discomfort motivates people to address the inconsistency to restore balance [6, p. 80]. In short, when new information clashes with previously held information, there is an unpleasantness that results, as we have to try to reconcile the difference. Thus, this persuasive strategy is also referred to as the reconciliation strategy.

Positive and negative motivation are common persuasive strategies used by public speakers. When using positive motivation, speakers implicitly or explicitly convey to the audience that listening to their message or following their advice will lead to positive results. Conversely, negative motivation implies or states that failure to follow the speaker's advice will result in negative consequences [6].

According to A. Maslow, there are several layers of needs that human beings pursue: physiological, safety, social, self-esteem, and self-actualization needs. Speakers are more likely to be successful at focusing on safety, social, and self-esteem needs, which they can combine with positive and negative motivation [6]. Appeals to safety needs evoke the audience's concern for their safety and the safety of their loved ones. When speakers combine appeals to safety with positive motivation, they present information that will result in increased safety and security. Combining safety needs and negative motivation, speakers use some degree of fear as a motivator and may convey that the audience's safety and security will be put at risk if the speaker's message isn't followed. Appeals to social needs evoke the audience's need for belonging and inclusion. Positive motivation is present in messages that promise the receiver "in-group" status or belonging, and negative motivation can be seen in messages that persuade by saying, "Don't be left out", thus drawing out insecurities people have about being in the "out-group." Finally, appeals to self-esteem needs evoke the audience's need to think well of themselves and have others think well of them, too.

Thus, to achieve the desirable effect in public speaking it is necessary to employ the combination of persuasive strategies to maintain a balance between the ethos, logos or pathos components of argumentation. Persuasive strategies presenting a positive image of the speaker (ethos) include *self-representation* and *appeal to authority* techniques; those pertaining to logical reasoning (logos) comprise *appeal to rationality* technique, and those involving the emotional component (pathos) comprise persuasive techniques of seeking common ground, personal involvement, appeal to desires/preferences, appeal to state awareness, appeal to time awareness, and appeal to benefit. It is also essential to be aware of persuasive strategies based on human psychology, such as the reconciliation strategy, and strategies combining positive and negative motivation with appeals to safety, social, or self-esteem needs in order to persuade.

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UDC 811.11

THE IMPORTANCE OF AN INTRODUCTION IN A PUBLIC SPEECH

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The article focuses on "attention-getters" which are used in introductions to capture the audience's interest and make them interested in the speech topic.

INTRODUCTION. Public speaking is the process of designing and delivering a message to an audience [1, p.8]. We live in a world where we are overwhelmed with content, so communicating information in a way that is accessible to others is more important today than ever before.

One of the most common complaints novice public speakers have is that they simply do not know how to start a speech. The introduction for a speech is generally only 10 to 15 percent of the entire time the speaker will spend speaking. Unfortunately, that 10 to 15 percent of your speech can either make your audience interested in what you have to say or cause them to tune out before you have started [1, p. 255-256]. How you introduce yourself and how the audience react to your introduction determine at least 30% of the success of your presentation [2, p. 105].

STRUCTURING A PRESENTATION. A well-thought-out organization is extremely important for a presentation. When speakers are not organized they are not perceived as credible and their audiences view the speeches negatively [1, 291]. Moreover, the way we receive and absorb information in an oral presentation is very different from how we get it by reading a paper. When we read, we control how fast and in what order we want to absorb information. We can scan the whole paper quickly if we wish, and we can skip certain parts. While watching a presentation, we have no control over what or how or in what order the presenter will give us this information. We cannot go backwards to "reread" if we did not understand the first time [2, p. 8]. A clear structure helps the audience to follow the speaker's ideas in the correct order.

Traditionally, speeches have three parts: an introduction, a body, and a conclusion.

The introduction should grab the audience's attention and orient them to your subject. In the introduction, the main theme of the presentation should be stated, along with the main propositions that support the thesis. Often, the introduction includes an explicit statement of goals and objectives the speaker is trying to achieve. Finally, the introduction should set the stage for you, as the center of attention. If a previous speaker introduced you, thank and acknowledge this, otherwise introduce yourself. Let the audience know how long you will be speaking and whether you want questions during the talk so that the audience knows what is expected of them [3, p. 207].

The body of your presentation should contain three to five points that support the thesis of the talk. This is where you flesh out main points. You give examples and show why and how you have come to the conclusion you have; you give references that will help convince the audience of the truth of what you are saying; and you explain some of the more important points in greater detail [4, p. 22].

The conclusion should summarize the points of the presentation, reiterate the theme and provide closure for the audience. The summary includes a restatement of the thesis and/or objectives of the talk, the supporting points from the body of the presentation, and indicates the importance of these points [3, p. 208].

An important role in this structure is played by the introduction. Audiences form their impressions of a presenter within approximately 90 seconds, after which it is difficult to change their opinion [2, p. 105].

HOW TO START A PRESENTATION. An attention-getter is the device a speaker uses at the beginning of a speech to capture the audience's interest and make them interested in the speech topic. Usually speakers tend to use one of eleven attention-getting devices when starting a speech [1, p. 262].

To prove the relevance of these devices, some examples listed below are taken from the most popular TED presentations of all time. Now TED is the most professional platform for public speeches. In its own words it offers *Riveting talks by remarkable people, free to the world*. "Riveting" means that the presentations are so good that they will gain your attention and you will want to keep watching. By 2012 its presentations had reached one billion views online, and are now being viewed at the rate of 1.5 million times per day. The videos have been translated into up to 90 languages. It has become such an influential platform that famous actors and musicians make beeline to a TED stage when they have ideas to share [5, p. 10-11].

Reference to Subject. The first attention-getting technique is to tell your audience the subject of your speech. This device is probably the most direct, but it may also be the least interesting of the possible attention-getters [1, p. 262]. Here is an example:

"The human voice: It's the instrument we all play. It's the most powerful sound in the world, probably. It's the only one that can start a war or say "I love you." And yet many people have the experience that when they speak, people don't listen to them. What I'd like to suggest, there are a number of habits that we need to move away from" [6].

While this is not the most entertaining or interesting attention-getter, it is very clear and direct [1, p. 263]. This method is usually used in conjunction with the other methods listed below.

Reference to Audience. The technique called a direct reference to the audience is used when the speaker has a clear understanding of the audience and points out that there is something about the audience that should make them interested in the speech content [1, p. 263]. Here is an example from a talk called "How to spot a liar":

"Okay, now I don't want to alarm anybody in this room, but it's just come to my attention that the person to your right is a liar. Also, the person to your left is a liar. Also the person sitting in your very seats is a liar. We're all liars. What I'm going to do today is I'm going to show you what the research says about why we're all liars, how you can become a lie spotter and why you might want to go the extra mile and go from lie spotting to truth seeking, and ultimately to trust building" [7].

In this example, the speaker points out that lies are something that everyone has experienced thereby emphasizing the importance of being able to spot a lie. The speaker directly involves the audience and motivates them to listen to the answer. This helps to get the audience's attention for the rest of the presentation.

Quotation. Another way to capture your listeners' attention is to use the words of another person that relate directly to your topic. Quotations are a great way to start a speech. Here is an example of using a quotation for a speech on deception:

"Oliver Goldsmith, a sixteenth-century writer, poet, and physician, once noted that "the true use of speech is not so much to express our wants as to conceal them" [1, p. 263-264].

Reference to Current Events. Referring to a current event that relates to your topic immediately makes the audience aware of how relevant the topic is in today's world. For example, consider this attention-getter for a persuasive speech on frivolous lawsuits:

"On January 10, 2007, Scott Anthony Gomez Jr. and a fellow inmate escaped from a Pueblo, Colorado, jail. During their escape the duo attempted to rappel from the roof of the jail using a makeshift ladder of bed sheets. During Gomez's attempt to scale the building, he slipped, fell forty feet, and injured his back. After being quickly apprehended, Gomez filed a lawsuit against the jail for making it too easy for him to escape".

In this case, the speaker is highlighting a news event that illustrates what a frivolous lawsuit is, setting up the speech topic of a need for change in how such lawsuits are handled [1, p. 264].

Historical Reference. You may also go further back in history to find a relevant reference to your topic [1, p. 264]. For example, if you are giving a speech on leadership, you could refer to the most popular examples of good leaders from history:

"How do you explain when things don't go as we assume? Or better, how do you explain when others are able to achieve things that seem to defy all of the assumptions? For example: Why is Apple so innovative? Year after year, after year, they're more innovative than all their competition. And yet, they're just a computer company. They're just like everyone else. They have the same access to the same talent, the same agencies, the same consultants, the same media. Then why is it that they seem to have something different? Why is it that Martin Luther King led the Civil Rights Movement? He wasn't the only man who suffered in pre-civil rights America, and he certainly wasn't the only great orator of the day. Why him? And why is it that the Wright brothers were able to figure out controlled, powered man flight when there were certainly other teams who were better qualified, better funded – and they didn't achieve powered man flight, and the Wright brothers beat them to it. There's something else at play here" [8].

In this example, the speaker is evoking the audience's memories of those great leaders and thus previewing the main idea of his presentation.

Startling Statement. The sixth device you can use to start a speech is to surprise your audience with startling information about your topic. Often, startling statements come in the form of statistics and strange facts. The goal of a good startling statistic is that it surprises the audience and gets them engaged in your topic [1, p. 266]. For example, the speaker is giving a speech about happiness. First, he asks his audience which of two options they would prefer. One option is winning the lottery. This is about 314 million dollars. And the other is becoming paraplegic. The audience obviously chooses the option of winning the lottery. After that, he gives them counterintuitive information about how these two things affect a person's happiness:

"Interestingly, there are data on these two groups of people, data on how happy they are. And this is exactly what you expected, isn't it? But these aren't the data. I made these up! These are the data. You failed the pop quiz,

and you're hardly five minutes into the lecture. Because the fact is that a year after losing the use of their legs and a year after winning the lotto, lottery winners and paraplegics are equally happy with their lives" [9].

Question. There are two types of questions commonly used as attention-getters: response questions and rhetorical questions. A response question is a question that the audience is expected to answer in some manner [1, p. 266]. For example, the speaker may ask the audience to raise their hands:

"I have a confession to make. But first, I want you to make a little confession to me. In the past year, I want you to just raise your hand if you've experienced relatively little stress. Anyone? How about a moderate amount of stress? Who has experienced a lot of stress?" [10]

A rhetorical question, on the other hand, is a question to which no actual reply is expected [1, p. 266]. For example, the speaker talks about happiness and he starts his speech with this questions:

"What keeps us healthy and happy as we go through life? If you were going to invest now in your future best self, where would you put your time and your energy?" [11]

In this case, the speaker expects the audience to think about this questions as the speech goes on [1, p. 266].

Humor. Humor is a great way of focusing an audience on what you are saying. However, humor is a double-edged sword. If you do not wield the sword carefully, you can turn your audience against you very quickly. One of the biggest mistakes a speaker can make is to use some form of humor that the audience either does not find funny or finds offensive. Humor can be incorporated into several of the attention-getting devices mentioned. You could use a humorous anecdote, quotation, or current event. As with other attention-getting devices, you need to make sure your humor is relevant to your topic [1, p. 267]. For example, the speaker from Nigeria starts her talk about cultural identity and how it is influenced by literature describing funny misunderstandings that she faced in her childhood.

"I was an early reader, and what I read were British and American children's books. I was also an early writer, and when I began to write, at about the age of seven, stories in pencil with crayon illustrations that my poor mother was obligated to read, I wrote exactly the kinds of stories I was reading: All my characters were white and blue-eyed, they played in the snow, they ate apples, and they talked a lot about the weather, how lovely it was that the sun had come out. Now, this despite the fact that I lived in Nigeria. I had never been outside Nigeria. We didn't have snow, we ate mangoes, and we never talked about the weather, because there was no need to. My characters also drank a lot of ginger beer, because the characters in the British books I read drank ginger beer. Never mind that I had no idea what ginger beer was. And for many years afterwards, I would have a desperate desire to taste ginger beer. But that is another story. What this demonstrates, I think, is how impressionable and vulnerable we are in the face of a story, particularly as children" [12].

Anecdote. An anecdote is a brief account or story of an interesting or humorous event. A common mistake speakers make when telling an anecdote is to make the anecdote too long. The entire introduction should only be 10 to 15 percent of your speech, so your attention-getter must be very short. For example, here is an anecdote the speaker uses to begin his speech on how disconnected people are from the real world because of technology:

"In July 2009, a high school girl named Alexa Longueira was walking along a main boulevard near her home on Staten Island, New York, typing in a message on her cell phone. Not paying attention to the world around her, she took a step and fell right into an open manhole".

The speaker uses a real story that emphasizes the main message of the speech [1, p. 265].

Personal Reference. Some of the best speeches are ones that come from personal knowledge and experience. If you are an expert or have firsthand experience related to your topic, sharing this information with the audience is a great way to show that you are credible during your attention-getter. For example, if you had a gastric bypass surgery and you wanted to give an informative speech about the procedure, you could introduce your speech in this way:

"In the fall of 2008, I decided that it was time that I took my life into my own hands. After suffering for years with the disease of obesity, I decided to take a leap of faith and get a gastric bypass in an attempt to finally beat the disease".

If you use a personal example, do not get carried away with the focus on yourself and your own life. Your speech topic is the purpose of the attention-getter, not the other way around [1, p. 268].

Reference to Occasion. This device is only useful if the speech is being delivered for a specific occasion. Many toasts, for example, start with the following statement: "Today we are here to honor X". In this case, the "X" could be a retirement, a marriage, a graduation, or any number of other special occasions. Because of its specific nature, this attention-getter is the least likely to be used for speeches being delivered for college courses [1, p. 268].

These were the most popular attention-getters that most speakers use. It is fundamental to connect with the audience. If you do not connect with them, they will not give you the attention you deserve. This is particularly true if your presentation is scheduled just before lunch, after lunch, or at the end of the day, i.e., at times of the day when the audience's attention is very low. Finally, it is not only at the beginning of your presentation that you can use these techniques. They are also excellent ways of regaining attention later in the presentation [2, p. 115].

CONCLUSION. The introduction is the foundation of any successful speech. One of the most common mistakes among many speakers is the assumption that their audience is always interested in the presentation. However, this is completely wrong. If you do not give them reasons to listen to you in the beginning, lately it will be difficult to regain attention. This is why it is so important to employ different attention-getters in the introduction to your speech.

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EDICATION, SOCIAL STUDIES, LAW, GENDER STUDIES

UDC 37.014

THE PROBLEMS OF THE LEGAL REGULATION FOR INCLUSIVE EDUCATION IN THE REPUBLIC OF BELARUS

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The article analyzes the problems of the disabled person's legal right to get education; the author has also studied and systematized the theoretical provisions on the research topic, searched the regulatory legal acts of international and national legislation, examined problems in this area and proposed some solutions.

The introductory part. At present the questions about how the disability affects the processes of socialization and education are becoming more widespread around the globe, and this is also true about the Republic of Belarus. That is why a number of questions have arisen, in particular, about how it is necessary to legislatively regulate the aspects of the education process implementation with regard to people's characteristics with disabilities. The aim of the paper is to analyze the regulatory legal acts, to identify the gaps in the legal regulation of inclusive education, to analyze the problems associated with the implementation of the constitutional right to education, and to make recommendations for solving these problematic issues.

Therefore the paper seems to be modern and necessary.

The main part. Before considering the topic, let us define the term "inclusive education." The legislation of the Republic of Belarus does not classify this term. To establish the meaning of this term, we turn to the doctrine. Inclusion involves the process of creating an accessible environment for people with special needs, adapting the system to the needs of every individual ("special") person [1]. Accordingly, inclusive education is a learning process with the use of an accessible environment.

The main international document that governs the situation with people with disabilities in the society is the Convention on the Rights of People with Disabilities, adopted in 2006 and which came into force in the Republic of Belarus in October, 29th, 2016. It accepts a broad classification of people with disabilities and confirms that all persons with any form of disability should enjoy all human rights and fundamental freedoms. The Convention clarifies how all categories of rights apply to persons with disabilities, and identifies areas where adaptation for people with disabilities is necessary so that they can effectively exercise their rights in areas where their rights are violated and where the protection of rights needs to be strengthened [2]. In order to monitor the implementation of the document, the Committee on the Rights of Persons with Disabilities was created. This Committee is authorized to consider the official reports of the States parties to the Convention, to make proposals and general recommendations, as well as to consider reports of violations of the Convention by States parties.

The report that the Republic of Belarus submitted to the Committee in 2018 contained the information about the advances that had been made during the 2 years period of implementation of the Convention. After signing the Convention, the efforts to ensure the accessibility were intensified in the following areas: the improvement of the existing legislation; the standardization of work; the responsibilization, and the monitoring of the compliance with the applicable laws; the assessment of the transport accessibility and other social infrastructure facilities to help people with disabilities; the legislative and financial support for creating the affordable transport infrastructure; the accessibility of public services for people with disabilities [3].

In addition to the official report that is presented by the Republic of Belarus to the Committee on the Rights of Persons with Disabilities about the situation in the inclusive sphere, the alternative report will be presented by the organization named "OFFICE on the Rights of Persons with Disabilities". This is a non-profit organization that provides legal assistance, advice on issues of the rights of people with disabilities, creates and promotes innovative resources and services for people with disabilities as well as the accessibility databases, guides, and maps. The office is also engaged in educational activities [4].

In 2016, even before the ratification of the Convention, the OFFICE submitted a "zero" report [5] providing statistical information and the facts about whether people with disabilities were discriminated in Belarus or not, as well as it determined the degree of the accessibility of the environment, etc. This report considered that, in general the level of the accessibility of the environment can be estimated as "below average". The report also

provided a number of recommendations that should be followed in order to make the lives of people with disabilities the same as those of ordinary people. The main ones were:

• To introduce a new term into the law - a person with a disability.

• To create the information policy.

• To insure punishments for the violations of the accessibility requirements in the design, in the construction and in the operation of facilities. Otherwise the established procedural administrative sanctions as well as the practice of law enforcement cannot be considered as the effective legal protection and should require review. There should also be an increase in the attention of authorized bodies in order to collect the facts of the violation, and after they should systematize and apply adequate immediate measures.

• In order to broaden the list of technical means for rehabilitation, it is necessary to introduce special means for spatial orientation (including guide dogs with a set of equipment), for education and/or training (including resources for people with visual impairments), work, and special sports and training equipment [5].

The analysis of the legislation and the report itself has shown that the Republic of Belarus has created sufficient conditions for the development of inclusive education, but it should also be noted that there are some gaps in this area that need to be filled in by legal regulations.

Let us consider the characteristics of inclusive education on the example of Novopolotsk city.

Novopolotsk is a regional city, and it is obvious that there is not enough attention to people with disabilities, in particular in the field of education. The lack of necessary equipment, of a sufficient number of ramps and of specialists who have special training skills, all this creates difficulties for the socialization of people with disabilities in regional cities like Novopolotsk.

In 2015 the project called "Novopolotsk - from an inclusive school to an inclusive city" was implemented. The project aims at providing children and the youth with disabilities with equal access to education, and it introduces innovative technologies into the activities of local authorities. The ideas of the project should subsequently help to make the city mobile, convenient for every resident, and to create a tolerant attitude towards people with disabilities in the society. As a result of the project implementation, the following steps have been made for inclusiveness: the elevator was installed in the Secondary School No. 8; an online learning class was organized in the Secondary School No. 8; a sports ground near the Secondary School No. 8 was also built. After the reconstruction of the Palace of Children and Youth, the management adapted places for children with disabilities using wheelchairs. Now, one can say that the ideas of the project are fully recognized and implemented. But is it enough to make people with disabilities comfortable while getting education in Novopolotsk? The answer is no. Most educational institutions are still inaccessible for children/youngsters with disabilities.

What should be done to develop furthermore inclusive education?

In order to create a "barrier-free" environment, it is most effective to use the experience of foreign countries. First of all, it is the creation of anti-discrimination legislation.

The basics of legal regulation in the field of education are given in the Code of the Republic of Belarus on Education, dated from January 13th, 2011. N 243-Z, according to which the State 1) ensures the availability of education for everyone (including people with special psychophysical conditions, taking into account their health and cognitive capabilities) at all levels of basic education and while getting extra-curriculum education, as well as 2) creates appropriate education possibilities for people with special psychophysical conditions and 3) provides these people with correctional and pedagogical assistance [6]. Nowadays the Republic of Belarus has adopted the Law "On Social Protection of Disabled People in The Republic of Belarus", but it doesn't contain enough regulations that would really reflect the equal status of people with disabilities in comparison to other people.

Many countries have adopted special documents that are directly aimed at anti-discrimination policy for people with disabilities. For example, in Norway the law on discrimination and accessibility is applied in higher education, and the Department of education has provided basic instructions, outlining the responsibilities of universities. In addition, the law on universities and university colleges contains an article on the "Learning Environment" which states that the space must be designed and built so that it is accessible to people with disabilities. All higher education institutions are also required to take action plans of the learning environment for students with disabilities.

Creating an accessible environment in the field of education.

Equally important, when ensuring the access to education, is having a specific person or organization at school and/or at university. In Ireland, for example, there should be specific employees at universities or institutes who are responsible for supporting students with disabilities.

One more way to create comfortable environment for people with disabilities is by providing them with information and educational activities.

Unfortunately, still a lot of people are not ready to accept people with disabilities as full members of the society. There are also certain stereotypes about people with disabilities which need to be dealt with. Information campaigns, class hours at schools and additional classes at universities – all this will help to overcome the mistrust of the society towards people with disabilities. We need to show that they are equal members of the society, only with some peculiarities.

The conclusion. In conclusion we note that the problems that arise when exercising the right of citizens to inclusive education in the Republic of Belarus require a comprehensive solution in terms of state regulation and effective resource provision. State legal regulation and improvement of legislation in this area will ensure the quality implementation of the constitutional right of people with disabilities to education and will make it possible to comprehensively solve the accumulated problems of the state legal system.

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UDC 37

SECURITY OF PERSONAL DATA IN SOCIAL NETWORKS

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The article addresses strategies to ensure personal integrity and how to protect civil rights from various offenses. A definition of social networks is presented, various risks and threats to personal user's information are investigated, as in a network domain various attacks are made in order to threaten a private life.

Introduction. Information technology is quite widespread in the modern society. Many people lead "double life": online and offline. Involving users in social networks and making people participate in them is a form of intromission into private life, soul, well-being, or into the field of privacy and personal security. Information systems can be a goal, a method, a way, or a place as well as a mean of committing various offenses.

Therefore, the main purpose of the article is to study features of social networks when ensuring privacy and protection from unlawful acts. It is also important to mention many opportunities presented by social networks to contribute to the improvement of social welfare or can be used to prevent, detect and suppress offenses. The potential value for the study is to propose the setting of limits on social networks.

Threats to personal information on social networks. User's safety (security, confidentiality) has always been an important element when connecting yourself to a computer network, and it is still relevant today when using social networks. Users understand the limits of such confidentiality differently; the discussions about its degree always vary, depending on interest groups and cultural contexts. It is worth showing the scheme of social networks engagement versus real communication engagement. Shortly, a number of participants in online communication can grow by attracting relatives, friends and colleagues. Each of your contacts can join (by adding) communication using any "direct" common connection. Nevertheless, such a "friend" (contact) in a real life will encounter serious "communicative" difficulties when joining communication, that is why such a scheme does not apply in a real life. Nevertheless, users of social networks and their "friends of friends" easily get into closer relationships than it is possible in offline communication. Usually user's information is available to "friends", "friends of friends", "friends of friends of friends", etc. Sometimes user's profiles are completely available online, while in a real life this information is available only to a narrow circle of relatives, neighbors or close friends; exists only in official archives and, of course, is confidential. It can be argued that in social networks everywhere and at any given time there are "message boards" on which information is read out, though in a real life such information is considered private. [1, p. 173]

Social networks have significantly transformed privacy principles. To characterize a person in an offline society means to spend a lot of time, efforts and energy. The characterization of a person in a cyberspace or in social networks takes only few clicks: various aspects of socio-demographic information.

Individuals usually indicate on social networks: physical attributes, family life, education, work experience, hobbies, achievements, awards, daily activities, consumption habits, financial situation, housing category, car owning, travel time and direction, psychological state and character traits, political opinions, the information about relatives, as well as similar information about online "friends". The more information you post about yourself, the more vulnerable you are. Even with all the security measures taken, information leakage is possible.

Just after private information is posted on social networks, it hypothetically becomes publicly available on the Internet, regardless of spatial and language boundaries. The functioning experience of social networks confirms that privacy threats are increasing due to the willingness of most users to share private information (including confidential) online, making it accessible by individual users (user groups), relatives, friends and colleagues. Such behavior may be based on the motivation for self-disclosure (self-presentation) through which confidential information becomes publicly available. Thus, the use of publicly available confidential information in illegal activities is one of the main problems in social networks. Active and deliberate disclosure of confidential information by users themselves is carried out, as a rule, due to the underestimation of threats to their own security. Another aspect of the problem is the "passive" disclosure of confidential information [1, p. 174]

Thus, active and passive disclosure of personal information significantly increases risks of confidentiality in network space. Being so easy to obtain user's personal information in social networks and considering the methods of its use, we can conclude that the effectiveness of fighting such illegal behavior with the help of traditional jurisdictional means, is insufficient. As a result, the significant amount of user's data, including personal information, images, audio and video materials are used by unauthorized people and becomes available for public.

The more information is shared, the more likely it is that someone who is pretending to be a regular user can get someone's personal data by deception, or by downloading illegal software and providing access to restricted sites.

Unauthorized access to user's accounts. Violation of home privacy (unauthorized entry) which occurs in a real life, regardless of other harm, is a criminal offense in accordance to the national legislation of many States. When these States determined the consequences of illegal entry into the digital space, many of them criminalized actions such as unauthorized access to information systems, information resources, and account information. For example, in *the Republic of Belarus*, criminal liability for unauthorized access to computer information occurs under *Art. 349* of the Criminal Code of the Republic of Belarus. Unauthorized access is defined here as unauthorized access to information, stored in a computer system, a network or a storage device, accompanied by a break of owner's security system (unauthorized access to computer information), which entailed the inadvertence, alteration, destruction, blocking of information or malfunctioning of a computer equipment or causing other substantial harms.[2] *The object* of this crime is the procedure of accessing to computer information, *the subject* is computer information.

Since the idea of unauthorized access appeared, a distinction has been established between a regular and a malicious "hacking" of accounts. The usual "hacking" is unauthorized access, which is not followed by damage or illegal use of information. A malicious account "hacking" can be used to commit other crimes, including credit information stealing, stalking of legal owners, fraudulent activities on social networks, gaining competitive advantages, illegal enrichment, threats to public safety and even terrorist activities. At the same time, the consequences of usual hacking of an account and unauthorized access to personal information can often lead to much more serious consequences for users of social networks. Socio-demographic information available to the attackers, personal data, financial and economic information, a specific characteristic of the daily routine and behavior patterns of individuals make them as potential victims of various crimes, since they encourage their tracking, search, and stalking.

How to protect your anonymity in a social space? Anonymity in social networks is the most controversial topic which covers a wide range of legal issues. Human rights organizations insist on the anonymity of users because otherwise the real personal data of users is opened and unhindered, and as a result it may be illegally used by government agencies, corporations, criminals and prankers, which may lead to online censorship and violation of freedom of speech, to mass and targeted surveillance and data collection, to the detriment of civil society interests.

It is not a secret to anyone that today a person spends too much time near the computer. Most often, he or she spends this time on the Internet. Some people work online, but most just spend their time communicating on social networks, such as: VKontakte, Odnoklassniki, Viber, Instagram, Twitter, etc. For example, citizens of the Republic of Belarus spend on average about 8 minutes 47 seconds on YouTube per day (the days when a user visits the site are considered), the average number of unique page views per user is 5.07. The second place goes to the search: google.com - 7 minutes 42 seconds and 9.54 pages per visit, the third - the site of the social network "VKontakte" with the results of 10 minutes 4 seconds and 4.69 pages. Yandex.by, Mail.ru, Tut.by, Onliner.by, Google.by, OK.ru and Wikipedia.org are on the top 10.[3]

Spending such a huge amount of time on social networks, it is impossible not to leave at least some personal information about yourself online. By uploading photos posting on pages, or sending instant messages or e-mails we automatically leave information about ourselves that can be used against us. In this case, this information is personal data for which the protection is necessary. Many do not take it seriously, and then regret it. After all, if personal information is in the hands of tracers, this can lead to bad consequences. For example, the most common is **blackmail**. Having obtained confidential information about you, tracers immediately try to get money out of the person (money, various values, etc.). Of course, no one wants his or her personal information be disclosed, whether it is correspondence, or a photo, or something else. In such cases, people are forced to pay.

There are many ways you can gain unauthorized access to an account. Therefore, all information will be obtained by attackers. Of course, it is better not to allow this, having previously taken **care of the protection of personal data**.

Having studied this problem, we can give 5 basic recommendations for protecting personal data in social networks:

1. You should not run dubious programs sent from a stranger, or even from a friend (as his or her page can be hacked).

2. Try not to open doubtful messages from any unknown sender, and even more so do not click on links that may be contained in these messages, as these may be malicious links. For example, you follow the link, and your computer automatically downloads a program that has been created and placed there by intruders.

3.   Check all downloaded files with antivirus software, as special malicious programs can be placed in them. For example, a program that sends information from your computer to any other ones, mainly to an attacker's computer.

4.   When entering the password, carefully check whether it is a real main page of a social network (there are sites that are designed to receive information by entering the "password" and "login" lines), for example, the main page Vkontakte - https: //vk.com. If, highlighting the link, we see an extra letter, or at least some changes, for example - https://vkontakte.com, it usually means that this site was created by attackers.

5.   When using someone else's computer, you should remember that all the information you enter (passwords, correspondence, etc.) can be duplicated in special text documents, not to mention the fact that you need to check the password box, and even more so, you need to leave the social networks where you are logged in.

Fulfilling all 5 points will improve the protection of *personal data* in social networks. But the most important thing is to think everything carefully before sending a message, a document, a photo to someone, even if they are in a private message. Suffice to say that one can hack almost any page on any social network and all this data will easily be used by *cybercriminals*. Therefore, you should take all actions the *Internet seriously*, because every action you perform on the World Wide Web can be used against you.

To protect from external Internet threats, you must use host-level intrusion prevention systems (HIPS). A well-developed security policy, and the use of other information protection softwares, as well as HIPS, provides a very high level of security performance. When all measures are taken into account, one can get protection of personal data from almost all types of malicious softwares. Otherwise, you can suffer huge damages which can damage your reputation.[4]

Conclusion. Social networks have become a part of human life. Today there exist all sort of opportunities for cooperation, communication, and information retrieval. One should not forget about the danger of such opportunities. Protecting personal information is always important. In addition to conscious and active disclosure of the information, there is a possibility of passive disclosure of information, which much more often exists in the functioning of social networks. Social networks are subjects to various violations which are associated with a violation of user's privacy, as well as his or her anonymity. Social networks is everything that is associated with pre-existing and new methods for their implementation. There are various ways to ensure the integrity of personal information in social networks. Depending on national law, such decisions unite authors in two approaches: anonymity of users and real identification of users. In fact, both approaches accompany dealer services. The situation is further complicated by differences in socio-traditional customs and behaviors of users and political and legal concepts of the States where users live. It makes impossible to create transnational rules. The international initiative here depends on advocacy. Only practice can answer whether such a protection should be based on user's anonymity or require universal real abilities.

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UDC 343.851.5

THE PANEL ON JUVENILE AFFAIRS AS A SPECIAL MEASURE
FOR THE JUVENILE DELINQUENCY PREVENTION

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The article is devoted to the importance and the role of juvenile panels in the Republic of Belarus. The main jurisdictions of panels on juvenile affairs are illustrated here, some problematic aspects in the work of a panel are identified, and the measures to improve the work of panels on juvenile affairs in the Republic of Belarus are highlighted.

The issue of juvenile delinquency prevention has a special place in the implementation of the State policy in the field of law enforcement. The level of crime situation in the society as well as in the State, and the level of legal awareness of citizens both depend on the quality and the degree of the effectiveness of the preventive measures developed by the State.

There is a number of bodies on the legislative level that are considered as general and special measures for the prevention of crimes committed by minors in the Republic of Belarus.

The main feature to distinguish special bodies for crime prevention from general bodies for crime prevention is that the prevention of juvenile delinquency is the task and the main aim of special bodies' activities, that is, these offices are created directly for the prevention of such offenses. These bodies in the Republic of Belarus, along with Juvenile Liaison Office, include committees/panels for juvenile crimes (after will be referred as CJC). They are subjects to the Executive committees of a corresponding region, a city, or a district. The CJC affairs are regulated primarily by the Law of the Republic of Belarus "On the preventive system against the neglect and juvenile offenses", and by a number of regulatory acts: such as Law of the Republic of Belarus "On the rights of the child", the Code of the Republic of Belarus about the marriage and family, dated 09.07.1999 № 278-Z. There is also a special regulation called "On the procedure for the formation and operation of the panels that work with juveniles ". The Regulation was approved by the Resolution of the Council of Ministers of the Republic of Belarus on the 10th of December, 2003 № 1599 [1, 2, 3].

The panel on juvenile affairs is a state public collegial body that does not have permanent staff members, that is, this body is created ad hoc [4]. In regions, CJC is presided over by the Deputy Chairman of district Executive Committees (regional Executive Committees), who are responsible for public activities. The Chairman has a Deputy to organize the work of the Panel – who is the only staff member in the region. The CJC includes not only doctors and teachers, but also the heads of State bodies, institution members, and organization staff who carry out the preventive measures on neglect and juvenile delinquency, as well as representatives from public organizations. The main aim of their work is:

1) to protect children's rights and interests,
2) to prevent neglect and juvenile delinquency,
3) to analyze the criminal situation in families and,
4) to take preventive measures [5].

It should be mentioned that in the legislative language, that sets out the tasks and goals of juvenile panels, the emphasis on the real role of the latter has slightly shifted. First of all, according to the Letter of the Law, the activities of CJC are aimed at protecting rights and freedoms of juveniles if there are some violations. To fulfill the above-mentioned task, the CJC is given powers to review and close all cases of administrative offenses, committed by minors. Thus, it can be stated that CJC is considered as the alternative to the court (a court-like body) [6].

The process itself of taking preventive measures, aimed at preventing such violations and at ensuring the rights and freedoms of minors, is of secondary importance. The essence of such measures is not disclosed on the basis of legislative formulations. This may lead to negative consequences of literal interpretation of such rules. The example is that while taking preventive measures to protect the rights and freedoms of a child, this child can be removed from the family because of the CJC's decision based on the Code of the Republic of Belarus on the marriage and family. The condition to remove the child may be the following - the inappropriate performance of the parents (or the only parent) when dealing with their responsibilities of upbringing and taking care of the child; as a result of this poor-quality childcare, the child is in socially dangerous condition. It should be mentioned that

all indicators and all criteria for recognizing and naming a condition as socially dangerous are established by the law. Among these criteria one can name a) those that actually indicate a danger to the minor, and b) those that do not pose a direct threat. For example, a lack of care due to some illness or the poverty of parents; or poor living conditions of a minor due to the financial problems of the parents (it is also referred to families with arrears in payment for housing and/or utility services); or a lack of adequate medical care for the child (it is also referred to the refusal of parents to shoot vaccinations) – all these criteria should be considered as variables because they do not always indicate the problem in a particular family nor are the results of child's poor condition. However, in most cases where these variables were considered, CJC have made decisions to remove minors from their families. Though there is no evidence so far that social education and children's detention even with good financial security can replace family values [7].

The adequate protection of the rights and legitimate interests of minors is an important part of the fight against such social phenomenon as homelessness. It is impossible not to agree that in some cases there is a causal link between homelessness and the decisions, made by CJC. Therefore, we believe that the means and the efforts of the CJC's work should be aimed at preventing and/or stopping from homelessness. The solution to this problem might involve closer cooperation of CJC members with legal representatives of minors. That may require the increase in the number of staff members who will carry out preventive activities on a permanent and professional basis. This will allow the panel members, as a public authority, to fully organize the coordination process - which is the function that is assigned to them.

From our point of view, the protection of the rights and freedoms of a minor means the secure of a minor's family. By taking such measures, CJC would fully and in a right way realize the powers given to them. The state bodies, represented in the CJC, should create special conditions that would prevent and realize the rights of minors, since the strategic direction of CJC's work is primarily to prevent, not to protect.

Thus, we believe that from a practical point of view, it is necessary to expand the role of CJC on the legislative level. The Law of the Republic of Belarus "On the preventive system from neglect and juvenile delinquency" contains only measures to provide the rights and legitimate interests of minors, but the term "provide" is more vague, it also includes methods to manage on the State level, and ways to protect rights in case of their violation.

The practical realization of the protection mechanism of CJC may be as follows. If the family has a number of conditions that interferes with proper upbringing of a child, for example, 1) financial problems; 2) some aspects of the job that legal representatives have, such as business traveling or work on shifts; 3) illness of the legal representative, etc. - in such cases a legal representative of a minor should have the right to apply to the Committee for Juveniles with the request for support of the family. Members of the Committee, in their turn, when having the application, should send appropriate orders to the relevant authorities and/or organizations to provide the family with necessary financial or social assistance. Thus, CJC will become a coordinating body not only for the prevention of a crime and/or neglect, but also for ensuring the rights and legitimate interests of minors.

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UDC 316.35

THE ANALYSIS OF PROBLEMS OF SOCIAL JUSTICE IN THE SPHERE OF EMPLOYMENT
AND THE WAYS TO SOLVE THESE PROBLEMS IN THE REPUBLIC OF BELARUS

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The article deals with the issues of gender equality and social justice in labour sphere. Statistical data, as well as the results of the data taken from the polls that were filled in by the population of both genders are given here, and also some approaches to the problem of gender inequality are analyzed in the article.

In the modern world, especially now the issues such as gender inequality, social justice, equal access to the rights and opportunities are of particular relevance.

As labour relations contain the most vulnerable spheres and confront sometimes with the area of social justice, such goals as the reduction of inequality, workplace conditions, eradication of poverty are considered as the key factors and are included into the Sustainable Development Agenda up to 2030 [1].

We consider that there are many violations in the sphere of employment. Such violations may indicate the unjustified dismissal or refusal to hire, failure of the employer to comply with the proper workplace conditions, late salary payments, etc. For example, the studies were conducted on the results of the survey done to 667 people on the issue of refusal to hire. The results showed that only a quarter of employers had explained to the employee the reason for refusal to hire, slightly more than 12% had explained the reason but only if there was a request from the applicant to justify the denial, the remaining, that was almost 60% of employers, did not respond to applicants at all [2].

There is no doubt that each person has his or her own understanding of the concept "justice". But if we identify some general ideas of this term, it can be argued that when it comes to justice, in almost all cases justice means the degree of the proportionality between an act and the response to that act [3]. In the field of labour relations it is a matter of fair payment for the work done, good working and resting conditions, the state of being responsible for what has been done, mutual fulfilment of obligations stated in the contract.

Citizens are increasingly facing social threats at the workplace due to modern labour trends, let us take as an example Amazon warehouses and people's working conditions there. However, each of the States, including the Republic of Belarus, tries to create the conditions that will be based on the universally recognized international principles and standards, and ensures the compliance with the legislation. For example, the Article 8th of the Constitution of the Republic of Belarus establishes its relevant compliance [4].

International standards for the protection of the right to work are contained in the Conventions of the International Labour Organization. The Republic of Belarus is a member of this organization. The legislation of Belarus has articles such as "On the discrimination in the sphere of employment or at the working place", "About the issue of Forced or Compulsory Labour" as well as other Conventions [5,6].

This shows that Belarus does its best to protect people's right on fair work. The organization of work aimed at the selection and development of women managers at various levels of leadership is very important for gender policy. Gender balance among managers is an important factor for the effective leadership. In most developed countries these issues are carried out very seriously.

A few decades ago a social stereotype of the role and the place of men and women in management was also proved by sociological research in various countries, where the majority of respondents preferred male managers rather than female. In the middle of the 20th century Gallup – one of the world's most well-known management consulting company - conducted a large survey in the USA, asking "Would you prefer your boss to be a woman or a man?", the results showed that 5% gave preference to a woman, 66% to a man, and the rest responded that they did not care. In 2012, the survey was held once again. As a result only 33% of the interviewees continued to insist that they wanted to have a man as a leader, one in five would choose a woman, and one in two answered that they did not care. Since then such a survey has begun to be conducted every year, and every year the number of people who prefer a female boss is increasing.

From our point of view this may be due to the following reasons. First of all it is connected to the women's level of literacy, which is usually higher than that of men's. Secondly, the process of emancipation has taken its place. Younger women now are choosing careers more often, they want to be economically independent from men, it is obvious that women have put aside the idea of the family life and the birth of children. According to the statistics gathered in Belarus, as well as in most European countries, there is a tendency for the increase of the

average age of women giving birth to a child, if earlier it was 20-22, now the woman becomes a mother at the age of 28 or more [7].

One more important step towards social justice and the expansion of social and labour guarantees has become the adoption of the law amendment and additions to the Labour Code of the Republic of Belarus [8].

Most of the amendments to the Labour Code of the Republic of Belarus involve guarantees for the employee in the sphere of employment, as well as financial support for employees in the case of dismissal, and many other guarantees. For this part the State is represented by authorized State bodies, and the Government seeks not only the ways how to provide a citizen with a workplace, but also the ways to provide a legal opportunity to fulfill its duties even remotely. In addition to all above mentioned, the citizen will now be able to spend more time with their families, which is important from our point of view, for example, for the implementation of the State policy in the field of family relations. The relations of employees with different forms of contract in terms of liability has also become a significant change.

All the above-mentioned changes, in our opinion, have huge impact in Belarus and help to solve the problem of social justice and inequality in the sphere of labour relations at the national level.

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Edication, Social Studies, Law, Gender Studies

UDC 347.77

COPYRIGHTS IN DIGITAL EDUCATIONAL SPACE:
THE CURRENT STATE AND THE PROPOSALS FOR THE REFORMATION
(ON THE EXAMPLE OF THE REPUBLIC OF BELARUS)

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Copyrighting in digital educational space is considered in the article. We have studied the current state and the problems of copyrighting in the digital educational space in a rapidly developing society. The article analyzes the current legislation of the Republic of Belarus regulating the relations in the sphere of creation and use of scientific works, literature or art, resulting of creative activity of people in these areas. Some suggestions are made in order to improve legal regulations in the field of copyrighting in digital educational space. The article also gives some conclusions concerning the topic studied.

Our society is constantly developing and is undergoing considerable changes on the way of its development. Internet has changed all scopes of human life. This can be seen quite well in the 21st century – the century of new technologies and of various discoveries in all spheres of human activities. Modern generations can no longer imagine their lives without such global network because it is much easier and faster to access information. Thanks to the Internet we have, for the first time, an open educational space. Digital educational space is becoming a central tool while getting knowledge.

"Digital technologies have also changed pedagogical approaches to education and learning processes, redirecting the priorities from learning the educational material to developing information networks and critical thinking skills," and in such a way the Internet has changed the requirements for professional activities of teachers. Teachers' participation in creating educational digital content is becoming more popular and is now, in demand. Teachers and students of different universities develop online contents widely used in distance learning system, and even reliable systems that allow testing, assessment and evaluation of knowledge. The introduction of new forms of education, using electronic educational resources makes it possible to create new educational processes on a fairly high quality level.

Currently the Republic of Belarus has the national educational portal (http://adu.by) which is a modern informational and educational resource that:

- has been created to provide comprehensive (informational, scientific, educational, and consulting) support to all participants in the educational process for preschool, General secondary, and Special educational establishments;

- it is intended to provide students and their legal representatives, as well as teachers, education management specialists, and other participants of the educational process, with equal access to reliable educational information and high-quality educational services;

- is aimed at creating conditions for multi-vectored communication for all participants of the educational process.

The implementation of this project is aimed at:

- improving the efficiency processes of accumulation, using and exchanging information between participants of the educational process at preschool, General secondary and Special education establishments;

- integration of information, technological and educational resources and services into a single informational and educational environment;

- organizing interactive network communication between all participants of the educational process [1].

Copyrighting is the term used to describe the rights that authors have for the works in the field of science, literature, and art. However, because of the digitalization of the educational space the concept of copyrighting has changed significantly compared to the copyrights that existed initially, so we can say that there is a transformation of copyrights in our modern society. Copyrighting also applies to works that exist in digital form. The use of digitally formatted works is not possible without compliance with copyright law. Article 36 of the law of the Republic of Belarus on "copyrighting and related rights " provides that it is lawful to use already published works only with the obligatory indication of the author of the work and the source of its borrowing, being the same principles applicable to illustrations in publications, radio and TV programs, sound recordings, etc.- articles and other low-volume works that are lawfully published in collections, as well as Newspapers, magazines and other printed media, excerpts from lawfully published literature and other works, may be for citation and reproduction

for educational and research purposes [2]. It should be emphasized that the free use of texts, audios and audiovisual works for the educational process (without the copyright holder's consent) is allowed only in the form of quotations or illustrations, justified by the goal, that is - in the form of fragments. If a work (a play, a song, a movie, etc.) is intended to be used entirely (during performances, competitions, concerts, etc.) the exceptions to the General rules of copyrighting cannot be applied.

In the educational process there is a constant need to update/create new didactic and methodological materials or training tools. In a digital school they can be created by individuals of the educational process. A modern teacher has ever-growing technical possibilities for this. In this case it is often not considered that the rights to use files placed on the Internet (graphics, photos, audio, video) may be restricted by a copyright holder. As a result a number of educational resources have been created with the violation of copyrighting, and this number is growing. For example, in Australia the Department of Education, grants schools with the right to copy and share materials from schools' websites for free if it is for the educational purpose (https://www.smartcopying.edu.au), grounded on the national educational license (NEALS — National Educational Access License). The license is a kind of permission to copy educational materials and use this kind of materials for educational and professional purposes [3].

The risks associated with copyright violations, plagiarism, and piracy - when the results of a creative work are used without the authors' knowledge for other purposes and without instructions, or with misrepresentations about authors - have been discussed and written for years. However, even today we often see software and methodological materials that differ only in the author's name and school number on the title page — such "cloned" texts can be found abundantly, including official websites of educational organizations. The usage of the result of someone else's creative work (for example, a photo) in your own work (for example, a presentation) without specifying information about the author is also a violation of copyrights, which can be interpreted as plagiarism [4]. At present, checking term papers for plagiarism is very relevant in many universities in Belarus and is one of the main requirements while grading students.

Intellectual property is at the center of a modern innovation system, and its implementation is a necessary condition for achieving national goals and strategic objectives for the development of the Belarusian education system. In order to increase the quality and accessibility of educational content and to control its legitimate use, it is advisable to take into account foreign experience in creating information and analytical systems for registering, recording and distributing innovative educational technologies, methodological materials, pedagogical practices, and multimedia teaching tools — objects of copyright. Such a system can include a tool for centralized regulation of copyright objects (illustrative material, audio and video files) for educational non-commercial purposes, destined to reduce the financial and labor costs, minimize the risks of copyright infringement, and will provide informational, educational and organizational as well as legal support for the development of "digital education".

Currently, the use of information technologies in various processes, including educational ones, is essential, as our modern society requires a high level of informational culture of the population. In this regard the educational system also aims to form a personality that is proficient and able to operate in the developing informational environment. One of the innovative and non-traditional ways to get education is to get it through a blogging system. It should be noted that Article 17 of the Code of the Republic of Belarus on education establishes such a form of education as distance education, which is a type of part-time education, when education is carried out mainly through modern communicational and informational technologies. On the Internet sphere the following definition of this social network service is accepted. Blog (eng. blog (from weblog) is an online event log, an online diary where the main content is regularly added in the form of texts, images, or multimedia [5]. There is no official and generally accepted definition of an educational blog in the official literature and on the Internet, but it is usually understood as a kind of blog in the field of education. The advantage of using an educational blog is the simplicity and flexibility of its usage that is fitted both for home and for the context of educational institutions. Currently there are the following types of educational blogs:
  – Teacher's blog;
  – training project blogs;
  – network community blogs;
  – subject Association blogs;
  – group blogs;
  – blogs dedicated to a specific topic.

However, this method of learning is not a formal (traditional) way of getting education, as it has no reflection in law and accordingly is additional, serving the purpose of providing students with increased knowledge in specific areas.

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UDC 316

PROBLEMS OF SOCIAL EQUITY IN EMPLOYMENT

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The article contains information on the problems of social justice in the Republic of Belarus in the field of employment.

Before talking about social justice, it is necessary to give its definition. Social justice is a measure of equality in the life of people, social groups, society, which is objectively determined by the level of material and spiritual development of the society, and is subjectively assessed as ideal, the highest principle of the relationship between people [5].

This topic is very important in the Republic of Belarus, since Article 1 of the Constitution of the Republic of Belarus states that Belarus is a social state [4]. And this means that the activities of the state are aimed at creating conditions that would ensure a decent life and free development for the people. Also, the Constitution of the Republic of Belarus states: "The Citizens of the Republic of Belarus are guaranteed the right to work - as the most valuable mean of self-affirmation of a human being, that is, the right to choose a profession and occupation in accordance with the desired sphere, capabilities, education, training, and social needs, as well as people are guaranteed healthy and safe working conditions "[4].

However, according to ITUC Global Rights Index statistics dated 2019, which was compiled by the international trade union confederation, Belarus is one of the countries in which workers' rights are not guaranteed [1]. There is also a problem of gender inequality in the workforce in our country. The report on the study "Gender discrimination in the labor market" concluded that 85% of Belarusian people face this very problem [3].

First of all, I would like to note that the current picture of the labor market and income distribution in the Republic of Belarus is characterized as follows: workers in the major cities of Belarus, especially in its capital, receive the largest salary. Thus, the average salary for January 2020 in Minsk was 1589.9 rubles [2]. But the income situation in other cities and areas is much worse. This already suggests a social injustice in a country where workers in big cities is valued more than in smaller cities and areas. There is also so-called "a poverty trap" group in Belarus. This group includes women who have given birth to children being too young themselves, people who were born in rural areas, poor families who work in low-paid jobs. This means that this group of people cannot have or do not have the opportunity to apply for the best jobs or simply to get employed. This "trap" also shows social injustice and explains why Belarus is among the countries which do not guarantee workers' rights and equality.

There is also a problem of discrimination against workers in Belarus. Thus, it is more difficult for disabled people and pensioners to find employment. On the other hand, people with disabilities have the Constitutional right to work if they wish so, but unfortunately there are very few working people with disabilities in Belarus.

With the development of IT-technologies, the IT professions have become very popular. But there is discrimination as well. First of all, because of age. People of mature age are increasingly being replaced by young specialists, as older people are considered to lack the knowledge of rapidly developing technologies.

The issues of gender inequality in the workplace should be discussed in this essay too. As mentioned above, 85% of Belarusian people face gender inequality. Married and unmarried women under 35 without children, women with children under 10, and women on parental leave are the most vulnerable groups. This is mainly because the role of a woman from the society perspective is the role of a mother or a wife. Young women-specialists with higher education are often refused because they are considered inexperienced. The statistics also shows that 18.8% respondents (23% women and 14.6% men) have suffered violations of their rights. 73.8% women have faced discrimination in hiring. The main obstacle to the protection of workers 'rights is the perception of working population that this is meaningless and will not have the results for the better, and in the cases when people have tried to protect their rights, 30% of such workers have been dismissed [3]. This indicates that there is no such employment system in the Republic of Belarus that will ensure the constitutional rights at a working place.

Thus, on the basis of the above-mentioned problems, it can be concluded that there is social injustice in the Republic of Belarus. Although in our country attempts are being made to rectify this situation, in any case, there is no complete solution to this problem. The Republic of Belarus has been placed in the ratings of the ITUC Global Rights Index as the country with no guarantees of the rights of workers. This suggests that public authorities are not interested in solving these problems. That is why I am studying at the faculty of law and I do hope that

after graduation I will be able to solve at least some problems that exist in my country as I do believe it is high time to change the system and start fighting for our rights.

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UDC 316

THE SPECIFIC FEATURES OF SOCIAL ADVERTISING AGAINST DOMESTIC VIOLENCE

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Social advertising affects the humanization of society, the achievement of long-term public goals. In all countries, social advertising is a powerful tool of state power. The problem of domestic violence is global and serious. Belarusian statistics confirms the worldwide one: annually about 120 thousand complaints of citizens about domestic violence are registered in the authorities of the Ministry of Internal Affairs [1]. Social advertising is used as one of the ways to solve it.

The purpose of this article: the study of social advertising against domestic violence and effective methods of its impact on the audience.

Problem: the study of social advertising as a way to deal with the problem of domestic violence.

However, social advertising is also actively used by social organizations and the church to achieve their goals. Some social advertising is directed against state authorities, especially in case of violation of human rights by them. An example would be an advertisement against police violence against colored people in the United States.

But in Belarus this is officially impossible, because at this stage of development in our country, it is legally determined that social advertising is not commercial and only government agencies can be advertisers in this area [2].

Lack of the right to run advertising campaigns does not mean a lack of work on the part of civic activists and self-organized groups. Moreover, it is generally accepted throughout the world that people who are personally concerned with certain problems cope more efficiently than state structures. Therefore, church and public organizations continue to actively conduct social campaigns, and are not officially part of the state structures. For example, the non-profit organization Radislava project created a shelter for victims of domestic violence where they can receive the help of qualified psychologists and lawyers. At the moment, 30 people can be in the shelter at the same time. The mission of this public organization is to promote the formation of public opinion condemning all forms of violence against women, participation in the protection of women and their children who have suffered from violence, as well as the organization of activities aimed at preventing it [3].

Effective advertising messages use many means of expressiveness and creative techniques to influence the audience, to see the already known problem from a new, unusual side, forcing the viewer to look at it from a different angle. Integrated global campaigns, such as the UN campaign against gender-based violence, have attracted widespread public attention. Comprehensive programs, for example, implemented in Belarus in 2012, in cooperation with the United Nations Population Fund (UNFPA), the information campaign "A House Without Violence", thanks to its length and multiple stages, also brought positive results. This program was carried out in three stages, within its framework a special hotline for victims of domestic violence was created, well-known people were involved in its implementation, a special information site was created. This is far from the only social campaign. In 2012-2015 a program was carried out aimed at increasing the national capacity of the state to combat domestic violence in the Republic of Belarus; in June 2012, the program "Development of the national potential of the Republic of Belarus to counter domestic violence in the context of achieving gender equality" was launched. Quality, creativity, multi-staging and the long-term - are guarantees of the success of social advertising against domestic violence.

To identify specific tools and techniques used in social advertising on this topic, consideration must also be given to global social advertising products. To do this, the "Domestic Abuse Short Film - Break The Routine" video from the British Victim Support and the National Center for Domestic Violence in cooperation with JWT (J. Walter Thompson) London, as well as "Photos of every day of the worst year of my life", created by the Social Services of Croatia were analyzed as popular social advertising products.

Most often, these advertising products are quite sharp and sometimes have shocking content. Videos and posters show really scary pictures of scenes of domestic violence. But in this topic, such methods are necessary to expose the problem and show it exactly as it exists in reality. Meanwhile other negative phenomena in the country (smoking, alcoholism, road safety) are actively discussed, their statistics can be easily tracked (sold tobacco and alcohol products, the number of traffic accidents), the statistics of crimes committed in everyday life are inaccurate, its indicators are biased and underestimated due to victims who do not ask for help. It is believed that one-time violence leads to a repeat –recurrence, and that is why it of interest of the potential victim to prevent

the tragedy with his participation in later life. Therefore, to create social advertising on this topic, it is necessary to use shocking paintings and scenes. These examples nevertheless cause a shock reaction rather than a surprise reaction. The topic of domestic violence is one of a few in which shocking materials are really relevant.

The vast majority of social videos against domestic violence show everyday life, everyday bullying, which is becoming stronger and worse. The videos are often accompanied by quite calm music, designed in cold colors. All these tricks help to convey that terrible everyday silent atmosphere that are happening in some families, to convey, using creative tricks, everyday life and a depressing atmosphere.

Each product of social advertising in its own way reveals the essence of the problem, some posters literally scream about the problem, others act as reminders. It is this combination of calm and provocative products of social advertising that makes it possible to cover the problem multifaceted and thoroughly. It also depends on the country and the severity of the problem in it. The stronger the problem is expressed, the more serious methods and techniques of influencing the audience should be used by social advertising.

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UDC 342.734

FORMS OF FORCED LABOR: LEGAL CONFIRMATION IN THE LEGISLATION OF THE REPUBLIC OF BELARUS AND INTERNATIONAL DOCUMENTS

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Today, forced labor is a global problem throughout the world community. The article considers forms of forced labor, as well as the definition of work that does not apply to labor exploitation. The legislation of the Republic of Belarus and international documents that enshrine and identify forms of forced labor have been studied.

NTRODUCTORY PART. One of the main objectives of human rights protection is the elimination of forced labor. People are exploited by private agents, many people are engaged in forced labor as a result of human trafficking practices. Some people are forced to work by the state.

A long time ago the world established a ban on forced labor, as one of the principles of labor law, a large number of important international documents were adopted, the member states of which undertook to eliminate this problem, and they should not resort to the use of forced labor. Despite all this, today, the problem of forced labor is global.

MAIN PART. The establishment of forms of forced labor is necessary to further combat this problem. The main problem in identifying and fixing forms of forced labor is their constant change, deformation, adaptation to the created methods of counteracting this problem, as well as the fact that many forms of forced labor are extremely difficult to identify.

Novikova O.I. in her work notes that the activity to identify forms of forced labor quite obviously runs into difficulties in collecting information and statistics, because forced labor is mainly used in the shadow economy [1].

The Labor Code of the Republic of Belarus contains a list of works that the legislator attributed to forced labor. This article also sets out a direct ban on forced labor.

"Forced labor is the work required of an employee under the threat of any violent influence, including:

1) as a means of political influence or education, or as a punishment for the presence or expression of political views or ideological beliefs that are contrary to the established political, social or economic system;

2) the method of mobilization and use of labor for the needs of economic development;

3) as a means of maintaining labor discipline;

4) as a means of punishment for participating in strikes" [2].

The whole world community has been engaged in identifying and fixing forms of forced labor for many years. For a more detailed study and consideration of forms of forced labor, it is worth paying attention to the forms of forced labor that have been identified by international organizations, especially the International Labor Organization.

ILO Forced Labour Convention, 1930 (No. 29) does not reflect forms of forced labor, however, on the basis of the concept of "forced or compulsory labor", it can be concluded that this is any work or service that a person performs not voluntarily, but under threat of punishment. It is worth noting that this Convention contains a list of those works that are not forced labor:

- any work or service exacted in virtue of compulsory military service laws for work of a purely military character;

- any work or service which forms part of the normal civic obligations of the citizens of a fully self-governing country;

- any work or service exacted from any person as a consequence of a conviction in a court of law, so as this work or service is carried out under the supervision and control of a public authority and a person is not hired to or placed at the disposal of private individuals, companies or associations;

- any work or service exacted in cases of emergency;

- minor communal services of a kind which, being performed by the members of the community in the direct interest of the said community, can therefore be considered as normal civic obligations incumbent upon the members of the community, provided that the members of the community or their direct representatives shall have the right to be consulted in regard to the need for such services [3].

In 1930, the International Labor Organization adopted Convention No. 105, where in Art. 1 forms of forced labor are fixed, which are also reflected in the Labor Code of the Republic of Belarus. Forced labor in accordance with this Convention are the work of:

- as a means of political coercion or education or as a punishment for holding or expressing political views or views ideologically opposed to the established political, social or economic system;
- as a method of mobilising and using labour for purposes of economic development;
- as a means of labour discipline;
- as a punishment for having participated in strikes;
- as a means of racial, social, national or religious discrimination [4].

It is worth noting the importance of the statements and the Convention itself in the fight against forced labor, since the countries that have ratified it, including the Republic of Belarus, are obligated to abolish all forms of forced and compulsory labor, and also guarantee not to use any of the forms.

The International Labor Organization has also developed a number of standards that are aimed at protecting certain groups of workers and prohibit the use of forced labor against them:

1) Worst Forms of Child Labor Convention, 1999 (No. 182) adopted by the International Labor Organization, which reflects forms of forced child labor, and measures that can be aimed at combating this problem [5];

2) Domestic Workers Convention, 2011 (No. 189), which states the need to respect and protect the rights of domestic workers, as well as the prohibition of all forms of forced labor. In this Convention, domestic workers are understood as people who perform work in the household or for the household in the framework of labor relations [6];

3) Indigenous and Tribal Peoples Convention, 1989 (No. 169) which also states the prohibition of the enforcement of any personal service in any form [7].

In 1930, the International Labor Organization developed Forced Labor (Indirect Compulsion) Recommendation, (No. 35), which mentioned the category of forced labor in the form of indirect coercion. It is expressed in the hidden coercion of the employee to perform any labor function with the appearance of voluntariness and consent of the parties [8].

Article 2 of these Recommendations expressly states that it is advisable not to resort to the use of indirect methods of coercion and to artificially increase pressure on the population in order to force the latter to seek employment, and in particular such means as:

- imposing such taxation upon populations as would have the effect of compelling them to seek wage-earning employment with private undertakings;
- imposing such restrictions on the possession, occupation, or use of land as would have the effect of rendering difficult the gaining of a living by independent cultivation;
- extending abusively the generally accepted meaning of vagrancy;
- adopting such pass laws which would have the effect of placing workers in the service of others in a position of advantage as compared with that of other workers.

The 2005 Global Report, presented in accordance with the implementation mechanism of the ILO Declaration on Fundamental Principles and Rights at Work, refers to "traditional and new" forms of forced labor [9]. The forms of forced labor themselves, the so-called traditional ones, which are formulated in ILO documents, change little, but simply transform into new ones. The "traditional" forms of forced labor are characterized by the fact that they are built on prevailing beliefs, they can act as a result of long-established types of discrimination against individuals, as well as vulnerable categories of citizens, both indigenous peoples and others minorities.

But the "new" modern forms are associated with the process of globalization and fairly large-scale movements of migrants. Forcing children and also overtime workers under threat of dismissal seems to be an extremely big problem.

This Report also presents the serious problem of domestic servants. Migrants from rather poor, developing countries or people living in rural areas and moving to large cities most often become domestic workers. They are subsequently subjected to prolonged labor exploitation in violation of their rights by the employer.

CONCLUSION. After studying the legislation of the Republic of Belarus, as well as international documents, we can conclude that all modern forms of forced labor are extremely diverse and despite the fact that we can no longer observe some forms of forced labor in practice, new ones also appear.

It is extremely difficult to identify and consolidate all forms of forced labor, since theory is always slightly behind practice. Therefore, the issues of identifying, consolidating, and further eradicating all forms of forced labor are extremely relevant for the entire world community.

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UDC 342

THE ROLE OF YOUNG PEOPLE IN TODAY'S SOCIO-POLITICAL PROCESSES

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Accelerated development of science and technology, competitiveness of each state and society in the process of increasing competition in the global world depends on the intellectual development of young people and also, on paying a great attention to the full realization of their talents and abilities. Therefore, this issue has always been reflected in all strategies aimed at ensuring long-term development of states. Uzbekistan's Development strategy on five priority directions of development for 2017-2021 was not exception. Importantly, one of the separate sections of this strategy, is dedicated to improving the state's youth policy. It covers a number of priorities aimed at enhancing the effectiveness of public policy towards young people, of whom 10 million citizens or 31% of youth of the country's population.

'We need to provide worthy education to our youth, bring to reality their endeavors for education and science. In this view, we need to develop pre-school education system, we must radically improve material and technical base of secondary and higher education, institutions, the quality of education and academic process' the president of the Republic of Uzbekistan told senators and deputies at one of the meetings, on the Address of the president of the Republic of Uzbekistan, held at Oliy Majlis in Tashkent on December 28th, 2018.

Youth has been approached, first of all, as phenomenon due to the empirical realities of population growth and the generational composition of many societies, whereby the however defined, are by in far in the majority.(Trudell, 2002)

Education is a primary source of cultural values, reflecting the interests and expectations of the society. In turn, society has a profound influence on the educational process, considering it as a means of developing the social environment the processes of teaching and upbringing are embedded in specific conditions of historical reality and today, globalization has become a major factor in the reality we face. (The Journal of Education Vol. 188, No3 (2007), pp 67-73(11pages)

More sincerely, the results of the World Championships clearly showed that Uzbekistan is literally becoming a boxing power. 'this victory inscribed the words 'Uzbek Boxing school', 'Boxers of Uzbekistan' in golden letters in the history of world sports. Now everyone has to recognize and respect the strength of our country's boxers, the Uzbek boxing school. From now on, the words 'Uzbekistan', 'Uzbek' can alert even the most powerful rivals', said Shavkat Mirziyoyev. The Head of the state named and congratulated each athlete who became the winner, as well as their coaches. These achievements, as noted, laid a solid foundation for successful performance at the upcoming next year's Olympic Games in Tokyo. It is necessary to obtain more licenses and carefully prepare for this prestigious competition. The President solemnly presented the highest awards of the Motherland to the boxers and their mentors. 'All of our efforts are aimed at making people happy, and youth harmoniously developing. Your triumph is another proof that if there is justice in every sphere, if talents from even the most remote villages can realize themselves, then the result will certainly make itself felt. This is a signal to all our youth: set high goals, work on yourself, achieve high success', Shavkat Mirziyoyev said.

More importantly, President Shavkat Mirziyoyev issued the decree Wednesday approving the State Program 'Yoshlar Kelajagimiz'(transl.Youth is our future). It is said to be aimed at creating jobs for the young people through facilitating and supporting youth business initiatives, start-ups, ideas and projects, training the jobless youth for business skills and increasing their social and economic activitism in general. The program has already been launched in Kuyichirchik district of the Tashkent province and Tashkent's Chilanzar district. Staring from July 1, it will be deployed in all districts and cities of the country. The Yoshlar-Kelajagimiz Foundation is being established under the Youth Union to fund the program's activities. Its funds will be used to provide soft loans and property for leasing at 7% per annum rate for youth business initiatives, issue of guarantees for loans(up to 50% of their value (with subsequent sale of its share within five years). Households with unemployed young people will be able to purchase up to 20 poultry and rabbits, 5 small and 2 large heads of cattle at the expense of the fund, with return of their value within the agreed time. They will be assisted in growing poultry and animals and their sale.

As a growing majority of the population, youth and young adults under thirty years of age will inevitably play a critical role in transformimg Uzbekistan's social and political landscape. A forthcoming Silk Road Paper considers the allure of radical Islamist ideologies to some members of this group and the government's response.

Let us note here that the action strategy prioritizes education as the cornerstone of the government's approach to the rising generation, calling for greater standardization of basic education for gender equality. Uzbekistan's youth will also benefit from the current drive to include civic education and participatory democracy as part of the national school curriculum. It is expected that economic growth and training provided by the country's four-hundred vocational-technical "colleges" will go far towards creating the new jobs that are so urgently needed. These are also cornerstones of the government's program to reduce radicalization among Uzbekistan's youth. As it is, radicalization seems to occur mainly among Uzbek guest workers in Russia, not those who stayed home. Indeed, the overwhelming majority of fighters from Central Asia in conflict zones like Syria were radicalized outside of Central Asia, not in their home countries. Acknowledging this, President Mirziyoyev nonetheless used a speech before the United Nations to argue that the provision of education and opportunities for young people is a global demand, and not purely national. Beyond these points, he has consistently underscored the need for tolerance, and calls for communicating what he calls "the truly humanistic essence of Islam" both to young people and the world at large, where intolerance of Muslims is growing. "However, President Mirziyoyev has yet to stress the importance of a secular state with secular laws and courts as a sine qua non for a humane and open civic culture.

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UDC 340

APPLICATION OF ARTIFICIAL INTELLIGENCE IN JUDICIAL AND LAW ENFORCEMENT SYSTEMS

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This article discusses the possibility of using artificial intelligence in judicial and law enforcement systems. The concept of "artificial intelligence" is disclosed, the principles of the use of artificial intelligence (AI) in the judicial and law enforcement systems are considered. And also provides examples of the use of artificial intelligence in the judiciary.

Artificial intelligence is an area of computer science that develops intelligent computer systems, that is, systems that have capabilities that we traditionally associate with the human mind — understanding the language, learning, the ability to reason, solve problems, etc. [1]. At the moment, programs with elements of artificial intelligence can recognize information by given parameters and use machine learning algorithms to increase the speed of work of lawyers. Their ability to transmit and organize huge amounts of information can also help a lawyer improve the quality of work.

The use of artificial intelligence in law in the United States, the European Union, Japan, South Korea and China is no less important than the use of AI in the fields of business, industry, transport, medicine and IT. CIS lawyers and foreign researchers of the problems of using AI in justice and law enforcement often raise the question of the ethics of using artificial intelligence in these areas. Researchers suggest that the use of AI in justice poses a risk of making a person, his rights and freedoms vulnerable, and justice itself is inhuman and formal. In order to dispel these doubts last December, the European Commission approved the European Ethical Charter on the use of artificial intelligence in the judicial and law enforcement systems [2].

The Charter states that the use of AI for processing court decisions and law enforcement will help to increase the level of detection of crimes, increase the level of evidence of indictments sent to the courts and provide a new level of validity of court decisions by reducing the number of errors in making them. This Charter contains 5 principles that should guide the work of public and private stakeholders responsible for the creation and implementation of AI and its components in the judicial and law enforcement spheres (machine intelligence methods include machine learning or any other processing methods).

The Charter supports the use of AI methods and components to enhance the effectiveness and quality of justice and law enforcement.

The Charter formulates five principles for the use of artificial intelligence:

1. The principle of respect for human rights. You need to make sure that the development and use of AI tools and services are compatible with basic individual rights. The processing of data and court decisions must fully comply with the European Convention on Human Rights and the Convention for the Protection of Personal Data. Such principles as the rule of law and the independence of judges, as well as the equality of citizens before the law should be complied. In case of non-compliance with these principles, the use of artificial intelligence in this area is simply impossible;

2. The principle of the prohibition of discrimination. Already at the stage of development of AI algorithms and big data used for machine learning, it is necessary to block the possibility of any discrimination between people or groups of people, which may arise as a result of a unconsidered use of statistical methods for analyzing raw big data. It is necessary that stakeholders already at the stage of development of AI software for judicial and law enforcement spheres block the possibility of discrimination of certain groups, layers and individual citizens as a result of the application of algorithms. The use of genetic data as well as biometric data related to health, sex life, and sexual orientation should be explicitly prohibited in AI algorithms used in the judicial and law enforcement systems. In case if such discrimination is detected, it is necessary to improve the system and not to apply it until discrimination is eliminated.

3. The principle of quality and safety. With regard to the development of algorithms and the use of data, the sources of big data, their structure and content should be analyzed, and it is also necessary to use mathematical models developed on an interdisciplinary basis that takes into account not only direct statistical correlations, but also social, cultural, economic and other factors causing these correlations. This system should be based on the experience of judicial and law enforcement officials, including judges, prosecutors, economists and social scientists.

4. The principle of transparency. In the judicial system and law enforcement agencies, AI can only be used if its implementation provides transparency, including the availability and comprehensibility of the source big data and the use of only those types of neural networks for which an external audit can find out the recognition criteria for certain groups. It is necessary to strike a balance between the intellectual property of developers on machine learning methods, used neural networks, etc. and the need to ensure transparency, impartiality and non-discrimination in AI programs and algorithms. It is advisable to establish the procedure according to which a prerequisite for using AI in judicial and law enforcement spheres is the transparency of their algorithmic base and the intelligibility of decision-making at all levels in order to prevent the use of discriminatory factors in the recognition of objects;

5. The principle of user control. Using AI in the judicial and law enforcement spheres it is necessary to exclude the normatively prescriptive approach and ensure that all users of the system are informed by the participants and operate the AI only if they can understand the algorithms and methods of using the AI. In the judicial system, just as in the military sphere, AI-black boxes cannot be used. Judicial officers should always understand and know what AI conclusions are based on, which are offered to them as automated expert opinion [3].

Let's look at some examples of how artificial intelligence is already involved in the judicial sphere.

In the United States, a program was created that correctly predicted decisions of the Supreme Court: 7 out of 10 decisions of the Supreme Court were correct, unlike an expert person who was able to predict the outcome of a case in only 6 out of 10 cases. Thus, we can say that the expert was not able to take into account all the facts and made a mistake due to the human factor. But the creator of the program, Josh Blackman, emphasized that the program is designed to help lawyers make more informed and effective decisions. He noted that his goal is to create interaction between man and machine so that they can compensate for each other's shortcomings. Most scientists argue that most of the tasks are too complex and ambiguous for machines. They are not able to find the answer to an unexpected question or to recognize the context in which words are used and to study the effect on a person of certain statements of a machine [4]. American judges also thought about using computer systems as an assistant who would record and remember the content of the lawsuits. People talk about the carelessness of the representatives of the judiciary, and a computer could make an accurate analysis and make a reasonable, right decision, guided by a reason, not a heart, which, due to design features, is missing. Hearing the facts and fixing their computer can be better than a person, and he cannot do the assessment of evidence. It is still unknown who will write the programs for the machine: to become a judge, education, age and experience are necessary, and to create the necessary algorithm, it may be entrusted to a person who has not encountered the justice system.

Nowadays, scientists and developers cannot come to a common opinion on the automation of the entire process of administering justice, that is, replace a judge with a computer program or a neural network that can analyze the actual circumstances of the case, give them a legal assessment and make an appropriate decision. Judges have a certain freedom in decision-making, which is not subject to algorithms. The AI can tell the judge, for example, how to make a decision in a particular case based on an analysis of precedents or judicial practice in this category of processes. Or, the AI may advise the parties to resolve the dispute before the trial. For example, at the moment, it is necessary to introduce a norm in the Code of the Republic of Belarus on administrative offenses, which established that before bringing a person to administrative responsibility in the form of a fine, the administrative body could use a program that would offer an option with the size of the fine taking into account the information about the offense . This innovation could ensure uniformity in enforcement, in the amount of the fine. High-quality AI drastically reduces the arbitrary interpretation of the rule of law and greatly reduces the possibility of administrative pressure on investigating prosecutors and judges. And in the opposite direction they give the opportunity to identify dubious decisions and sentences, for example, regarding the corruption component or even in cases of self-incrimination. In China, the USA, Great Britain, France and some other countries, such programs are already starting to be used, but at the moment they serve as an auxiliary tool for analyzing documents and do not replace a judge [5].

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UDC 342.72/.73

ECONOMIC VIOLENCE AS A LEGAL CATEGORY

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The concept of economic violence is studied in the context of legal regulation of this issue in the Republic of Belarus and foreign countries. The article substantiates the feasibility of legal consolidation of the category of "economic violence".

In 2018, in the Republic of Belarus, the issue of legal counteraction to economic violence was raised by the Ministry of Internal Affairs of the Republic of Belarus: the concept of the draft Law on Combating Domestic Violence was developed.

Many other states now recognize economic violence at the legislative level. Undoubtedly, legislative consolidation is preceded by a study of the social situation in the country, the identification of needs for the legal regulation of public relations. This position is a clear confirmation that the problem actually exists. Consequently, states are gradually starting to try to counter it: they adopt separate laws and define economic violence.

Economic violence is manifested in the following actions: the partner's interference in work or educational activities (prohibition of work, study, coercion to work); deprivation of resources (cash, basic necessities, such as housing, food, medicine, clothing, etc.); sole decision making on most financial decisions; forcing the victim to obtain a loan, to sign any legal document, etc.

Economic violence should be seen as a violation of constitutional human rights. The initial condition for countering economic violence is its legal consolidation.

The following definition was given in the concept of the draft Law on Combating Domestic Violence: "economic violence is a form of domestic violence that includes any intentional actions aimed at putting a citizen in a dependent position by depriving him of housing, food, money or other property on which he has the right in accordance with the legislation of the Republic of Belarus, or the ability to use them, obstructing the receipt of social services, a ban on working or studying, coercion to work." The definition focuses on the intentionality of illegal actions, contains their exhaustive list. The goal of establishing a dependent position is emphasized.

Since the concept of the Law of the Republic of Belarus "On Combating Domestic Violence" has not been adopted and the development of the law has been stopped, acts of physical, psychological and sexual violence are recognized as forms of domestic violence (Article 1 of the Law of the Republic of Belarus "On the Basics of Prevention of Offenses") [1].

An important international document in the field of combating domestic violence is the Council of Europe Convention on the prevention and combating violence against women and domestic violence dated May 11, 2011 No. 210 [2]. This convention supports the call for greater equality between women and men, as violence against women stems from inequalities between women and men in society and is fueled by a culture of tolerance and disregard for violence. In article 3 of the Convention, "domestic violence" means all acts of physical, sexual, psychological or economic violence that occur within the family or at home, or between former or current spouses or partners, whether or not the perpetrator shares or has shared the same residence with the victim. The Republic of Belarus has not ratified this Convention.

In addition to the fact that economic violence is included in the concept, the scope of domestic violence and the circle of persons between whom relations arise are also defined.

So, the legislators of most countries (European Union countries, Ukraine, the Republic of Moldova, the Republic of Armenia, etc.) are guided by the provisions of the Istanbul Convention. At present, it is the most progressive act regulating these relations. In accordance with it, normative acts aimed at preventing and combating domestic violence are adopted and improved.

In paragraph 4 of Art. 1 of the Law of Ukraine "On Preventing and Combating Domestic Violence" dated December 7, 2017, economic violence is understood as: a form of domestic violence, including intentional deprivation of housing, food, clothing, other property, money and documents or the ability to use them, leaving unattended or guardianship , obstruction in obtaining the necessary treatment or rehabilitation services, a ban on working, forced labor, a ban on learning and other economic offenses [3]. An open list of illegal actions that are aimed at economic benefits is provided, which allows to expand the content of the norm.

In h. 7 Article 2 of the Law of the Republic of Moldova "On Preventing and Combating Domestic Violence": "economic violence - deprivation of economic means, including livelihoods, such as food, medicine, essentials;

abuse of preemptive position for appropriation of things of a person; a ban on the right to own, use and dispose of common property; unfair control of common property and resources; refusal to support a family; coercion to hard and unhealthy work, including a minor family member; other actions of a similar nature" [4]. The definition also lists unlawful acts, but there is no intent for the person committing economic violence.

In the Law of the Republic of Lithuania dated May 26, 2011 No. xi-1425 "on Protection against Domestic Violence": "Violence - intentional physical, mental, sexual, economic or other influence exerted on a person by an act or omission, as a result of which a person is subjected to physical , material or non-material harm" [5]. From the definition of violence in the law, one can isolate the economic - this is a deliberate action or inaction, as a result of which material harm is inflicted on a person. Based on this content, the question arises: what willful actions, and in particular inaction, can be considered economic violence, and what is meant by material harm.

In Kazakhstan, in paragraph 5 of Art. 4 of the Law "On the Prevention of Domestic Violence" it is established that "economic violence - willful deprivation of a person's housing, food, clothing, property, means for which he has the right provided by law" [6]. In accordance with this concept, economic violence deprives a person of the basic goods necessary for him to have a normal life, legal assets and means. However, it is not clear what is meant by "means".

Examples from foreign legislation allow us to conclude that the norms differ: in their content, in the volume of interpretation, in the degree of certainty of actions, in the degree of severity.

In most cases, the vagueness of definitions, the lack of concretization of actions that cause property damage, can lead to abuse of the right to appeal about acts of economic violence.

The intentionality of the actions allows emphasizing the very attitude of the person to these actions, the possibility of adverse effects. This situation makes it possible to perceive the entire set of actions as negative, which can cause significant harm. Although in some norms the indication of intent is unreasonably absent.

Legislators group objects of encroachment in a certain order: from more significant to less. So, such vital necessities as housing, food, clothing (part 2 of article 21 of the Constitution of the Republic of Belarus: the right to a decent standard of living), medicines, and money are put in the first place, followed by property to which the person has the right (Article 29 of the Constitution: inviolability of legal possessions), social services (treatment, rehabilitation, etc.). Prohibitions on work and study, coercion to work harm the dignity, freedom of an individual (Articles 25, 41, 45 of the Constitution: the right to freedom, inviolability, dignity, the right to work, the right to health).

Since this issue has not been settled in the Republic of Belarus, citizens remain at risk of economic violence against them without the ability to defend their rights. Therefore, in order to ensure comprehensive and objective protection of their constitutional rights from acts of domestic violence, it seems necessary to recognize economic violence as a separate legal category. This will make it possible to take the first step in the formation of legislation on counteracting economic violence, but also in strengthening the intolerant attitude in the public mind towards any form of manifestation of domestic violence.

We consider it appropriate to introduce the definition of "economic violence" in the Law of the Republic of Belarus "On the Basics of Crime Prevention" as follows: "economic violence is a form of domestic violence, which includes deliberate actions of an economic nature, expressed in the deprivation of necessary means for normal life activities, such as food, housing , clothing, medicines, as well as cash, documents and other property to which a person has the right prescribed by law, or the ability to use them, hindering in receiving social services for treatment and rehabilitation, a ban on working, studying, forcing hard and unhealthy work."

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UDC 372.881.1

AUTHENTIC FILMS AS A TOOL FOR THE DEVELOPMENT OF SOCIOCULTURAL COMPETENCE

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The article is devoted to the problem of foreign language teaching with the help of authentic films and TV series. Some effective ways of using such tools are discussed in the article.

Foreign language skills, communication skills, interaction skills and successful communication process are the most important components of competences in various fields of human activity. For successful communication and socialization, a person should easily find a common language with others. At the same time, as it has already been stated, languages should be studied in integrity with the world and culture of the people speaking these languages [1].

For effective communication, it is not enough to be able to produce, create and understand foreign language speech, as communication (verbal and written) is not just a verbal process. Communicative success depends on such factors as etiquette, knowledge of non-verbal forms of expressing thoughts, communication, culture and much more.

Hence, it seems important to include the sociocultural component in the content of FLT from the initial stage of its study, so that all components (knowledge, speech material, situations, themes, skills and abilities) contribute to the formation of intercultural competence and ensure the development of communication between the linguistic and sociocultural components. Moreover, studying the culture of other countries will help not only to know the history and traditions of the countries, but also to realize the value of students' own culture.

To learn a foreign language and intercultural communication, students are recommended to use such a tool as watching authentic films online. According to N.V. Baryshnikova and G.G. Zhoglina, videos in the target language can introduce students to culture, as well as attach them to it, because "authentic videos provide a combination of language and sociocultural codes inherent in situations of real foreign language communication" [2, p. 14]. Foreign-language films clearly demonstrate foreign-language culture, develop motivation for learning and for communication activity.

Authentic materials include those that are produced by native speakers. These materials are used in the educational process in a non-adapted form. Such materials are designed for a communicative approach.

Video materials allow students to perceive information visually and by ear, which indicates one of the main principles of training – the principle of visualization. Imitation of the language environment, reproduction of the speech situation visually and by ear increases the effectiveness of the learning process.

Films allow one to study the phenomena and characteristics of a foreign country, receiving information about various cultural aspects of the country. In addition, the supply of useful information is unobtrusive. Feature films provide opportunities for analyzing culture-specific element and behaviour of people.

Authentic materials help students develop language skills and promote the development of intercultural competence. They expand vocabulary, knowledge of grammatical structures, develop writing and speaking skills, knowledge of phraseological units and idioms and the ability to work with them, develop contextual guess skills, etc [3].

For school students there are a lot of sources to improve their English skills which can be easily found in the Internet. There are some websites given below which provide plenty of films in English (some of them are free, some of them are not):

- Netflix (it is a streaming service that allows the members to watch a wide variety of TV-shows, movies, documentaries, etc. The main advantage of this resource is an opportunity to add English or Russian subtitles to the video);

- Amediateka (it is a Russian streaming service which provides a great number of American and British video-materials with subtitles);

- LeLang (it is a Russian website for English-learners, which provides films and TV-series free. Russian and English subtitles or double subtitles are available);

- English-with-fun (the main advantage of this Internet resource is a possibility to translate subtitles while watching the film and to add them into online dictionary).

In foreign language classes in high school, one can use various video materials: feature films and documentaries, interviews, cartoons, commercials, fragments of news and broadcasts.

However, for films to produce results, their selection and work with them must be built correctly. The correct choice of the film, setting goals and objectives, as well as considering the language and country features of the film are important.

Using resources such as authentic films allows one to solve the following didactic problems:

1) expansion of the vocabulary; development of listening skills and their improvement; development of language competence, as watching authentic films makes it possible to hear the intonation of native speakers, their pronunciation, as well as live speech (idioms, phrasal verbs, etc.);

2) development of linguistic and regional competence;

3) development of sociocultural competence.

Work with authentic films is based on the same principle as work with the text. Three main stages are distinguished: pretext (pre-review), text (review) and post-text (post-review).

Based on this, the following types of tasks can be formulated:

1) preview tasks that help prepare the teacher for viewing, improve the perception of the film;

2) tasks that should be performed in the process of watching the film (help to correctly perceive the film at the linguistic and cultural level);

3) post-review tasks [4].

If it is possible to play the film in parts, the student can analyze the fragment in detail and disassemble it, which contributes to the development of analysis and synthesis. Among other things, when watching films, all four types of communicative activities are involved: speaking and listening, reading and writing [5].

To show how these three stages work, we can consider one of the most popular TV series 'Friends', which shows us some special features of American lifestyle and culture. To begin with, the teacher should choose the episode, which goes with the topic being studied. For example, if we study American holidays, we can suggest that the students should watch the episode about Halloween (season 8, episode 6).

As for the preview stage, the teacher may start with questions about the TV series. After the feedback, it is possible to start a conversation about the holiday, its history and peculiarities (Do you like to watch TV series? What is your favourite one? Do you know 'Friends'? Today we will watch the episode called 'The One with the Halloween Party'. When is this holiday held? What do people usually do on Halloween? Do you know the history of it?)

Then, it is important to pay attention to the new vocabulary, which may cause some difficulties during watching (the teacher should prepare it in advance). The students can guess the definition in English or in Russian or it may be given by the teacher. In this episode, we can pay attention to the following words, phrases and phrasal verbs: *in a row, no way, to hit on someone, to fit into, to be in style, fall line, to whine, satellite, exclusively, to get a crush on someone, to be out of something, to be maxed out, equally*. Also, the students may make up sentences using new vocabulary. It helps remember the vocabulary and make it active.

After these tasks, the students watch the episode. While watching they have to complete some tasks too. For example, they can answer the questions (Who throws the Halloween party? Which different costumes can you find at the party? Which costume is Ross wearing? Why does Chandler get upset with Ross? Who has a twin sister? When Ross and Chandler fight, who wins? Is the result fair? What happens to Phoebe in the end?), overlook and arrange scattered sentences in the correct order (Phoebe tells Ursula's fiancée everything about her; Rachel is out of sweets, so she gives a girl some money; Monica, Rachel, Phoebe, Joey and Ross discuss the coming Halloween Party in the café; Ross and Chandler have a fight; Phoebe meets her sister, Ursula, in the street and invites her to the party) or other types of activities.

As the post-view task, any types of written or oral activities may be given to the students. Essays as well as dialogues help students acquire new information and vocabulary (for example, the students may write an essay about Halloween and how they would like to celebrate it, what costumes they would choose, etc.).

As we can see, there are plenty of activities which may be given to the students. However, it is important to understand that using authentic films or TV series requires preparation from the teacher, because only carefully selected tasks help students improve their knowledge in terms of vocabulary, grammar, listening and speaking skills, cross-cultural competence and so on.

Thus, the use of Internet resources, authentic books, videos and journalistic articles helps expand the sociocultural content of teaching foreign languages, allows the teacher to choose the material that meets curriculum requirements, the language level of students, their interests.

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UDC 316

PROBLEMS OF SOCIAL EQUITY IN EMPLOYMENT

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The article considers the problem of social justice in employment that is expressed in various forms, each of which requires careful study and the search for real solutions to address.

Solving the problem of social justice is aimed at reaching the balance between equality and inequality between people in a particular historical setting and in a specific field of activity. Justice is not equality in its pure form. The labor sphere is based on the division of labor and social hierarchy. Therefore, social justice in labour sphere should be referred to as a phenomenon that ensures equal conditions and opportunities for carrying out efforts.

The core of social justice, based on the balance of equality and inequality, is also driven by people's moral perceptions of men' and women's positions in the society. There exists the main problem that is raised from the historically established understanding of a family, where a woman is credited with the role of a house keeper, and a man is perceived as a provider or defender.

One of the seventeen sustainable development goals is gender equality and the empowerment of all females. This goal holds a worthy place among others. Therefore, the international community is in solidarity with the principle of opportunity equality and equal treatment in the field of labour and employment, the specific manifestation of which is the principle of gender equality which should be one of the priority principles of a democratic state.

Gender stereotypes are considered as the ground for economic dependence and gender inequality, they are undemocratic views on the situation of employment. Nevertheless, despite the difficulty of eradicating them from the consciousness of people, modern society seeks the ways to eliminate them.

Gender inequality is undoubtedly one of the humanity 's most difficult problems to solve, but it does not fill the gap in employment.

The modern world community recognizes a full and productive employment as a must for any country. Commitment No. 3 of the Copenhagen Declaration on Social Development, adopted by the World Summit for Social Development, states: "We commit ourselves to promoting the goal of full employment as a major priority of economic and social policy and to creating reliable and sustainable opportunities for all men and women to earn a living through freely chosen work and labour."

Employment is not just the state of being occupied, but a reliable and sustainable opportunity to earn a living through freely chosen productive work and labour. At the same time, employment is a prerequisite and a condition for human social integration, that determines the social nature of a person.

Unemployment cannot therefore be reduced to the absence of a working place or occupation for the sake of earnings at a given time or period. Unemployment is a person's inability to have a reliable and sustainable opportunity to earn a living through freely chosen productive work or occupation.

Fighting with unemployment is one of the goals of sustainable development - to promote inclusive and sustainable economic growth, full and productive employment and decent work for all. By achieving this we will contribute to economic sustainability and as a result the society and humanity as a whole will benefit.

The desire for rapid elimination of problems is undoubtedly inherent in every subject of the world community, but there is no impeccable unit that would have no significant obstacles and difficulties in achieving the task.

Taking into consideration the mentioned above, it can be concluded that the problem of social justice in the field of employment is not new, nevertheless, it remains relevant and requires effective measures, in particular, it should ensure equal conditions for education, for the realization of the acquired skills in the workplace. Also, it should include formation of a public image that will not divide professions on the basis of gender and race; elimination of stereotypes which create obstacles to women 's self-realization in the workplace in the public mind. Implementation of these measures will be effective and reasonable, as the proposed approach will contribute to the development of the economic sphere of the society, elimination of tensions between social sectors at the level of employment, the development of democratic thinking and the emergence of the society without social injustice, disadvantages, and inequalities.

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UDC 340

ON THE NEED FOR ADOPTION OF THE SPORTS CODE OF THE REPUBLIC OF BELARUS

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This article discusses the need for the adoption of the Sports Code. The national legislation in the field of sports is analyzed. Foreign experience and its positive impact on the development of sports are considered. The positive and negative aspects following the adoption of the Sports Code are predicted.

Sports law is a comprehensive industry that encompasses all legal norms governing social relations that take place in the field of physical education and sports, as well as other similar legal relations from various branches of law and legislation.

The regulation of legal relations in the field of sport is carried out on a number of sources of sports law of the Republic of Belarus, including:
- Constitution of the Republic of Belarus
- Civil Code, Labor Code, Tax Code, etc.
- Law "On Physical Culture and Sports"
- other laws of the Republic of Belarus, which indirectly regulate issues of physical culture and sports: "On the foundations of state youth policy", "On state awards of the Republic of Belarus", "On trade unions", etc.
- Decrees of the President of the Republic of Belarus directly regulating sports relations: "On measures to stimulate the achievement of high sport results", "On providing support to organizations of physical education and sports", "On the provision and use of gratuitous (sponsorship) assistance", etc.
- Decisions of the Council of Ministers of the Republic of Belarus directly regulating sports relations: "On the delegation of authority to the Ministry of Sports and Tourism to adopt regulatory legal acts in the field of physical culture and sports", "On approval of the State Program for the Development of Physical Culture and Sports in the Republic of Belarus for 2016–2020 years", "On the approval of the Unified Sports Classification of the Republic of Belarus", etc.
- Decisions of the republican government governing physical culture and sports: "On the approval of the Instructions on the specifics of labor regulation of employees of physical education and sports organizations", "On the specifics of concluding civil law contracts in the field of professional sports", etc.
- regional legal regulation of physical culture and sports: "On local government and self-government in the Republic of Belarus"
- legal acts of international and national sports organizations: regulations and charters of FIFA and UEFA, charters of Belarusian sports federations, etc.

For the effective functioning of sports, a normative legal act is necessary, which will be capable of regulating the activities of sports associations, federations, clubs, and other sports structures simultaneously. In order to form a holistic legal institution, it is necessary to codify the legal norms governing the entire sphere. Therefore, systematization of sports legislation should be ensured.

At the moment, the established legal regulation in the field of sports is significantly outdated and is subject to detailed processing, so that to take into account the requirements of the present and the specifics of foreign experience. More than 20 years have passed since the adoption of the first edition of the law "On Physical Culture and Sport", despite the significant changes made over this period of time, a number of categories such as youth, students, adaptive sports, insurance and social protection of athletes, as well as the institutes of a sport passport, sports agency, transfer of players, professional sports leagues and much more, it was not settled [1, p. 1]. The lack of legal regulation of relations in these areas indicates the need for the adoption of the Sports Code, which will undoubtedly improve the legal regulation of sports in the Republic of Belarus, as well as give a significant impetus to its further development.

The positive foreign experience of legislative regulation in the field of sports confirms the validity of the development of sports law along the path of codification of the legislation on sports through the development and adoption of the Sports Code. In particular, there are a number of codes (codes of laws) of various US states, Brazilian Code of Sports Justice, Brazilian Code of Professional Ethics in the field of physical education, as well as the Sports Code of France ("Code du sport"), which provides conditions for the development of French sports and effective fight against corruption and other types of crimes in sport [2].

The sports code and its main provisions will become the foundation for the further development of Belarusian legislation in the field of physical culture and sports, will contribute to the active development of national sports legislation (the adoption of legislation on professional sports, on transfers in sports, on sports disputes, on doping, refereeing, etc.).

However, the legislator and other subjects of legal relations in the field of sports may face a number of adverse consequences that will follow the adoption of the code. The analysis of the dynamics of state regulation in the field of physical culture and sports indicates the desire of the legislator to extend the imperative method of legal regulation to the considered and related legal relations, which in turn leads to the adoption of new norms. As a result, the system of sports legislation that has not yet taken shape within clear boundaries can be deformed even more. Sports relations are a completely specific type of social relations and relations, in its pure form not characteristic of civil, administrative, criminal or any other legal relations that are subject to regulation of branches of law in the traditional classification. In this sense, their specificity is comparable only with relations in the field of education. The imperative method cannot be employed there (like, for instance, in criminal law), nor is it possible to reduce sports relations to the concept of a service because of their originality and identity.

Another disadvantage seems to be the impossibility of extending general provisions to all existing sports due to their specificity and originality. Even the very definition given to the concept of sport in the draft Sports Code [3]: "Sport is a field of activity that is a competition in the field of physical culture, as well as a system for preparation, organization and conduct of such competitions, provided by the educational process, complex economic, social, educational, scientific, methodological, medical, material and technical and other conditions", does not reflect its essence. The legislator in this case does not take into account the intellectual activity inherent in many sports (chess, checkers, sports bridge, etc.).

The adoption of the Sports Code will not be able to fully and at once eliminate the lacunae in the country's sports legislation. Nevertheless, at present there are no objective obstacles to the systematization of the sports legislation of the Republic of Belarus, and codification seems to be the most preferred type of systematization. The codification can be based on the Law on Physical Culture and Sport, and lacunae in legal regulation can be eliminated by introducing subsequent changes and additions to the Code.

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UDC 347.77

PRIVACY POLICY OF PERSONAL DATA IN THE FUNERAL BUSINES
IN THE CONTEXT OF DIGITAL ECONOMY

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Current legal issues of personal data privacy policy in the field of funeral business are considered in the article. The author speculates as well about further development of this problem and suggests some possible ways of solving it.

In today's world, almost any business project is subject to digitalization because of consolidation of the concept "automation" for any type of commercial product. Digitalization itself follows informatization and is an integral part of digital economy formation and development. With the ongoing process of globalization, there is a transition from the introduction of individual digital technologies to the integrated construction of a digital system within transnational and national economies. Such changes oblige all participants of digitalization to closer relationships in all areas of public life: from society to economy.

There are some common qualities related to digitalization of a business space. They are transforming and destructive effects. Usually transforming digitalization is viewed from the perspective of complementary technological effects that arise in the process of close interaction of people and machines. Structural transformations increase gradually and heterogeneously in various types of activities therefore a particular profession can simultaneously be exposed to transforming and destructive risks of different levels [1, p. 11]. At the same time, it is difficult to single out the maximum digitalization for the structure of funeral business, because this commercial sphere requires a certain psychological and social interaction with the client, which is feasible only for a human being, not for a robotic technology. On the other hand, the existence of systematic customers databases and commercial information about them indicates that the digitalization process has affected the business sector under consideration.

As for the privacy policy of any data, first of all, it depends on the level of protection and the current legislation of the state. With the spread of digitalization, relevant information protection methods have also appeared. They are: appropriate software, data encryption, security protocols and much more. At the same time, nowadays, not only in the Republic of Belarus, but also in the Russian Federation there is a tendency to leak personal data of people before they become clients of ritual service bureaus.

There are a lot of news items on the Internet about incidents when funeral workers offered their services almost a few hours after the death of a person [2]. Grieving relatives threw into question not only professional courtesy of employees, but also their awareness of what had happened. As news reports show, after a person's death, relatives of the deceased call an ambulance and police in order to record a person's death. After finishing all the necessary proceedings an ambulance staff representative or a representative of an internal affairs body gives to the relatives of the deceased a business card of some funeral home, or sometimes it happens so that after the departure of an ambulance staff representative or a representative of an internal affairs body a relative of a deceased gets a call from a funeral home employee. Such situations show that there are some contractual relationships between health authorities or internal affairs bodies and funeral services organizations that are officially, on a contractual basis, not fixed and are corrupt.

However, it is necessary to consider all structures that have information about the deceased and can transmit such information for a fee. In the Republic of Belarus, depending on the circumstances, an approximate list of such structures is as follows:

1. Internal affairs bodies;
2. Health authorities(hospitals, morgue);
3. Housing maintenance service;
4. Condominium;
5. Organizations working with cemeteries.

In the Republic of Belarus, personal data are understood as the basic and additional personal data of an individual to be entered in the population register in accordance with the legislative acts of the Republic of Belarus, as well as other data that can help to identify a person [3]. As you can see, this definition is quite inaccurate and contributes to the disclosure of personal data, especially in the field of funeral business.

Death data refers to personal data and is confidential [4]. Under confidentiality we understand the requirement not to allow the distribution and (or) the provision of information without the consent of its owner or other grounds provided for by legislative acts of the Republic of Belarus.

According to the results of a global study of information leaks, for 2018, conducted by the analytical center of Infowatch, the United States and the Russian Federation are leaders in this rating. The main channels of leaks are the network and paper documents [5]. Based on the fact that the Republic of Belarus borrows various ways of doing business from the neighboring Russian Federation, one can only predict the growth of ongoing leakage of personal data in the funeral business. No matter how much digitalization affects this area, the risk of confidential information getting to third parties is extremely high. This is connected not only with hacking of computer systems, but also with the usual human factor – greed.

It is also worth considering the problem of legal regulation in this area, which consists of the fact that although the requirements for the protection of personal data by law are established, there is no administrative or criminal liability for their violation.

Thus, in fact, the personal data of individuals are not protected. Unfortunately, it is practically impossible to bring to justice those who disclose such data or use data obtained in violation of the law. It is necessary to introduce authorization for the disclosure of confidential information, accountability of commercial information and the introduction of modern information security technologies (for example, Blockchain).

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UDC 34.096

PROBLEMS OF VIOLATION OF THE INDIVIDUAL'S RIGHT TO INVIOLABILITY OF APPEARANCE

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In the article the author considers the concept "appearance" as an intangible benefit that belongs to a person from birth and cannot be alienated or transferred in any other way. Local normative legal acts containing norms that establish certain standards of appearance are examined in the article as well. The author also suggests abandoning strict regulation of the aspect under consideration.

INTRODUCTORY PART. The latest trend in modern society is the break of the usual pattern of beauty, as a result of which an increasing number of people argue against the accepted in society typical parameters of how people should look like when it concerns their gender or social status. More and more young people want to express themselves through their clothes or certain elements of their appearance. Based on the above, the following questions of legal nature arise: Can the state abridge a freedom of personal expression only in virtue of morality and decency, and whether these restrictions are a violation of the right to inviolability of appearance?

MAIN PART. To answer this question, it is necessary to define the specific character of the concept "appearance", which is found to be difficult, since there is no such notion in the modern legislation of the Republic of Belarus. However, in the legal literature much attention is given to this concept, there is even a theoretically developed definition. For example, A. S. Mograbyan defines physical appearance of an individual as an inseparable and individualizing personal intangible benefit aimed at ensuring physical integrity of a person, which includes outward appearances of an individual, perceived by others as a whole or as a partof the whole [1].

In our study, we will not rely only on theoretical definitions. Despite the fact that article 151 of the Civil code of the Republic of Belarus does not provide for such an intangible benefit as appearance, the Constitutional court of the Republic of Belarus in its decision "on legal regulation in civil legislation of the use and protection of the image of a citizen" says that the appearance of a citizen by its essential characteristic is among the intangible benefits that belong to them from birth, not alienated or transferred in any other way [2]. Consequently, the protection of such benefits is carried out in accordance with the Civil code of the Republic of Belarus.

Based on the above, we can conclude that everyone has the right to create their own appearance, personalizing it with the help of clothes, accessories, hairstyles and other means. However, despite this, some current regulations set certain standards for appearance. An example is higher educational institutions or, rather, ethical codes adopted by University administrations.

For example, the ethical code of conduct for students of A. S. Pushkin Brest State University contains a separate Chapter concerning the appearance of students. In particular, the code stipulates that students' clothing must correspond to the place, time and nature of their activities, they must not use bright, massive jewelry and provocative makeup, use perfume with a sharp smell, and their hair must not be painted in bright (unnatural) colors. Students are also not allowed to demonstrate tattoos and piercings on open skin areas [3].

In our opinion, such regulation is a violation of the right to inviolability of appearance and is unacceptable, since it does not allow a person to use their appearance at their own will and discretion. In addition, to some extent, such restrictions may be regarded as discrimination against students, since the right to appearance belongs to the same category of rights as the right to personal dignity, personal integrity, honor and business reputation. Since this document by its legal nature is a local normative legal act, its provisions apply to each student regardless of their study program and form of training, the implementation of these provisions is provided by the threat of disciplinary action. In addition, the obligation to comply with the provisions of local regulations is provided in article 32 of the education Code of the Republic of Belarus [4].

In connection with the existence of such rules, there is a problem of implementing the right to inviolability of a person's appearance. Unfortunately, such examples of restrictions exist not only in the above code, but also in the moral and ethical code of conduct for the students of Belarusian State Medical University, the provisions of which also impose certain restrictions on appearance, though they are not so strict. Since the provision of this Code does not contain a ban on tattoos and piercings demonstration, as well as on coloring hair in unnatural colors [5].

The problem of implementing the right to appearance concerns not only students of higher educational institutions, but also university lecturers. However, there are no strict rules for them, most often, local regulations are limited to the wording that modern business style is recommended to teachers as a basis for choosing clothing

and accessories. And in this case most often there is a public censure of the teacher or a negative reaction of colleagues or students to the style of the teacher.

For a more complete understanding, we addressed students of various faculties and universities of the Republic of Belarus, as well as lectures of Polotsk State University, and asked them questions about certain aspects that are regulated in local regulations. Most of the questions were about the lecture's appearance, clothing style, and restrictions in their daily life. The questionnaire was submitted to students as a Google form and was anonymous. In the survey we received the opinion of 134 respondents from various higher educational institutions in Belarus, including PSU.

According to the results of the survey, it was found that most students do not have specific requirements to lectures appearance, and in most of their responses, students stressed that cleanliness, grooming and hygiene is what is more important. According to students, the teacher may look as they see fit, since they also have right to express themselves through clothing. That is to say that from the students' point of view university lecturers can be free in choosing what clothes to wear at work, what matters is whether the lecturer looks tidy or not. Let's go back to the rules of professional ethics, which set the standards of clothing for the university lecturer, and this is probably done for students, but as the survey shows, this is not important for the latter.

To the question "does the appearance of the teacher matter?" only 27.6% of respondents said that it matters, 50% stressed that the most important thing is the information which the teacher gives during the lecture, and not their appearance or clothes and for 15.7% of the surveyed appearance of the lecturer doesn't matter.

As for the opinion of teachers in this regard, more than half of the respondents believe that their appearance is important for students. Analyzing the results of the survey, we can come to the conclusion that there is no need to establish any standards of clothing, since teachers, following these standards, limit themselves for the sake of students, who mostly do not pay attention to it.

CONCLUSION. Thus, each person should have freedom of expression through the choice of elements of appearance, since this is what forms the idea of the individual. In our opinion, this aspect does not need such strict regulations, since the establishment of such restrictions is a dehumanization and restriction of human rights.

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UDC 316

PROBLEMS OF SOCIAL EQUITY IN EMPLOYMENT

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Justice is one of the most important moral problems of our time. This is a historically changing phenomenon which acquires new qualities in new conditions, and which content is constantly changing.

The first ideas about justice appeared and found their further development in philosophical sciences. In general, both norms and laws of social justice cannot be recognized as fair. Taking into consideration the fact that justice should be inherent in the law as a whole, law should not only strive for justice, but also embody justice in the current economic, political and social conditions of the state policy [3].

To begin with we should say that the problem of social justice has existed for a long time. Social justice is a critical factor on the base of which the rights are protected, as well as freedoms and interests of a person in various fields, including labor where it must be ensured by appropriate conditions for fulfilling the labor function [1].

Many centuries ago it was the main problem for ancient Greek scholars and the problem of achieving principles of social justice is relevant now as well. Moreover, it has emerged more vividly in many countries because of the economic crisis and in a number of Arab countries as a result of ongoing conflict. In this way the sharp decline in the standard of living has led to the inability of satisfying basic living needs.

To the most up-to-date problems in the field of social justice belong: the employment of population, labor, gender equality in labor and equal payments for both sexes. As stated, a person is highly qualified in the society not because of their gender, but because of their outstanding personal qualities.

We agree that one of the main tasks of a state is to ensure the principle of social justice both for men and women. But to maintain social justice is not only the main function and task of a state, but also a duty of every citizen.

Despite the fact that there are a lot of disagreements between representatives of different religions, sectors of the society, and social groups, they all share a single opinion that to ensure a nation's well-being, the principle of social justice must be respected.

Here we would like to mention the existing ways of solving some problems that can come along with social justice implementation. They are: the improvement of law, the conduction of an active and clear social policy of the state, tax increase [1].

It is important to note that ensuring full, productive, and chosen employment of the population is one of the state's priorities. For this purpose the cooperation between every sector of the government is being carried out in the field of employment and human resources development. Namely, the promotion of jobs with high productivity, safe working conditions, decent wages, and equal rights for men and women. But still we are facing a lot of problems with this issue now. For example, the International Labor Organization announced the report according to which the number of unemployed in the world in 2017 reached the highest number of 192.7 million people. In 2018 this number dropped to 0.1%. And in 2019 it grew again to 193.6 millions. [2].

The problem of unemployment is one of the most serious problems in North Africa. Almost one third of its young population is unemployed. The problem, according to analysts, is exacerbated by gender inequality [4]

For this reason the fight against unemployment was defined as a prerequisite for ensuring "social justice" in ILO Constitution [2]. In order to maintain social justice in a person's life, one must be provided with the opportunity to have a decent life by conscientious and freely chosen labor [2].

Nowadays we are facing the greatest problem that will change the world forever. This is a pandemic virus which brings crises, death, changes to the disease cure perspectives, ways of working and people's attitude to labor.

In the conclusion we would like to say that:

1. The mechanism for implementing the idea of social justice in labor relations should be based on: a) the knowledge of the main interests of all subjects of labor relations; b) the knowledge of labor subjects gender differences.

2. The idea of social justice in labor relations should be implemented by the state.

3. The job and the payment should not be based on gender preferences.

In the end it is worth saying that nowadays we still have problems concerning gender equality, especially in post-soviet countries as according to the basic idea of the society it is man's duty to earn money, woman's duty

is to take care of the family. That is why a lot of women who were able to achieve results in their career had to take male characteristics, the ones that are more associated with a man and are considered as masculine.

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UDC 347.77

LEGAL PROTECTION AND COMMERCIALIZATION OF INTELLECTUAL PROPERTY RIGHTS OBJECTS
IN THE REPUBLIC OF BELARUS:
THE EXPERIENCE OF POLOTSK STATE UNIVERSITY

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The research deals with the current issues related to the legal regulation of intellectual property in the Republic of Belarus. The State Program for Innovative Development of the Republic of Belarus for 2016–2020 is studied in the article. The author analyzes the policy of managing intellectual property at universities and the experience of protecting industrial property objects in Polotsk State University.

INTRODUCTORY PART. A significant human as well as scientific and technical potential of the country is concentrated in educational institutions of the Republic of Belarus. It allows them to be instrumental in what concerns inventive activities.

In my research I will focus on three major issues.

Firstly the topic of legal regulation of intellectual property in the Republic of Belarus will be covered.

Then I will analyze the State Program for Innovative Development of the Republic of Belarus for 2016–2020.

In conclusion I will consider the policy of managing intellectual property at universities and the experience of protecting industrial property objects in Polotsk State University.

LEGAL REGULATION OF INTELLECTUAL PROPERTY IN THE REPUBLIC OF BELARUS. The Republic of Belarus is a member of the most international agreements in the field of intellectual property.

The basis of national legislation is the Civil Code of the Republic of Belarus (Section V "Intellectual Property", chapters 60-67) and special laws that regulate relations in the field of protection and use of trademarks, inventions, design inventions, varieties of plants, computer programs, scientific, literary and artistic works and other objects of intellectual property.

State administration in the area of intellectual property is performed by The State Committee on Science and Technology and the National Center of Intellectual Property.

The National Center of Intellectual Property protects the rights of the objects of intellectual property, serves as a patent authority, provides international cooperation and ensures the implementation of international obligations of the Republic of Belarus.

To the special institutions that perform selected functions in the field of intellectual property belong: judicial board for intellectual property of the Supreme Court, Republican Scientific and Technical Library, Belarusian Society of Inventors and Innovators, patent agents and intellectual property appraisers.

Let us take a closer look at the policy of managing intellectual property at universities.

In 2010 the Ministry of Education of the Republic of Belarus developed a plan for protection and management of intellectual property at universities.

In accordance with the plan, each university had to organize the work of the Service for legal protection and management of intellectual property, train the staff, form the local regulatory framework, provide legal protection of intellectual property, develop and approve the organization's strategy for the intellectual property management.

Thus, the state laid the foundations for formation of an effective system of intellectual property management at universities.

STRATEGY OF THE REPUBLIC OF BELARUS IN THE FIELD OF INTELLECTUAL PROPERTY FOR 2012–2020. The basic document, defining the state policy in the field of intellectual property is the Strategy of the Republic of Belarus in the field of intellectual property for 2012–2020, approved by Resolution of the Council of Ministers of the Republic of Belarus No.205, dated March 2, 2012.

In accordance with the Strategy, the main aim of the state policy is to improve the competitiveness of the economy of the Republic of Belarus through effective management of intellectual property.

The State Program for Innovative Development of the Republic of Belarus for 2016–2020 specifies the following conditions for effective management of intellectual property:

- a developed system of legislation in the field of intellectual property;
- a developed infrastructure in the field of intellectual property;

- effective mechanisms of intellectual property management at the national and regional level in academic institutions;

- effective protection mechanisms of intellectual activity results;

- a set of financial, moral and other incentive instruments that can be used to expand the practice of creating and using objects of intellectual property;

- an increase of the intellectual property importance level in the economy

State programs contain a number of activities aimed at the development and improvement of the conditions defined [1].

THE EXPERIENCE OF POLOTSK STATE UNIVERSITY IN PROTECTING INDUSTRIAL PROPERTY OBJECTS. A significant human as well as scientific and technical potential of the country is concentrated in educational institutions of the Republic of Belarus. It allows them to be instrumental in what concerns inventive activities.

Let us consider the experience of protecting industrial property objects in Polotsk State University in details.

In 2010 Republican Innovation Unitary Enterprise "Scientific and Technological Park of Polotsk State University" was created to commercialize the inventions of the University.

The course "Fundamentals of Intellectual Property Management" is taught at all faculties of Polotsk State University.

Two permanent commissions were established to recognize intellectual property as invisible assets.

The main methods of commercialization of industrial property objects in PSU are:

• Usage of IPOs in own production of Polotsk State University;

• Joint patenting with national and foreign enterprises with subsequent use of IPO in their production

• Technology transfer (licensing)

Polotsk State University in cooperation with a French company INSTRUMENTATION SCIENT DE LABO patented an invention in 13 countries (Austria, Belgium, Great Britain, Germany, Italy, China, Canada, the Netherlands, Russia, the USA, France, Japan) (the right for 3 patents was surrendered under the contract); the invention was applied in devices used for making express analysis of oil products properties (an automatic device for the dispersion of oil products).

The mentioned above devises are successfully sold in Eastern and Western Europe, the United States, Asia, Africa and South America.

Let us take a closer look at the problems of commercialization of scientific and technical activities results.

In Belarus, there is a problem regarding the effectiveness of patenting, less than 40% of patents are kept in force. According to statistics, only 2% of patents are commercialized in the Republic of Belarus. Every other patent is terminated a few years after it has been issued. We have a large gap between science and industry. Inventions are not claimed in the production. Creating inventions that are found to be unclaimed by industry, since these inventions do not reflect the needs of production.

The solution to these problems is to conduct scientific research according to the needs of production.

A good example of finding solutions to similar problems is the joining of Polotsk State University in 2017 to the Petrochemical cluster to intensify the creation and use of innovations of the University.

Members of the Petrochemical Cluster are OJSC Naftan and Novopolotsk City Executive Committee.

Within the cluster, joint scientific research, patenting, and engagement with scientists of the University are provided to carry out research works.

CONCLUSION. The analysis of inventive work, patent and license activity from 2009 to 2020 has showed that this activity is an integral part of scientific research carried out by employees, post-graduate and master students.

The performed analysis allows to conclude that universities and other educational institutions play a predominant role in the country in the field of creation and commercialization of inventions, utility models and secrets of production (know-how). In the coming years, an increase in the patent activity is expected within the framework of the Eurasian Patent Convention, as well as an increase in the efficiency of commercialization of the results of scientific and technical activities both on the territory of the Republic of Belarus and in the near and far-abroad countries.

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UDC 342

NOTARIATE AND THE DIGITAL FUTURE. UNSHAKABLE LEGAL GUARANTEES AND TECHNICAL PROGRESS

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The possibilities to certify transactions remotely, to make an executive inscription without visiting a notary office, or to transfer documents from one legal entity to another using new blockchain transaction registers are analysed. How soon will the notary of the Republic of Belarus be able to carry out such actions and is it possible to digitalize this institution at all? This will be discussed in more detail further.

A notary public is a legal institution whose main goals are to protect the rights and legitimate interests of citizens and legal entities, notarize transactions, and provide legal assistance.

But is it possible to improve the process of notarial actions? With the global trend of digitalization, I believe that certain innovations can be introduced to the Institute of notaries. After all, civil turnover is gradually occurring in the digital environment, and the rights and interests of its participants must be respected regardless of the format in which, for example, the transaction is made. But convenience and cost-effectiveness are also important qualities that are sought to develop in any field of activity. They can also be provided by digital technologies.

State policy on the digital economy can be described as follows: the state is interested in developing this area. Acts of legislation are adopted that eliminate legal uncertainty that occurs when using digital innovations.

At the end of 2017, Presidential Decree No. 8 «On the development of digital economy» [1] was adopted, the purpose of which was to build a modern digital economy. So, we can conclude that in some time, legal relations complicated by the digital nature will arise. And participants in these economic relationships may need, for example, notarization of a transaction. This suggests that one way or another, but the notary needs to master the digital world.

As an example, we can cite an innovation in the banking sector. Presidential Decree No. 148 «On digital banking technologies» [2] was adopted, which defines the procedure for banks and non-Bank credit and financial organizations to perform a number of actions in the digital space.

Currently, in accordance with the legislation of the Republic of Belarus regulating the activities of a notary, notarial acts are provided for: certification of transactions (including wills); certification of the correctness of translation of documents from one language into another; certification of the identity of a citizen with the person depicted in the photo; transfer of the application of citizens and legal entities to other citizens and legal entities; making Executive inscriptions.

This is a far from a complete list of activities performed by notaries. But, in my opinion, these activities can be digitized in the first place, being performed on the basis of modern platforms for information distribution.

An important point in creating a digital notary is the importance of maintaining direct interaction between the notary and the client, because in my opinion, it is possible to provide high-quality, qualified advice outside of modern digital technologies and means of communication.

Thanks to the above-mentioned Decree No. 8 «On the development of digital economy», conditions were created for the introduction of a Blockchain - a digital database designed for the distribution of information. The technology is of particular interest to any organization that works with documentation and through which an impressive amount of information passes. Therefore, in my opinion, this software can be considered as a tool for performing a number of notary actions [3].

The basic principles of work are decentralization and immutability of information. The principle of decentralization is manifested in the fact that information about operations contained in blocks that are sequentially built one after another, or rather copies of it, is stored by all network participants. That is, there is no pronounced Central node that collects information about the system's operation. In addition, the processed information cannot be changed. Thanks to the mathematical algorithms that are the basis of the technology, this, according to experts, is simply impossible.

The technology can be tested when certifying transactions and wills, as it was previously said that information is stored in a mode in which it is not possible to change or destroy it, and this is obviously a plus for the notary. The advantages of Blockchain also include the possibility of concluding a marriage contract. In accordance with the current family law, the marriage contract is subject to notarization. That is, the conclusion of such a contract will force the spouses to address to a notary. But in addition to certifying the contract, which can be performed remotely, it will be possible to add the prefix "Smart" to it, that is, to conclude a "smart contract"

that functions in the blockchain registry or other distribution information system for the purpose of automated execution of transactions. In other words, the contract will be performed automatically, e.g. in the event of divorce money held on the account of the spouses and acquired during the marriage, are equally divided, as stated in the law.

Based on the above, we can assume that the Blockchain has the makings to become part of the notary's software. Apart from documents for storage, it can certify the accuracy of translation of a document from one language into another, transfer applications of citizens and legal entities to other persons, and perform other notarial actions that can be performed in digital format without violating the rights and legitimate interests of citizens and the norms of current legislation [4].

Along with this technology, so-called "robot lawyers" are also being developed. They are programs that in the future will be able to perform functions performed by lawyers on a daily basis and are of a typical nature. One of the activities of notaries is providing legal assistance to citizens and legal entities. In this case, we can assume that answers to the most common and typical questions could be provided via a chat with a "robot lawyer" in order to save time and avoid long queues at notary offices. For example, it's possible to create a list of typical phrases used by citizens when addressing notaries: "How long can I accept an inheritance?", "What documents are necessary to accept the inheritance?", "What is necessary for notarization of the transaction?" and a system that analyzes the requests and provides a response to the client.

However, all potential innovations that can be introduced into the activities of a notary in the Republic of Belarus will have to be legally regulated. So, in the Law of the Republic of Belarus "On notaries and notarial activity" and the resolution of the Ministry of justice "On some issues of notarial record" in the case of the development of public digital stories, you will need to make changes and additions to the rules related to record keeping (article 18 of "Notarial records"), the use of a Single electronic accounting system of notarial acts and inheritance cases (in the Law article 19) the basic rules of implementation of notarial actions (Chapter 11 of the Act) and the rules for conducting certain types of notarial acts (Chapter 12). There may be changes to other standards, but this will depend on how large-scale the transition to the digital space will be [5].

In conclusion, I would like to note that modern digital technologies that are being implemented in various spheres of human activity are gradually becoming closer to law. The main goal of their implementation is to create convenient, and what is more important, safe and effective services that will remove the burden from all participants of legal relations, save time for citizens, speed up complex transactions between business entities using their remote support. And the notary public should not be an exception, since, in my opinion, it is impossible to ignore the potential for increasing the level of protection of the rights and legitimate interests of any person who applies. However, it is impossible to exclude the need for a qualified lawyer to participate in legal relations, since in certain cases proving to the public the benefits and reliability of a digital notary without certain practice and experience is a very difficult task.

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UDC 342.5

PARLIAMENTARISM AND PARLIAMENT IN THE REPUBLIC OF BELARUS AT THE MODERN STAGE

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Parliamentarism can be considered as a system of power, providing for the presence of parliament as a representative body endowed with legislative and control powers, and based on the principle of separation of powers. This article discusses the powers of the Parliament of the Republic of Belarus acquired by them as a result of the 1996 constitutional reform.

In the modern world, issues of compliance with the principle of separation of powers are relevant. Moreover, they are relevant both for states with a developed democracy, and for those who have just embarked on the democratic path of development. The main issue here is the degree of powers of authority and control powers of each of the branches of government.

There is no doubt that the branches of power are not interchangeable, but they are also not able to act separately. Therefore, they must exist on an equal footing, mutually complementing each other, which is ensured by a mechanism of checks and balances. S. Montesquieu wrote: "In order not to be able to abuse power, such an order of things is necessary when different authorities could mutually restrain each other" [1, p. 290].

At the present stage, the institution of parliamentarism is the most important mechanism contributing to the functioning of a truly democratic state and the formation of civil society. Real parliamentarism can only be discussed if the parliament is vested with powers in the field of legislation, the right to elect or control the activities of executive bodies [2].

The need for a real constitutional entrenchment of the principle of separation of powers, the restoration of balance in the control functions between them, the balance between the duties and rights of the Head of State, was the objective reason for the constitutional reform on November 24, 1996. The main results of this constitutional reform were the transition to a strong presidential form of government, the creation of a new legislative body - a bicameral Parliament - the National Assembly, endowed with certain control powers, which play an important role in ensuring checks and balances when implementing the principle of separation of powers [3, p.13] . This reform allowed the formation of a branch of the legislative power, which corresponds to the European standards of parliamentarism and has a civilized, modern structure.

Also, the result of the above reform was the transformation of Belarus from a presidential republic into a "mixed presidential-parliamentary republic with broad presidential powers" [4, p. 74]. A distinctive feature of this form of government is the double responsibility of the Government of the Republic of Belarus to the President and the Parliament of the Republic of Belarus. In the Republic of Belarus, this provision is reflected in part 2 of article 106 of the Constitution, which states: "The Government in its activities is accountable to the President of the Republic of Belarus and is responsible to the Parliament of the Republic of Belarus" [5, p. 81]. Responsibility to the Parliament of the Republic of Belarus provides the lower house of the National Assembly with an opportunity to pass a vote of no confidence in the Government, which may result in their resignation, and as well as the need for the House of Representatives to approve the program of activities of the Council of Ministers of the Republic of Belarus.

Along with legislative powers, the National Assembly of the Republic of Belarus has control powers. The world practice indicates that foreign countries are moving towards strengthening these powers. So, for example, the Law on Amendments to the Constitution of the Russian Federation of 30 December 2008 introduced a provision that the State Duma annually hears reports from the Government on the results of its activities. A similar provision can be found in the Constitution of the Republic of Belarus. Paragraph 5 of Art. 97 of the Constitution of the Republic of Belarus states that the House of Representatives hears the report of the Prime Minister on the program of the Government activity and approves or rejects the program. This provision of the Constitution establishes the right of deputies to hear the program of the Government of the Republic of Belarus, but are they empowered to control its implementation?

The control powers of the National Assembly can be divided into groups, depending on who exercises them: the National Assembly as a whole, the House of Representatives or the Council of the Republic.

The control powers of both houses of the National Assembly of the Republic of Belarus include:

1. Consideration of the early dismissal of the President of the Republic of Belarus in the event of persistent inability to exercise the powers of the President of the country due to health reasons.

2. Consideration of the removal of the President of the Republic of Belarus from office in connection with committing treason or other particularly serious crime (impeachment).

3. Consideration of interim decrees of the President of the Republic of Belarus which have the force of law.

In practice, only once did both houses decide to repeal the interim decree. However, later they changed their decision and took it into account.

The control powers of the House of Representatives are:

1. Consideration of the issue of consent to the appointment of the Prime Minister of the Republic of Belarus.

But, since the President of the Republic of Belarus has the exclusive right to initiate the candidacy of the Prime Minister, this essentially contradicts one of the basic requirements of modern parliamentarism - control over the executive branch.

2. Approval or rejection of the program of the activity of the Government of the Republic of Belarus.

3. Consideration of the issue of trust in the Government of the Republic of Belarus.

4. The possibility of expressing a vote of no confidence in the Government of the Republic of Belarus.

5. Appeal to the Constitutional Court of the Republic of Belarus with a proposal to give a conclusion on the conformity of laws of the Republic of Belarus, decrees, decrees of the President, by-laws and international treaties with the Constitution of the Republic of Belarus and international legal acts.

The control powers of the Council of the Republic are:

1. Consideration of decrees of the President of the Republic of Belarus on the introduction of emergency law, martial law, full and partial mobilization.

2. Cancellation of decisions of local Councils of Deputies that do not comply with the legislation of the Republic of Belarus.

3. Decision-making on the dissolution of the local Council of Deputies in the event of a their systematic or gross violation of the requirements of the legislation of the Republic of Belarus.

Thus, having analyzed some of the powers of the Parliament of the Republic of Belarus, having studied in detail the mechanism for exercising control powers, we can conclude that the stability of the system of government is ensured by the presence of balanced powers among state bodies and the presence of checks and balances between them.

All these characteristics are reflected in the Constitution of the Republic of Belarus with amendments and additions adopted in 1996 at a republican referendum, in the Law "On the National Assembly of the Republic of Belarus" and in the Rules of Procedure of the House of Representatives of the National Assembly of the Republic of Belarus. The adoption of these normative legal acts with their subsequent improvement and additions contributed to the formation of the Belarusian Parliament of a modern type.

The National Assembly of the Republic of Belarus was held in its constitutional mission as a representative and legislative body of the country. Therefore, we can conclude that parliamentarism has become an inalienable part of the political system of the Belarusian society.

Of course, as practice shows, there are quite a lot of problems in the work of the Belarusian Parliament that do not allow it to work more efficiently. There is a tendency towards the concentration of power between the President of the Republic of Belarus and the executive branch. In this regard, we reckon it is necessary to reconsider the position regarding the constitutional form of government that is optimal for Belarus and turn our eyes towards the parliamentary model. Such system makes it possible to prevent the concentration of state power in the hands of one person. Here it seems necessary to turn to history, namely to the times of the Grand Duchy of Lithuania, when the traditions of governance corresponded to the parliamentary model.

The effective functioning of the parliamentary form of government provides for:

• economic and socio-political stability;
• public consensus on fundamental values;
• a clearly structured and consolidated party system;
• an electoral system that stimulates the emergence of several strong political parties;
• democratic political culture of the ruling elite and counter-elite;
• deep-rooted traditions of democracy.

Of course, the modern Republic of Belarus does not fully comply with the above conditions, which is the main argument of the opponents of the parliamentary form of government, but in our opinion it is more correct to make changes now, rather than wait until the state to fully meet all the above criteria.

Also, it seems necessary to pay attention to the development trends of the Eastern European countries, which are striving from a communist past to a democratic future. Our state, by itself, will not remain aloof from this process. And it is the parliamentary system that, under certain conditions, is more favorable for the establishment of stable democracy than other forms of government.

Thus, we believe that the existing form of government in the Republic of Belarus does not correspond to modern realities. And if during the period when our state gained independence it was justified and necessary, now it seems necessary to further develop on the way of strengthening the role of parliament in the system of state bodies and, then, the transition to a parliamentary model of governance.

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UDC 341/342.7

ELEMENTS TO BE TAKEN INTO ACCOUNT WHEN ASSESSING THE CHILD'S BEST INTERESTS

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The article focuses on the elements that are considered in determining the child's best interests. Examples of various sets of elements to be taken into account when assessing the best interests are given, attention is also paid to the issue of the conflict of some of them with each other.

The rights of the child are indivisible, universal and inalienable. Children, by virtue of their immaturity, need special protection and care, including legal protection. As one of the most widely ratified human rights instruments in history, the Convention on the Rights of the Child enshrines all relevant child rights: civil, political, economic, social and cultural. Most of the Sustainable Development Goals until 2030 are related to the rights of the child: eliminating poverty, access to education, healthcare, clean water, gender equality, non-discrimination and others.

The decisive role in strengthening legal guarantees for the protection of the rights and interests of the child is played by the principle of ensuring the best interest of the child, as enshrined in the Convention on the Rights of the Child. Along with other principles, the principle of ensuring the best interest of the child, forming the conceptual basis of the Convention, forms the standard of a child-friendly society, in compliance with which each child will be able to develop harmoniously, realizing all his abilities.

To strengthen a child-friendly society, the legislator, government, entrepreneurs, associations and members of the community must evaluate the impact of their decisions and activities on children. When making decisions or any actions regarding a child, planning his activities, his interests should always be taken into account. Putting a child's interests first, among other things, also means listening to the child and taking his opinion into account.

The application of this principle is associated with a number of problems due to the uncertainty of its content, which varies depending on each individual case. On the one hand, this determines its flexibility, which allows you to adapt to the special circumstances and situation of each child. On the other hand, it causes certain difficulties: how much the decision or action will comply with the principle of ensuring the best interests of the child with the freedom to choose some elements that determine the best interest to the detriment of others.

In literature, the principle of ensuring the best interests of the child has been criticized. For example, concern was raised about what criteria should be used in determining what is the best interest of the child. Some noted that it cannot be attributed to a viable standard because it is too difficult to relate it to cultural traditions or social realities [1, p. 58].

The Committee on the Rights of the Child, in its General Comments, has proposed a non-exhaustive, non-subordinate list of elements that could be considered in assessing the best interests of any decision-maker who has to determine the best interests of the child [2, p.15-21]. The list is open, which provides the opportunity to add new elements that meet each specific situation, or to exclude the proposed ones that do not meet the best interest in a particular case.

The Committee proposed to include the following elements:
– the views of the child;
– the personality of the child;
– maintaining a family environment and maintaining relationships;
– care, protection and safety of the child;
– vulnerable position;
– the right to health;
– child's right to education.

Guidelines on justice in matters related to the participation of child victims and witnesses of crime [3] see protection, harmonious development and the right to participate as elements of ensuring the best interest of the child.

In some states, the concept of best interest is self-explanatory, while national legislation of others, on the contrary, clarifies the content of the elements defined in the Guidelines [4, p. 5]. For example, in South Africa, this is done through the Children Act 2005, which defines elements of best interest as the nature of the relationship

between parents, between parents and children, the ability of parents to satisfy mental and spiritual needs, etc. In any case, regardless of the approach taken by the state the main goal is to ensure the best interest of the child.

When using each element, the individual characteristics of the child must be taken into account. These primarily include age, gender, degree of maturity, experience, belonging to a particular minority, the presence of physical, sensory or intellectual disabilities. The sociocultural environment in which the child or children are located (for example, the presence or absence of parents, the child's living with or separately from them, the quality of the relationship between the child and his family members or carers, etc.) is also important. In this case, the principle of ensuring the best interest appears in conjunction with the principle of non-discrimination. For any reason, the decision should not be influenced by the origin, race, gender or socio-economic status of the child.

For example, US law provides for factors that should not be considered in determining best interest. Thus, the Connecticut Law states that when determining the best interest of a child, the socioeconomic status of the parents should not be taken into account, and Idaho prohibits discrimination based on the disability of one of the parents. In California and Iowa, in determining the best interest for Native American children, steps must be taken to preserve unique tribal and values [5, p. 3].

An important point in making decisions is the fact that the best interest is not always the interest of one child. Accordingly, in determining the best interests of participating States are obliged to take into account not only the individual situation of each child, but also the interests of children as a whole group [6]. In this case, when determining the best interest of a group of children, one should be guided by the same elements as when deciding on one child.

The difficulty in applying the principle of ensuring the best interest of the child in practice is due to the fact that its individual elements are often incompatible or even contradict each other. For example, the child's right to «preserve the family environment and maintaining relations», and the «protection and safety» of the child, in cases where family relations do not meet the interests of the child, or the child's right «to information» and «privacy» can be conflicting. If a conflict arises, it is necessary to weigh all the elements and be guided by the ones that are most in the best interest of the child at this stage.

Of course, when assessing the best interests, one should not forget that this is a dynamic concept, because the child is constantly changing, therefore, it is necessary to carry out appropriate adjustments. When making a decision, you need to remember that it is not final and can change in the long term, even if you have taken into account all the needs of the child as correctly as possible [7, p. 81]. In addition to the fact that the child is changing, the surrounding reality is changing, new social relations appear (for example, the rapid development of information and communication technologies and the emergence of the problem of protecting the rights of the child in the digital environment). For this reason, at each stage of development, in determining the best interest, different elements will be of great importance, and their list will expand.

Thus, elements of a child's best interest are important in overcoming difficulties in law-making and law enforcement practice. However, it should be noted that a closed list of such elements would not meet the conditions for the rapid development of society, the emergence of new areas of social relations, and also would not guarantee an individual approach to each individual child and situation. Therefore, the list of elements proposed by the Committee on the Rights of the Child needs to be taken into account and bear in mind its flexibility and the ability to add new elements that are more relevant in a particular situation.

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UDC 347.1

BLOCKCHAIN AS A LEGAL MEANS OF PROTECTING DIGITAL RIGHTS

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This article discusses the specifics of a new type of activity for the Republic of Belarus – Blockchain as a means of protecting digital rights of subjects of civil law relations. Within the framework of the subject under study, the features of Blockchain are considered in conjunction with financial instruments. The types of Blockchain-technologies with the help of which it is possible to obtain information on transactions and deals as well as their features are discussed. The conclusion on the relationship of the smart contract and the Blockchain technology is proposed. The necessity to introduce a definition of the concept of "digital rights" into the legislation is justified.

Currently, the development of modern telecommunication systems has led to the creation of new objects of civil circulation, such as cryptocurrency, as well as related activities: cryptocurrency mining, cryptocurrency blockchain. The transformation of values that are of interest to civil society actors is the consequence of the factors that have contributed to the transition to the digital economy. In the context of this phenomenon, issues of digital rights of entities inevitably arise.

Being regulated by law, public relations in the field of implementation and protection of digital rights become legal relations. Determining the nature of these relationships and their place in the civil law system and the digital economy is inextricably linked to the very understanding of digitalization.

As noted by R. Sitdikov and R. Sitdikova, the term "digital rights" refers to universal human rights adapted to the conditions of the information society, in particular, the right to information exchange, the right to privacy, the right of access to an electronic network [1].

The normative consolidation of "digital rights" is contained in Art. 141.1. of the Civil Code of the Russian Federation. According to this article, "digital rights" are recognized as mandatory and other rights referred to as such in the law, the content, conditions and the implementation of which are determined in accordance with the rules of the information system that meets the criteria established by law. Unless otherwise provided by law, the owner of a digital right is a person who, in accordance with the rules of the information system, is entitled to dispose of this right [2].

In the Republic of Belarus, digital rights in general do not have a normative legal basis: in the Civil Code of the Republic of Belarus in article 128 only a list of types of civil rights objects is defined [3]. Although the Decree of the President of the Republic of Belarus No. 8 of December 21, 2017 "On the development of the digital economy" contains such notions as digital money, the types of these rights are not mentioned [4].

Of course, the current situation raises the issue of protecting the interests of users of the system, including the protection of their digital rights, which is reflected in the form of "blockchain" technology.

The given Blockchain technology (blockchain) is implemented and takes place next to digital rights. Since digital distribution is the basis of every modern service (VKontakte, Instagram), the technology of register distribution is becoming the main and probably the only factor of influence on the Internet [5].

It is noteworthy that in the framework of the legal structures of different countries, the use of the term "financial instruments" is carried out on a par with the Blockchain, but at the same time it has significant differences. Today, financial instruments have their own characteristics:

1. Absolute cross-borderness.
2. Cross-platform.
3. Ease of use.
4. Instant operations.
6. Low and zero transaction fees.
7. High security level thanks to cryptography.
8. Decentralization.
9. Full transparency of the origin and movement of funds between accounts [6].

According to the Decree of the President of the Republic of Belarus No. 8 of December 21, 2017 "On the development of the digital economy", the register of transaction blocks (blockchain) is a sequence of blocks with information about the operations performed in such a system, built on the basis of given algorithms in a distributed decentralized information system using cryptographic methods of information protection [4].

Based on the definition of the concept, Blockchain can be attributed to ways to protect civil rights. In the broad sense, Blockchain can be compared to the work of an antivirus that protects software on a computer, laptop, pad or smartphone.

Blockchain technology is usually divided into two types that are used in the modern world: public and private.

1. Public Blockchain technology is available to a wide range of individuals. Their essence is that any person can record and read data. In this case, there is a certain resemblance to mining with the help of video cards.

2. Private one is available to a limited number of individuals. In this case, data recording and data reading are carried out only by certain individuals who can set priority nodes for the transaction. At the same time, there is some resemblance to the cryptocurrency exchange, where the organizer of the auction and the members of the auction participate. It should be noted that in a private Blockchain all transactions are carried out much faster than in a public Blockchain [7].

When considering Blockchain from legal positions, including civil law ones, certain reasons are identified for classifying this activity as a component of electronic transactions. In fact, this is an electronic code with the help of which certain transactions are carried out, and the corresponding legal relations arise. They are carried out at stock exchanges and trades held on the Internet, they do not require much time for their verification or preparation. Electronic transactions also secure certain rights and obligations of the parties; in addition, they may entail risks associated with their implementation.

In special and legal literature, electronic transactions (or part of them) are sometimes defined as a smart contract. Their convenience is determined by the following factors.

1. Such transactions are signed only in electronic form, and their implementation can occur through a certain code (block) – Blockchain.

2. The named code (block) is calculated through a specific program or system – it can be, for example, mining. Its implementation requires special systems and programs.

Mining is an activity other than creating your own digital signs (tokens) aimed at ensuring the operation of the register of transaction blocks (blockchain) by creating new blocks in this registry with information about transactions [4]. In other words, "mining" is a way of obtaining cryptocurrency using certain operations. Mining, in fact, means earning money by the creation of certain combinations and codes for cryptocurrency, thereby making some specific profit.

3. There is no third party in such transactions, all the fulfillment of obligations lies on the parties of the transaction (for example: buyer and seller) [8].

Mining, as a type of activity, is inseparable from the final result to which it is directed. However, determining its legal nature (be it work or a service) is problematic today. The indicated activity makes it possible to transfer work to automatic mode. Thus, the personal participation of the user in the auction is minimized, while he continues to receive a stable profit. This method is very attractive, but its application requires special knowledge.

Based on the foregoing, we can conclude that a smart contract is a computer algorithm designed to generate, control and provide information about owning something. In a narrower sense, a smart contract is a set of functions and data located at a specific address in Blockchain.

Therefore, there is a certain relationship between the categories of "digital rights" and "Blockchain", which means that it is necessary to develop and adopt legal standards governing relations in this area in a complex and interconnected manner.

Blockchain technology itself is important for creating rights registries that confirm digital rights to civilian objects [5].

Thus, Blockchain (blockchain), as noted earlier, is a means of protecting digital rights on the Internet, and therefore, it would be advisable to include the definition of "digital rights" as a norm of the Decree of the President of the Republic of Belarus No. 8 of December 21, 2017 "On the development of the digital economy". In the future, it seems to be necessary to adopt a permanent legal act regulating relations in the digital sphere.

However, as N. Makarchuk notes, sometimes Blockchain technology does not cope with information leaks due to hacker attacks, therefore, it is necessary to provide for the protection of digital rights, as in the case of civil rights [9].

Since digital technologies create new prerequisites for the legal regulation of public relations, their development requires an adequate legal regime for the regulation of digital rights.

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UDC 340.114.5.159.9:34

COMPARATIVE ANALYSIS OF PROFESSIONAL LEGAL CONSCIOUSNESS
IN THE ROMANO-GERMANIC AND ANGLO-SAXON LEGAL SYSTEMS

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The article is devoted to the study of legal consciousness as a complex process of perception, understanding and reflection of legal information. We study such signs of legal consciousness as its extent in time and space, as well as the tension of legal consciousness. Based on these methodological premises comparative legal studies on the distinguishing features of legal consciousness in the Anglo-Saxon and Romano-Germanic legal systems are conducted.

Introduction. The traditional consideration of legal consciousness comes down to its characterisation in statics. Moreover, most authors, even in modern research, define legal consciousness as a form of reflection of the surrounding reality. For example, legal consciousness is defined as: "reflection of political and legal reality and the way it exists" [1, p. 18-32] or "a type of social practice that reflects and shapes social structures" [8, p. 12].

Moreover, a number of authors add some parameters to the definitions of law that characterise not only its reflective, but also other properties. Some emphasise the temporal features of legal consciousness. They define legal consciousness as "all ideas about the nature, functions and operation of law that are owned by someone in society at a given time" [9, p. 592]; or supplement the concept of legal consciousness with a characteristic of understanding of law, but only by ordinary citizens [8, p. 13]. In literature there exist definitions of legal consciousness as the ways in which people understand and use the law, how people imagine the natural and normal way to do something, understanding the world from the point of view of common sense [10, p. 5]. It must be emphasised that the appeal to common sense and natural, normal ways of mastering the surrounding reality when determining legal consciousness already significantly shifts the emphasis from law (or even the legislation) as an object of understanding to other social regulators – custom, morality, internal regulations.

The definition given by P. Ewick and S. Silbey is the most widely known and recognised in the Anglo-Saxon legal system. These authors believe that legal consciousness is "a process by which people make sense of their experiences by relying on legal categories and concepts" [11, p. 22]. This definition most clearly reflects the complex nature of legal consciousness as a process that does not boil down to simple reflection, but has the stages of analysing previous experience and using theoretical concepts. We believe that an important drawback of this definition is the consideration of only one – rational – system and ignoring the irrational components of legal consciousness.

On the basis of such definitions, legal consciousness as a whole boils down only to the ability of subjects with the same "set" of averaged physiological, psychological and cognitive parameters to reflect the content of legal norms. This, accordingly, should predetermine their constant and equal ability to understand the purpose, content and results of legal regulation, regardless of the conditions in which the legal system operates. This article makes an attempt, based on a broader definition of legal consciousness as an information process, to distinguish it within the framework of the Anglo-Saxon and Romano-Germanic legal systems.

Methods of research. Using the data obtained by synthesising the latest achievements of philosophy, neurobiology, psychophysiology, sociology, it is proved that human consciousness is characterised by complex procedurality, since "we think not only with the brain, but with the whole body" [2, p. 71]. The conscious processes begin in the human body with the activity of the sensory system, then the perceptual system is connected. And only then does the work of the cognitive system begin [3, p. 243] for processing the information received, not excluding various irrational components. Based on these methodological prerequisites, a hypothesis has emerged on the study of legal consciousness as a complex process of perception, reflection and understanding of information [4, p. 319–328], which differs in its content in time and space.

Attention will be drawn to only one section of the legal consciousness – the professional legal consciousness of lawyers, which substantially predetermines the quality of functioning of all components of the legal system. It seems that the process of "ordinary" legal consciousness within the framework of the Anglo-Saxon and Romano-Germanic legal systems should also be studied in detail, but due to its specificity, additional studies are required as part of further work on theoretical and practice-oriented problems of legal consciousness.

Results, their discussion and perspectives. The legal consciousness, as well as the general consciousness, is characterised by processualism. This is due to complex mental, physiological and other processes that occur in the

body of an individual and significantly determine the volume, quality of perception and assimilation of information about the world.

In connection with the processual nature of legal consciousness, we distinguish such properties as its extent in space and time, various tension and temporality.

The tension of legal consciousness is associated with the physical and mental efforts that the subject makes to master the necessary legal information. In some sources, it is analysed as "cognitive tension", as opposed to the phenomenon of "cognitive ease" [2, p. 88].

The extent in time is a property of legal consciousness to have a certain sequence and duration of the stages of perception, reflection and understanding of information – temporality. For each subject, the temporality of legal consciousness, as well as consciousness, has unique individual characteristics due to the physiological characteristics of the organism, the cognitive abilities of the individual, and the social circumstances in which the legal process proceeds. However, in the legal sphere, the temporality of legal consciousness of different entities is unified under the influence of formalised rules. It is tuned to those stages that are predefined by one or another type of legal process. In this case, we can talk about the coherence of legal consciousness of the subjects of this process.

The extent in space lies in the differentiation of the process of legal consciousness, taking into account the ethno-mental features of its content. They are caused by various natural-geographical, demographic, climatic, economic and technical factors, as well as the specifics of the legal system, within the framework of which the process of legal consciousness is formed and proceeds.

Let us try to apply these features in relation to professional legal consciousness, with further identification of its peculiarities in the common and Romano-Germanic legal systems.

The orientation in time of legal consciousness differs very significantly. In the Romano-Germanic legal system, lawyers usually direct their legal consciousness into the future, forming a new regulatory legal act (material norms), which in the future should regulate social relations. In the Anglo-Saxon legal system, lawyers are more oriented towards the past, looking for a precedent (a court decision made earlier) and concentrating mainly on the norms of procedural law rather than substantive law.

Accordingly, the property of maximum tension exists in different processes of legal consciousness. In the Anglo-Saxon system, the greatest tension is directed at creative work to solve a specific case or to find a similar solution. The Anglo-Saxon approach could be called "ad hoc balancing" or ad hoc regulation. However, it should be noted that this approach does not imply a casuistic dispute resolution. In our opinion, the dynamics in this case is manifested in the constant renewal and continuity of the process of legal consciousness, but the lack of complete identity at each subsequent time.

The temporal orientation of Anglo-Saxon law into the past is linear. It is not refuted by codification examples, for example, in the United States of America. The most prominent example of this is the US Code of Laws. Such acts are not focused on the prediction and determination of legal relations that may arise in the future. Firstly, such codifications are made by compilation, that is, they do not imply the processing and harmonisation of codified norms, precedents. Secondly, the main purpose of codification is pragmatic, i.e. it is not aimed at comprehensive regulation, but at the convenience of referring to the sources of law. Third, the Codes are developed and maintained by the Legislative Resource Center of the US House of Representatives [12], but not by the House itself, which has the authority to issue regulations.

Compared with the UK in the USA, the practice of citation of secondary sources of law is much more common [17, p. 10], and the prohibition of citing the works of living authors for American judges has never been so indisputable as for English lawyers. In the United States, in contrast to similar practices in other countries, the list of authors of doctrinal works actively quoted by the courts includes a wide range of people: from the founding fathers of the US Constitution to students of American universities who publish their articles in modern legal periodicals, for example, Harvard Law Review, et al. [5, p. 26].

In the Romano-Germanic legal system, the maximum tension of legal consciousness is associated with creativity in relation to the adoption (publication) of a new regulatory legal act. The adoption of numerous Model Codes, Concepts for the development of legislation, etc., testifies to this approach.

Such an approach is inevitably subject to subsequent concretisation, and sometimes even adjustment, by perceiving how predefined norms are implemented in practice. There is a discontinuity in the spatio-temporal parameters of the processes of professional legal consciousness – from the subject of law-making to the subject of law enforcement, or even to the subject of law, which is the bearer of "ordinary" legal consciousness. In our

opinion, such a temporary divergence of two legal systems could serve as an illustration for the division of law into "law in life" and "law in books" by R. Pound. Since legal consciousness is an information process, it proceeds completely differently in conditions of insufficient information. Moreover, the phenomenon of incompleteness of legal information is now called legal uncertainty.

The emergence of legal uncertainty causes the tension of legal consciousness associated with overcoming or eliminating legal uncertainty. In the Romano-Germanic legal system, such uncertainty is usually removed by the adoption of a new regulatory legal act. In this case, the Heisenberg rule is triggered, adapted in the literature for legal reality. Applying the Heisenberg principle, we get the rule: the more certainty is given to the legal norm externally. in the law (more often – in several regulatory legal acts), the lower the accuracy (clarity) of the elements of its internal, substantial, structure. And vice versa [6, p. 45–48].

In the Anglo-Saxon system, legal uncertainty is resolved by a much wider range of methods. To justify their position, judges, in addition to purely legal arguments, actively use literary and journalistic, historical and legal, comparative legal, international legal arguments. Such subsidiary sources of law are called secondary sources of law. The course of the process of professional legal consciousness to ensure its continuity in conditions of legal uncertainty is supplemented by other acts of legal consciousness, mainly doctrinal or universal – international legal content. Based on this, in the context of the Anglo-Saxon legal system, there is virtually no need to remove, eliminate or compensate legal uncertainty. Legal uncertainty is eliminated, but only if necessary and taking into account the specifics of the spatio-temporal parameters of legal consciousness in each particular case.

American legal scholars F. Snyder and M. Bobinsky in their studies note that when judges turn to certain sources, using them as a legal basis for solving a case, they actually legitimize them [13, p. 454; 14]. In this regard, one can also cite the provisions of L. Petherbridge research, according to which when a judge turns to legal science, citing certain scientific works in court decisions, even if he criticizes them, this means that these sources are part of the decision-making process. So the choice of a judge becomes an integral part of law [15, p. 1354]. R. Pound notes that, although the form of American law is mainly the work of judges, to a large extent, judges simply put a "stamp" of state power on proposals that they found previously developed in the doctrine.

Researchers of the continental legal system as a general principle support a similar point of view that the legal justification of a court decision is a thought process through which a judge harmonises the decision with a previous decision in a similar case, that is, with a precedent [16, p. 46].

Thus, a careful choice of ways to eliminate uncertainty in law is necessary, not so much with the help of new legal regulation (additional formalisation) of social relations, but through various dialogical forms of expression of legal consciousness. They will be able to compensate for the lack of formal attributes of law.

In the common law system, the lack of information necessitates its compensation with emotions [7, p. 278].

Conclusion. The process of professional legal consciousness in the Anglo-Saxon legal system has a linear focus, the maximum tension on the creative work to resolve a specific case or search for a similar solution. The process of legal consciousness is directed to the past. In the presence of legal uncertainty as a result of rapidly changing life circumstances, professional legal consciousness is aimed at eliminating the uncertainty to ensure its continuity and linearity.

Professional legal consciousness in the Romano-Germanic legal system has the maximum tension in law-making, that is, when creating new regulatory legal acts. The legal process is intermittent. It is directed to the future – from legal consciousness in lawmaking to legal consciousness in law enforcement, and then to the past – from legal consciousness in law enforcement to lawmaking and so on. The presence of legal uncertainty is mainly associated with the shortcomings of legal consciousness in lawmaking and requires its elimination by amending an existing one or creating a new regulatory legal act. If necessary, uncertainty can be overcome by law enforcement.

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UDC 347.77

INTELLECTUAL PROPERTY IN THE PHARMACEUTICAL INDUSTRY.
REGISTRATION OF MEDICINES AND TRADEMARKS
(BY THE EXAMPLE OF THE REPUBLIC OF BELARUS WITH PARTICIPATION OF OTHER COUNTRIES)

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In this article, we will look at the role and rights of intellectual property in pharmaceutical industry. We will also touch upon the concept of a trademark in this area.

Pharmaceuticals is one of the industries dependent on the reliability of intellectual property rights protection. According to the statistics of the Executive Director of the Association "Pharmaceutical innovations" (InPharma) Vadim Kukava, it can take about 13-14 years to create a single drug. On the financial side, this will require up to 2 billion US dollars. However, the development of effective drugs and their entry into the market are possible only with the protection of intellectual property rights.

Despite of the attack on intellectual property, manufacturers of original drugs continue to invest in the development of new drugs at a faster pace. The volume of investment is also directly proportional to the level of trust and, accordingly, the level of intellectual property protection.

It is obvious that if the formula "growth of the pharmaceutical industry = trust x intelligence x investment", the level of intellectual property protection will tend to zero, then the growth of the pharmaceutical industry will slow down.

The resources of international pharmaceutical companies are not infinite. At a minimum, the volume of investment in the localization of innovative drug production will be reduced in those countries where the gaps in intellectual property protection are becoming wider. [2]

Innovative western pharmaceutical companies, that seek to bring their new products to the Russian market, often face violations of their rights and existing patents. Russian legislation, in turn, doesn't prohibit registering drugs-copies of innovative drugs that are protected by a patent. But as a result, companies that produce copy drugs violate the intellectual property rights of those who hold the patent. If you think that someone has violated your rights, please contact the court. However, in reality, trials in the field of pharmaceuticals do not last more than two years. Manufacturers of pharmaceutical products spend time and a lot of money, although the production of drugs does not stop at the time of this trial.

As for the Republic of Belarus, all medicines used in our territory must be registered with the appropriate authorized body. This body maintains the state registration form for medicines. In the Republic of Belarus, this is the RUP "Center for examinations and tests in health care".

For example, in terms of investment in research and development of innovative drugs, Russia lags far behind the leading countries of the world. "If the United States invests up to 40 billion US dollars in their research and development every year, in Russia these amounts are only about 60 million US dollars," said Nina Belozertseva, Director of rights and regulatory Affairs at InPharma.

According to the Great medical encyclopedia: "The Pharmaceutical industry is a branch of the economy that combines the production of medicines and therapeutic and preventive means." Based on this, if we consider intellectual property in this area, we should consider objects that are used in the distribution and production of medicines. These include: inventions, trademarks, and industrial designs. [1]

When a product (in our case, a pharmaceutical product) is released to the commercial market, it is most important for the copyright holder to separate and highlight their product. In this case, the most successful solution is to register the name product as a trademark. This action is obviously appropriate, since the exclusive rights to the trademark are absolute and justify prohibiting others from using it without the owner's permission.

In the Republic of Belarus, there is a separate Law of February 5, 1993 "On trademarks and service marks". Trademark registration in Belarus takes place at ''The national intellectual property center'' (NIPC). A trademark can be owned by legal entities or individuals, associations, unions, or other associations of legal entities.

Discussing the importance and place of intellectual property in the pharmaceutical industry, it should be noted that the registration of manufactured medicines and used trade names as intellectual property objects allows for the protection and exclusivity of the rights of drug manufacturers. A medicinal product is, in fact, the result of a person's creative work, and patenting as an invention allows for an exclusive mode of use and provides a monopoly on the production of a medicinal product during the period of validity of the rights to the invention.

By registering the trade name of a drug as a trademark, the manufacturer provides protection from unscrupulous competitors who may use the name of the drug to issue counterfeit medicines.

In this way, intellectual property plays a key role in the pharmaceutical industry, allowing manufacturing companies to secure the exclusive nature of their rights and thereby recover the financial costs incurred during the development and testing of new medicines.

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UDC 343.163

LEGAL NATURE OF THE COURT'S ACTIVITY
AT THE STAGE OF EXECUTION OF THE SENTENCE

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The article deals with the analysis of the characteristics which determine the court's activity at the stage of executing the sentence. The author investigates different points of view about the legal nature of the court's activity at the stage of execution of the sentence.

According to the criminal proceeding rules criminal proceeding includes stages. One of the main stage is the stage of executing the court sentence. Court and other participant of criminal proceeding turn the sentence to execution and decide the issues which emerge during the executing the sentence and after this. High-quality execution of the sentence upgrades its effectiveness and contributes to the forming of citizens' beliefs in the inevitability of punishment.

The science of criminal proceeding hasn't developed a unified approach of determination the stages of execution of the sentence borders, as well as the nature of the legal court's activity at the stage of execution of the sentence.

There are various points of view about legal nature of the court's activity at the stage of execution of the sentence in legal juridical. The main question: «Is court's activity justice?»

According to the first approach the court's activity at the stage of execution of the sentence is corrective kind of activity. This is because justice has already been done by the court's verdict. The questions about legality and validity of verdict is not raised at the stage of its execution, but only the process of its execution is adjusted [1].

According to the second approach the activity of the court at the stage of execution of the sentence cannot be recognized as justice, because justice is the activity of the court, which consists of the consideration of a legal conflict. In other words, it is the resolution of the case on the merits [2, p. 33–35]. The legal facts that give rise to legal proceeding at the stage of execution of the sentence are not criminal events (legal conflict), but circumstances which arise after the sentence enter into legal force in connection with its execution.

According to the third approach the activity of the court at any stage of criminal proceeding must be considered to be justice. It is because this activity closely linked with the implementation of constitutional principles, it is carried out by an independent and impartial court, it is aimed at establishing truth and justice [3, p. 55–57; 4; 5, p. 10; 6].

D. Yanin calls justice at the stage of execution of the sentence as the consideration and taking of a court's decision on a group of issues which have a material nature. They connect with the correction of the sentence [7].

E. Gaponov points to the presence of most signs of legal proceedings for consideration and resolution of issues related to the execution of the sentence, thus refers this activity to one of the forms of justice [8].

R. Yurchenko also speaks about the administration of justice at the execution stage [9].

In order to determine which of the activities carried out during the execution of the sentence is justice, let's define what justice is.

M. Strogovich identified four features that distinguish justice from other types of the state activity. In particular, the features of justice in criminal proceedings include:

a. administration of justice only by the court;

b. the existence of goals achieved by the court in the administration of justice;

c. the administration of justice only through the consideration of criminal cases in court sessions and the application of penalties established by law to persons guilty of committing a crime, or the acquittal of innocent persons;

d. the trial and resolution of criminal cases are carried out by the court in certain procedural forms established by law, in a certain legal and procedural order [10].

Comparison of these features and norms of Belarusian criminal proceeding legislation let us come to the conclusion that the activity in the stage of execution of the sentence, finally, is aimed at making a final decision by the court.

We believe that justice cannot be considered completed if the verdict issued by the court is not executed.

Achieving the goals of justice is not limited by exposing and convicting the accused. The activity carried out at the stage of execution of the sentence is characterized by a strictly established procedural form – a court session. Issues related to the execution of the sentence are resolved in the court session.

The execution stage is the final main stage of the criminal proceeding. The stage includes timely and correct application of the sentence to execution, resolution of procedural issues arising in the course of its execution, judicial control and prosecutor's supervision over the observance of the legislation at the stage of executing the sentence [11].

We can't state that by the time of execution of the sentence, the tasks of criminal proceeding had already been completed. Execution of a sentence is the activity of the court, as well as other bodies and institutions, individual officials in applying the sentence to execution, bringing the sentence to execution and actual execution of the sentence. The court cannot act as an independent participant in the execution of the sentence. The court is an active participant of establishing factual circumstances when deciding issues related to the execution of the sentence.

The content of the adversarial principle is also specific because of the active role of the court. At the stage of execution of the sentence, there are subject-personal relations both between the court and the bodies that execute the sentence and between the person serving the sentence and the body that organizes and controls the execution of the sentence [9].

So we come to the conclusion that the activity of the court, carried out at the stage of execution the sentence, is inherent in the signs of justice, but this activity cannot be called pure justice.

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UDC 371.015

POSSIBLE CONFLICT SITUATIONS IN THE INTERACTION BETWEEN STUDENTS AND TEACHERS

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In the article the problem of relations in the system "student - teacher" in the educational process of higher education institutions is considered, as well as the analysis of reasons of possible conflict situations in the context of interaction between students and teachers.

Keywords. Interaction between teachers and students, tense situations, pedagogical conflicts.

Introduction. Nowadays the majority of people are somehow involved in the educational process that is why the problems existing in the situation of education are actual almost for everybody. One of such problems is the relationship between the student and the teacher in the context of receiving education at a higher education institution. These relations, as much as the quality of the knowledge received and the general requirements imposed on all epy participants in the educational process have a significant impact on the professional development of future specialists. Conflict relations will have a negative impact overall process of study, preventing the full self-realization of the student in mastering the profession [1, 2].

Teachers play a very important role in society. They are responsible for teaching, inspiring, and preparing students for success beyond the classroom.

At university level, students are supposed to provide their own motivation and their own discipline, and have their developed cognitive abilities to bear on the subject matter. Nevertheless, the teacher still has a crucial and demanding role to play in the process of student learning, by creating a context in which the students' desire and ability to learn can work most effectively [4].

The task of the teacher in higher education has many dimensions: it involves the provision of a broad context of knowledge within which students can locate and understand the content of their more specific studies; it involves the creation of a learning environment in which students are encouraged to think carefully and critically and express their thoughts, and in which they wish to confront and resolve difficulties rather than gloss over them, it involves constantly monitoring and reflecting on the processes of teaching and student understanding and seeking to improve them. It involves helping students to achieve their own aims [4].

One set of characteristics of good teaching, extracted from research studies (Ramsden, 2003) includes:a desire to share interest in the subject with students; an ability to make the material being taught stimulating and interesting; a facility for engaging with students at their level of understanding; a capacity to explain the material in a simple way; a commitment to making it absolutely clear what has to be understood at any level; showing concern and respect for students; a commitment to encouraging independence; an ability to improvise and adapt to new demands; using teaching methods and academic tasks that make students learn actively, responsibly and co-operatively; using valid assessment methods; a focus on key concepts and students misunderstandings of them, rather than covering the ground; giving the highest quality feedback on student's work; a desire to learn from students and other sources about the effects of teaching and how it can be improved.

Task formulation and methods of research. The aim of work is to study interpersonal interaction and possible causes of conflict situations in the teacher-student relationships. A written survey with feedback from students was used as a diagnostic tool.

82 students of Polotsk State University aged from 18 to 22, 46 girls and 36 boys took part in the research. They were full-time students studying at the Faculties of Humanities, Mechanics and Technology, Radio Engineering, Finance and Economics.

Results, their discussion and perspectives. Analyzing the data obtained, we described some blocks of teacher personality traits that were mentioned in the students' responses.

In the first block "Professionally Important Qualities of a Teacher" 101 statements were received describing positive qualities for a teacher. It was found out that the most important positive qualities for a teacher are kindness, goodwill (11,9%), restraint, tolerance (10,9%), fairness (9,9%), ability to raise students' interest in the subject (9,9%), accessibility, equal communication with students (8,9%).

The students considered arrogance (14.9%), rudeness, anger, sharpness (14.9%), indifference to students, unwillingness to understand (9.9%), prejudgment (7.9%), hot temper, emotionality (7.9%) to be the most frequent negative qualities of a teacher.

In the second block "Styles of behavior in conflict situations" 79 statements were received concerning how students would respond to a remark made by a teacher who did not agree with them.

According to the data, 35.5% of the respondents would say nothing in response to the remark with which they did not agree. This situation may cause further conflicts, as a student who for whatever reason has kept silence in response to a disagreeing remark may keep negative emotions, which will cause a negative attitude towards the teacher. 20, 4% of respondents admitted that they would come into open conflict with the teacher.

In the third block "Causes of conflicts" we got 84 statements. They were about possible causes of conflict situations between a teacher and a student.

The reasons for conflicts, according to the students' opinion, arising from the fault of the teachers, were the following: "the teacher puts himself/herself above others", "arrogance" (30%), "the teacher is bad" (10%), "the teacher makes excessive demands" (10%), "the teacher has prejudice towards students" (10%), "the teacher does not listen to the students" (10%), "the teacher does not give fair marks" (10%), "the teacher is not composed" (5%), "the teacher is too strict" (5%), "the teacher sets many home assignments" (5%), "the teacher forgets what she/he says" (5%).

The students said that some conflicts were the fault of students: "students do not do their assignments, "students miss their lectures", "students are wrong", "students are stupid", and "students behave disrespectfully".

63% of the respondents believed that conflicts between a student and a teacher arised because of misunderstanding, different points of view.

The fourth block of "Discipline Measures" included 88 statements concerning the feelings of the students when the teacher shouts at students. The most frequent feelings of the students are uncertainty, inferiority, guilt (16%), indifference (16%), discomfort (14.8%), anger, dislike, irritation (12.5%), fear (10.2%).

In the fifth block "Modality", we got 205 statements regarding the way teachers behave towards students. The students appreciated when "the teacher praises them" (12%), "when she/he is attentive to them", "can understand them" (11%), "lets them free from the classes", "marks in advance" (10,5%), "jokes" (8%), "is able to make the study material being taught stimulating and interesting" (7%).

We also can add 132 statements, which can explain what personal qualities the respondents like in the teacher. The qualities that students appreciated most in their teachers are kindness (9.1%), sense of humor (7.6%), understanding, respect for the student (6.1%), honesty (5.3%), and openness (5.3%).

The block of negative modality includes 124 statements obtained during the research, which proves what personal qualities of the teacher students liked least of all. Most of all students do not appreciate the following qualities of the teachers: prejudice against students (18%), rudeness, anger, irritability (11.4%), arrogance (9.8%), and monotony (7.3%), strictness, demanding behaviour of the teacher (5.7%).

The block of negative modality also includes 83 statements describing the teacher's behavior that frightens students.

Based on the data we can see that the student is most frightened when the teacher "shouts" (21.7%), "arranges a sudden check-up" (12%), "threatens, intimidates" (8.4%), "is sharp, irritable" (7.2%), "is strict, demanding" (6%).

At the next stage of the research, we analyzed the situations, which could cause tense situations and, subsequently, became the factors provoking conflict situations in the interactions. The following results were received, which can be seen in the table below.

Table 1. – Attitude of the students to tense (conflict) situations (%)

	Situations that cause tension in the teacher-student relationship	Agree	Disagree
1.	Teacher's status superiority	64%	36%
2.	Prejudice against students	65%	35%
3.	Unequal attitude towards students	75%	25%
4.	Need in Teacher's attention	91%	81%
5.	Need to obey to the teacher's requirements	35%	65%
6.	Unreasonable accusations and reproaches by the teacher	48%	52%
7.	Excessive demands from the teacher	36%	64%
8.	Excessive moralization and imposition of moral and ethical norms by the teacher	39%	61%
9.	Teacher's intolerance towards other opinions	48%	52%

We can see that the majority of the respondents (64%) feel that teachers are superior to them because of their higher status. This factor can have a negative impact on the situation of students' education, as the feeling of pressure of the status of a teacher can hinder the initiative; cause conditions for the impossibility to form creative potential of a student, because it is caused by the fear of the teacher's authority.

65% of the students feel that the teacher is prejudiced, 75% of respondents notice that teachers treat all students differently, for no reason. This contributes to the fact that some students, who think that the teacher, pointing at someone's achievements, ignores their own, may develop lack of self-confidence, weaken belief in their own abilities, others - distrust in the teacher's opinion, in other words, students stop to believe in the teacher's objectivity and, consequently, are convinced of the subjectivity of assessing their performance, marking, which contributes to a decrease in motivation to learn.

48% of the respondents feel unjustified accusations and reproaches of the teachers, as well as noticed intolerance towards other opinions. This situation forms fear and unwillingness to express one's own point of view.

Conclusion. Thus, based on the conducted research, it is possible to say that the majority of the respondents face tense situations, which are the sources of many conflict situations in the "teacher-student" interaction.

The problem of teacher-student relations is one of the most significant, since the difficulties arising in this relationship will have a direct negative impact on all participants and, consequently, on the effectiveness of the entire educational process. Students should be able to maximize their academic potential during their studies, while conflict interactions can significantly reduce learning productivity. One of the ways to solve this problem is, of course, further in-depth study of relationships in the system "teacher-student" in order to develop programs to reduce and prevent the manifestation of undesirable factors for the learning process, leading to conflict interaction [3].

Based on the results, obtained in this research, we have developed a training program for university teachers, aimed at reducing the level of conflict interactions in the system "student - teacher", which should contribute to the formation of teachers empathic abilities, abilities to self-regulate their emotional state, as well as the skills of constructive behavior in conflict situations, and, accordingly, reduce the number of emerging tensions in the system "teacher-student».

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UDC 372.881.111.1

METHODS AND TECHNIQUES OF TEACHING ENGLISH PRONUNCIATION
TO TURKMEN LEARNERS

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This article reviews different methods of teaching pronunciation and tries to highlight the shortcomings of each of them, while the main concern is to introduce some of the techniques that are useful for teaching English as a foreign language. The purpose of this article is to clarify the mistakes allowed by Turkmen students and to help teachers easily cope with this problem.

English has become a quintessential medium in all the major growing countries, especially in the Asian countries. Teaching pronunciation incorporates considerable number of challenges. Nowadays, the development of human knowledge and awareness in all fields has caused traditional teaching and learning methods to lose their efficacy, so in order to keep pace with the changing world, one should look for new ways to increase and transfer knowledge. It is very important to clarify the students doubt on Turkmen way of pronouncing several words due to the influence of their mother tongue. The aim of our research is to show the appropriate way of teaching pronunciation to Turkmen students for English teachers. The research allows Turkmen students avoid many possible pronunciation errors as well as phoneticians to foster theoretical knowledge in comparative linguistics.

Pronunciation is important for all who learns English. A consideration of learner's pronunciation errors and how these can inhibit successful communication is a useful basis on which to assess why it is important to deal with pronunciation in the classroom. A learner who consistently mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand. This can be very frustrating for the learner who may have a good command of grammar and lexis but have difficulty in understanding and being understood by a native speaker. Aspects of student's first language can interfere with the pronunciation of a second language not only in terms of accent but also in terms of mood.

Not all pronunciation difficulties necessarily get in the way of communication. Let us consider the following example, which features that German accents might lead to German people sounding, completely unintentionally, abrupt or impolite when speaking in English. So if a German student wants to ask permission to open a window, for example, if she pronounces *window* as /vindou/ it is unlikely to get in the way of the message. It is necessary to recognize that even if students are not having difficulties communicating, they may often have their pronunciation mistakes brought to their attention. Teachers should be more attentive when it comes to pronunciation [1, p. 11].

The repeated argument in favor of protecting localized and deviant pronunciation features is that everything goes as long as we can communicate with speakers of other English. Nevertheless, it happens that from all levels of linguistic analysis pronunciation is the largest source of violation of speech intelligibility. One of the most dramatic reports on the intelligibility of nonnative Englishes is from professor Honey. Nowadays top-level managers, engineers, lawyers, and university lecturers are facing a serious problem of intelligibility in the professions in Britain. Not surprisingly, the frequency of speech intelligibility errors from original accents to non-original ones is also very high. Some students cannot use recordings, videos, and are always asked to repeat such materials, because they cannot understand them [2, p. 107].

There are two key problems with pronunciation teaching. The first one deals with neglect. The fact that pronunciation tends to suffer from neglect may not be due to teachers lacking interest in the subject but rather to a feeling of doubt as to how to teach it. Many experienced teachers may feel the need to improve their practical aptitude in pronunciation teaching. Despite of the fact that trainees are less tested teachers may be very interested in pronunciation, but their issue with grammar and vocabulary takes precedence. Whereas trainees often show considerable excitement for pronunciation, both teachers and learners often leave it neglected. Thus, teachers of pronunciation need: 1) a good grounding in theoretical knowledge; 2) practical classroom skills; 3) a good command of teaching techniques.

A lot of pronunciation teaching tends to be done in effect to errors, which students make in the classroom. Reactive teaching is a necessary method and will always be so. Educators should regard attributes of pronouncement as integral to language testing and lesson planning. Any analyses of language disregards sidelines features of pronunciation in order to give students a full picture, and therefore a better chance of being able to communicate successfully. Whereas planning, teachers should choose what pronunciation issues are relevant to

particular structures and lexis being filled within the lesson. They can also anticipate the pronunciation difficulties their students are likely to experience, and further plan their lessons accordingly. Some scholars divided this lessons into three main types: 1) integrated – lessons in which pronunciation forms an essential part of the language analyses, the planning process and the language practice within the lesson; 2) remedial (reactive) – lessons where pronunciation difficulty, which occurs in class, is dealt in order to facilitate the successful achievement of classroom tasks; 3) practice – lessons, in which a particular feature of pronunciation is isolated and practiced for its own sake, forming the focus of a lesson period [1, p. 14].

The following important step is to analyze the problems of interference of a native language to English in the Turkmen context. To find the most common errors, we asked Turkmen students to read a text. There were words and phrases, which were expected to be difficult to pronounce by the students. The texts were chosen from a course book so there were not any new or unfamiliar words. The students were to read the text one by one; they were not allowed to listen to each other. Their voices were recorded on a digital recorder tapes, then they were transcribed and analyzed. At the end of the process, the errors were analyzed descriptively and statistically. The analyses of results obtained allows us to make a general table (Table 1), where the errors in the pronunciation of sounds, stress and pauses are presented.

Table 1. – Students' common mistakes

Vowel		Consonant		Stress	Pause
[q]=14	[I]=7	[v]=5	[r]=5	Important, exports, imports, major, industry,	43
[L]=8	[QI]=5	[m]=4	[A]=4	aircraft, industrial, aerospace's, Guinea, forest,	
[qV]=7	[J]=2	[G]=4	[s]=2	over collecting, beautiful, loggers, collecting	
[E:]=3	[eq]=4	[t]=2	[D]=2	Economy, developed, measured, domestic,	
[eI]=3	[Vq]=2	[j]=2	[k]=2	product, exporter, importer, composed,	
[OV]=2	[x]=2	[C]=1	[b]=1	industrialize, empire, presented, global, account,	
[R]=2	[V]=2	[p]=1		dominates, particularly, major	

Analyzing the recordings, we found out that as there are no diphthongs in the Turkmen language, so Turkmen students often make mistakes in pronouncing diphthongs. Another important fact is that the sound [N] is in Turkmen, as in English, so we did not notice the error of this feature anywhere. Moreover, Turkmen students make most stress mistakes when it comes to nouns – 14 mistakes, then verbs – 7 mistakes, adjectives – 6 mistakes and adverbs – 1 mistake. The students from Turkmenistan make almost the equal amount of mistakes pronouncing both vowels and consonants. The majority of consonant coincidences are observed at the place of their formation, but it must be remembered that there is no aspiration in the Turkmen language, typical of the English consonants \p, t, k\. In the English and Turkmen languages, there are phonemes that are completely unmatched, similar phonemes, but differ to some degree

The Turkmen word receives stress on the last syllable. If a word consists of one-syllable, then no additional emphasis is placed on its pronunciation. When suffixes are added to a word, the stress falls on the last syllable [4, p. 44].

Therefore, it is important to note that learning difficulties can cause not only sounds, but also stress. There are factors in the Turkmen language system that can be qualified as creating difficulties, as well as favorable for mastering the stress of a foreign language. These include:
- not longitudinal, tonal word stress;
- the lack of reduction in the Turkmen language;
- the lack of identity in linguistic significance of verbal accents;
- tension, clarity, predominance in duration, loudness, intensity (not necessarily the full set of features) in the second syllable from the end of the word as a result of the correlation of stressed and pre-stressed syllables, stress and unstressed, as well as positional placement of longitudes;
- tension manifested in the closed syllable due to its structure and properties of consonant phonemes;
- the participation of word stress (along with longitude) in the rhythm structure of a word.

It should be noted that consonant clusters are limited in the Turkmen language. Moreover, in the Turkmen language, combinations of consonants at the beginning of the word are almost rare (with the exception of borrowed words); this is a consequence of the harmony law inherent in the Turkic languages. Under the influence of the phonetic system of the native language, students can insert vowels between consonants. The Turkmen language is characterized by a uniform distribution of functional load between consonants and vowels.

The Turkmen consonants are characterized by great possibilities for variation, and the vowels are practically devoid of positional changes.

Teaching pronunciation can be organized with the help of three main methods: analytical, imitation and mixed. The most acceptable pronunciation study is the latter where necessary and is based on the transfer of skills already formed from the native language, if possible. This path is also called analytical-imitation. It is also noted that pronunciation training should not be limited to teaching individual sounds, but should necessarily include teaching phrasal accent, speech rate, intonation and rhythm, taking into account the movement from simple to complex. In this case, intonations, as a combination of melodic and dynamic modulations of voice and tempo-rhythmic design of the speech flow, are given great attention, since through intonation the lion's share of the semantic flow of speech is clarified. It also has a great syntactic and emotional meaning [5].

Pronunciation is one of the areas where it is prevailing view that imitation is essential part of the learning process in foreign language teaching. Some people are better at imitation than others are, but one thing is distinct: in order to imitate correctly one must have heard correctly, what is to be imitated. There is not so much the teacher that can do to help his students to hear successfully. The teacher can obvious the students' attention to sound differences and give them substantial opportunity to listen, but he cannot give them the aptitude to hear them.

As with any training, motivation is a very valuable factor in pronunciation. The more you need to improve the student's speech, the more useful the training will be. For productive imitation, students need to listen to themselves. Most people cannot control their own speech, and tape assistance can be invaluable. Listening by type, unlike the speech model, not only convinces the student that he has achieved or failed to succeed, but also gives him tips for further improvement.

Interference in the native language is equally applicable to super segmental. Foreign judgments of English as unfriendly or even very polite are often based on an erroneous interpretation of their intonation, while the English judgment of some foreign speakers as mushroom-like or aggressive is usually based on a similar erroneous interpretation. Intonation and stress habits, as well as the common tone of the voice, are thus prevaricating, deeply entrenched, and even more incomprehensible than vowels and consonants, which can often be physically demonstrated that it is difficult for people to accept that there is a systematic distinction between one language and another. Thus, if a foreign speaker makes a mistake in the pronunciation of a segmental speech, he is released from the performance of the function of the foreigner, and his speech is interpreted more or less correctly depending on the context.

However, if he makes arrogant segmental mistakes, the judgment is made by his personality, not his language. Thus, the German speaker can call someone and use the unsuccessfully intonation "Mr. Smith! » as it would be appropriate in German. This will make him authoritative, and perhaps impolite in English, a gentle polite call requires an ascending intonation. Such intonation differences are a source of misunderstanding even among English speakers from different regions [3, p. 58].

With this in mind, there are two main types of techniques, such as drilling and chaining. Drills aims to help learners achieve better pronunciation of language items. Being able to drill properly is a basic and fundamental language teaching ability. Drilling simply involves the teacher saying a word or structure and getting the class to repeat it. The teacher's main rule in drilling is that of providing a model of the word phrase or structure for the students to copy. Choral drilling can help to build confidence and of course drilling maybe individually. Teachers usually select individuals more or less at chance; doing so is seen to help keep students on their toes. Chaining can be used for long and difficult sentences utterances, which prove difficult for the students to pronounce. In this technique, the teacher separate certain parts of the sentence, modelling them irrespectively for students to repeat and the students should make sentence up until it is complete.

Teachers can use minimal pairs to good advantage, which have been causing difficulties for learners. Spelling and pronunciation activities make sense to tie pronunciation work closely in with spelling work. Homographs and homophones can provide useful values for such work. As for listening activity, it can play a key role in helping students to notice the existence of a pronunciation feature. For example, prior to doing a listening task, students can have the meaning and the pronunciation of a particular aspect of language brought to their attention, and practice it in very controlled ways. When it comes to reading activity although the medium is the written word, and work on pronunciation can be successfully integrated here too. The main argument against it is that it can interfere with successful pronunciation; spellings can clearly affect pronunciation accomplishment heavily. Nevertheless, reading aloud offers opportunities for the study of the links between spelling and pronunciation, of stress and intonation, and of the linking of the sounds between words in connected speech.

Taking into account what has been said, we should stress the idea that pronunciation is an important aspect of teaching a foreign language although it is often neglected in the process of teaching. Teaching pronunciation

relies on three main methods – analytical, imitation and mixed – the latter being the most acceptable one since it is based on the transfer of already formed skills from the native language. As far as teaching techniques are concerned, drilling and chaining are the most popular ones as well as the use of the minimal pairs. Phonetic lessons can be divided into three main types: integrated, remedial and practice, although a great deal of pronunciation teaching tends to be done in effect to errors which students make in the classroom.

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UDC 372.881.111.1

TEACHING COMMUNICATION SKILLS TO NON-LINGUISTIC STUDENTS: RESULTS OF EXPERIMENT

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The article focuses on the problem of teaching communication skills to non-linguistic students. The assessment indicators are described and the results of experiment are analyzed.

Communication is an important part of human activity and it is mostly held orally. People interact with each other every day, that is why everyday communication is inevitably revealed in a dialogue form rather than in a monologue one. After leaving school, adults are to be ready for unprepared speech. They are to exchange information and ideas with young people and adults who speak a different language and to communicate their thoughts and feelings to them. They are to achieve a wider and deeper understanding of the way of life. In general school-leavers aren't ready for unpremeditated speech. They can't communicate in a foreign language fluently. In fact, they know a lot of words and collocations, can use them in their speech correctly, but they are afraid of making grammar mistakes and can't keep up the dialogue. Thus, today much attention is paid to the problem of teaching dialogue communication skills. To form communication skills one should use special exercises and tasks.

Thus, a hypothesis of our research presupposes that the process of acquiring dialogue skills will be more effective if teachers will:

(a) use a complex of exercises including their three types: non-communicative (drills), partially communicative and communicative exercises; and at the same time aimed at improving grammar skills.

(b) take into account the transition from the stage of improving grammar skills to the stage of development of speech skills in the process of teaching dialogue communication.

The students' book (Cutting Edge Starter) and workbook were analyzed to quantify the exercises aimed at the development of communication skills [1]. There are a lot of non-communicative exercises, but the number of exercises that are supposed to involve a communicative approach is not enough. Partially communicative and communicative exercises should give an opportunity to communicate because of their completion. One should pay special attention to such exercises that develop students' communication skills. It is important due to the fact that one of the main features of teaching a foreign language is a communicative approach. The examples of such exercises are as follows: a) React to your partner using the model, b) Ask your partner a question according to the situation as shown in the model, c) Start a conversation in the following situations, d) Discuss, e) Interview your partner, f) Work in pairs and take turns. Ask and answer questions about ... and ect.

There are no activities that are aimed at introducing or providing practice for particular types of interactive exchanges. Teaching dialogue should be based on real-life situations that require communication. Using the book only, it is impossible to create real-life communication. In addition, it should be mentioned that there are no dialogue models that are specific for standardized situations, such as "At the doctor's", "In a shop", "In a café", "At the airport" etc. After analysis of the students' book, it was considered necessary to find and select the appropriate exercises for creating our own complex of exercises aimed at developing dialogue communication skills.

We worked with non-linguistic students having A1 level. Among them were both 'Absolute beginners' and 'False beginners'. To assess students' communication skills we used the basic criteria offered in CEFR (Common European Framework of Reference for Languages: Learning, Teaching, Assessment). According to CEFR, basic users can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type; can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has; can interact in a simple way provided the other person talks slowly and clearly and is prepared to help [2].

To check if our hypothesis is true, we offered the students in both groups to do a final test, i.e. a communicative task aimed at creating their own dialogue in a given situation. The material was selected according to the topics in the students' book and tested experimentally. The developed complex of exercises includes three types of exercises: non-communicative (drills), partially-communicative and communicative exercises.

To evaluate students' skills we have taken a set of indicators. It was suggested that the assessment should be focused on such indicators as a number of utterances, adequate utterances, a number of unfinished utterances, a number of grammar mistakes and a number of hesitation pauses.

For each indicator, we have calculated the average value for each students' group. The results of the experiment are presented in the figure 1.
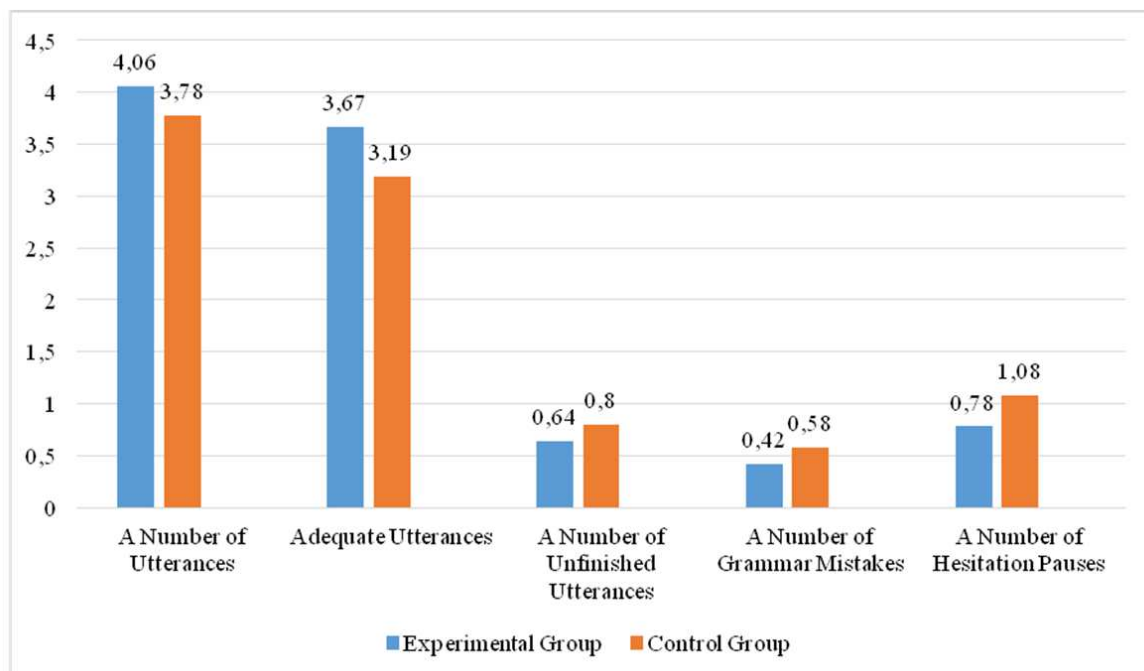

Figure 1. – The results of the experiment

As shown in the figure 1, the results of the experimental group are superior to the results of the control group for all indicators. The number of utterances in the experimental group is 4,06, while in the control group it is 3,78. The largest gap is observed in adequate utterances. This indicates that the students in the experimental group have learnt the given material better. Due to the greater number of exercises, students in the experimental group have made fewer grammar mistakes while speaking compared to the students in the control group. It is observed a certain improvement in all the indicators. We can say the communicative aim has mostly been fulfilled. The students have made up dialogues in a logical way, using sufficient number of adequate utterances. It should be noted that the offered complex of exercises with all three types of exercises is considered to be effective while developing dialogue communication skills.

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UDC 347

THE CONCEPT OF PETS AND THEIR CLASSIFICATION

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The author studies the concept of domestic animals in both Belarusian and international legal acts, analyzes the gaps in the legal regulation of domestic animals in the Republic of Belarus, Identifies the types of domestic animals, the features inherent in each species, and suggests their classification.

In the modern world, animals act as objects of various legal relations, as a result of which their legal status should be fixed in the legislation. What is meant by a pet? How do domestic and farm animals compare? What Pets can be considered as a source of increased danger? Since the Belarusian legislation does not have a proper legal definition or classification of animals that are not in conditions of natural freedom, such a definition and classification should be developed.

What is this classification for? The division of animals that do not belong to the objects of the animal world into different species (groups) is necessary to determine how to regulate the treatment of people with animals belonging to such species (groups), including specific rules and regulations, which will not only protect Pets from harsh treatment, but also protect people from the animals themselves, if they are considered as a source of increased danger.

If we refer to the legal regulation of domestic animals in the Republic of Belarus, then according to the "Rules for keeping domestic dogs and cats, as well as catching stray animals in settlements of the Republic of Belarus", we can conclude that at the legislative level, dogs and cats that live and are kept by the owner in a residential house or residential area are recognized as Pets [1]. Are domesticated rabbits, hamsters, hunting birds, and farm animals considered Pets? Is a pet considered to be an animal that generates income or has escaped from its owner?

Animals that are not in a state of natural freedom should be considered primarily domestic animals, among which you can distinguish farm animals and companion animals (dogs, cats, birds, aquarium fish, rodents, etc.). The extensive list of this group also includes: zoo, circus, sports, service animals used for research (laboratory) purposes and other animals, including wild by nature, but in captivity.

Kapytina T. P. refers to the point of view of K. D. Gasnikov, who "the main criterion for distinguishing a wild animal from a domesticated one or another is its habitat." That is, the range of domestic animals is limited to domesticated breeds of mammals, birds, including pigeons, bees. Thus, it concludes that animals that live in conditions of natural freedom cannot be classified as domestic animals. Also, Pets do not include animals that are kept in semi-voluntary conditions or in an artificially created habitat. Similarly, there is no reason to consider wild animals kept in captivity as Pets [2].

Thus, we present this classification of Pets:
1. companion animals;
2. animals lost by their owners (neglected);
3. domesticated animal;
4. farm animals.

It is necessary to determine what is meant by farm animals and what specific features they have. Agricultural productive animals, from the very name of which it can be concluded that these are animals capable of breeding in agricultural conditions in order to obtain a certain animal product.

The draft Law of the Republic of Belarus" on the treatment of animals "gives a more precise definition:" Farm animals are animals that are specially grown and used for obtaining (producing) animal products (animal products), as well as a vehicle or draft force" [3].

The question arises whether it is possible to consider the appropriate category in our classification?

In accordance with the Model law on the treatment of animals, domestic animals include cattle, pigs, horses, sheep, goats, fur-bearing animals, birds, fish and other agricultural animals that are specially grown and used for obtaining (producing) animal products (animal products), as well as a vehicle or draft force[4]. Thus, we see that animals that are used for entertainment purposes, circuses, zoos, as well as for other purposes, including use for research and medical purposes, are excluded from the regulation of the model law. However, we believe that it would be appropriate to include farm animals in the number of domestic animals, since the latter are grown not only by livestock enterprises, but also by the population on personal farmsteads.

From the analysis of the norms of the European Convention for the Protection of Animals during International Transport, we can give a similar classification, which indicates the division in respect of which Pets are used for international transport:

- domestic ungulates and domestic animals: cattle, sheep, goats and pigs,
- poultry and domestic rabbits,
- domestic dogs and domestic cats[5].

That is, making a conclusion, we can confirm that domestic animals include so-called farm animals (cattle, sheep, goats and pigs).

The model law on the treatment of animals also gives the concept of companion animals: "these are animals that a person feels affection for and keeps at home without the purpose of extracting income to meet the needs of communication, for aesthetic and educational purposes, as well as guide dogs, hunting dogs and hunting birds. The analysis of this article suggests that Pets are not the purpose of generating income, but if we proceed from practice, most Pets can also generate income, even if they are located to meet the aesthetic needs of a person (selling puppies, kittens, making transactions for the sale of Pets). From this we can conclude that Pets are animals that a person keeps to meet their internal needs, as well as for agricultural (commercial) purposes.

Including in accordance with the European Convention for the protection of Pet Animals, a pet is any animal that a person keeps or intends to have, in particular, in his household, for his own pleasure and friendly communication [6].

The category of neglected animals is included in connection with the loss of the animal by its owner. Homeless, according to the European Convention for the protection of Pet Animals, means Pets that do not have a home or are outside the boundaries of their home and without the direct supervision of their owner.

The institution of stray animals is practically not singled out in the civil legislation of the Republic of Belarus. The legislator in article 231, 232, 233 of the Civil Code of the Republic of Belarus considers them as the acquisition of property rights over them [7]. According to the Model law stray animals – domestic or wild, captive animal that is out of place, and which lost control of the responsible person. From which we can conclude that a pet or wild animal kept in captivity, the animal can become neglected, that is, lose its owner.

The Resolution of the Ministry of housing and communal services of the Republic of Belarus "on approval of the Regulations on the procedure for organizations for catching, shooting, keeping and euthanasia of stray animals in the Republic of Belarus" implies that an animal that does not have an owner or whose owner is unknown, or an animal that has the right of ownership, which the owner has refused [8].That is, this is the animal whose owner has not fulfilled his duty to maintain it. In this definition, there is no category of animal, but from its analysis, it can be determined that a pet is neglected, since wild animals do not have an owner. At the same time, wild animals can not be homeless, since they exist in their natural habitat.

Thus, it is necessary to distinguish between a neglected animal and an ownerless animal one. Ownerless animal is an animal that does not have an owner, that is, it is a domestic animal based on the type of animal, but it does not correspond to the type of animal that people keep in captivity (at home).

D. B. Gorokhov notes this point of view, it is said by most authors that under ownerless animals should understand the animal that has no owner in principle, i.e. dogs that live in cities and towns in the condition of natural freedom, often straying in flocks, should be recognized as ownerless [9].

Undoubtedly, it is necessary to introduce rules where the legislator would refer feral stray animals (flocks) to either domestic animals or wild, that is, objects of the animal world, and at the same time, they would be subject to specific rules relating to a particular type of animal classification and distinguishing lost Pets and feral.

Based on the above, it is quite difficult to determine which animals are Pets and create a certain classification of Pets, the norms of each type of which would be regulated by legislation, due to the gaps in the legal regulation of the treatment of Pets in the Republic of Belarus. The lack of specialized regulation of pet species complicates the task of ensuring the protection of both Pets and people.

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UDC 320.322(045)(575.1)

TENDENCIES OF IMPROVEMENT OF LEGISLATIVE ACTS REGULATING INVESTMENT ACTIVITIES

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The article emphasizes the role and importance of regulations regulating investment activities in Uzbekistan, providing investors with more opportunities, creating a favorable investment climate and developing the national economy, as well as trends in their development.

Keywords: *investment, investment climate, foreign investment, state investment policy, investment attractiveness.*

As a result of the investment policy in Uzbekistan, the inflow of investors to the Republic of Uzbekistan is growing from year to year. In particular, the President of the Republic of Uzbekistan Sh. Mirziyoyev in his Message to the Oliy Majlis of the Republic of Uzbekistan on January 24, 2020 on the significant results achieved in the "Year of Active Investment and Social Development" in the country noted the following: "among all the positive results, the volume has also significantly increased investment. In particular, foreign direct investment amounted to $ 4.2 billion, which is $ 3.1 billion, or 3.7 times more than in 2018, and the share of investments in gross domestic product reached 37 percent".

Of course, the role of regulatory acts governing this activity is of great importance in attracting investors and increasing the attractiveness of investments. The first legal basis for regulating this activity is the adoption of the Law of the Republic of Uzbekistan dated April 30, 1998 "On guarantees and measures to protect the rights of foreign investors" and the Law of the Republic of Uzbekistan "On foreign investments". The adoption of these laws has played an important role in attracting foreign investors to our country. In order to attract an influx of foreign investors, they first needed to secure their rights and guarantees. It is known that investment activity is a type of entrepreneurial activity aimed at making a profit. For this reason, every investor studies the market and legal guarantees before entering the country's economy. If the rights of investors are not sufficiently guaranteed, they will not take risks and prefer to enter the economy of the country where their rights are guaranteed.

To further improve the protection of the rights and interests of investors over the past period, several legislative acts have been adopted aimed at attracting a wide range of investors and regulating investment activities.

Among them, the Law of the Republic of Uzbekistan "On Investment Activities" was adopted on December 24, 1998. However, as a result of the development of public relations, this law did not meet modern requirements.

In addition, the Decree of the President of the Republic of Uzbekistan dated April 11, 2005 No. DP – 3594 "On additional measures to stimulate the attraction of foreign direct investment" was adopted. The decree provides for further improvement of the investment climate in the country, privatization, modernization of production, technical equipment and reconstruction, the wide attraction of direct private foreign investment in order to implement programs to create new jobs in regions with a surplus of labor, and is also aimed at providing legal protection and guarantees for foreign investors, according to which, if the amount of direct private foreign investment corresponds to the following, then income tax for legal individuals, property tax, tax on the development of social infrastructure, the single tax payment for micro and small enterprises, and the National Road Fund will be charged with certain benefits:

from 300,000 to 3 million dollars - for a period of 3 years;

from 3 to 10 million US dollars - for a period of 5 years;

more than 10 million US dollars - for a period of 7 years.

Despite these tax incentives, the number of investors coming to our country is still lower than in Kazakhstan.

Accordingly, the new edition of the Law "On Amendments and Additions to the Law of the Republic of Uzbekistan" On Investment Activities "dated December 9, 2014 was adopted.

At the same time, the results of a survey of foreign investors working in the Republic of Uzbekistan show that many of them are afraid of an imperfect mechanism to solve the problem of insufficient protection of the activities of foreign investors in the country. In addition, in their opinion, the objectivity of the judiciary in relation to investment disputes and the mechanism for fair settlement of investment disputes have not been sufficiently improved [1, p. 6].

In this regard, improving the protection of the rights of foreign investors in the Republic of Uzbekistan is an important factor in attracting foreign investment in the national economy. Measures to protect the rights of foreign investors in the Republic include relations related to the protection of property rights of foreign investors [1, p. 6]. In this connection, the legal regulation of investment activity is important to enhance the flow of investors and increase the attractiveness of investments. In addition, the abundance of normative legal acts regulating this area will cause various disagreements and lead to an increase in non-working, unsuitable norms. For this reason, the state has an obligation to generalize normative legal acts. On December 25, 2019, the Law of the Republic of Uzbekistan "On Investments and Investment Activities" was adopted in order to repeal regulatory acts repeating each other due to this need. With the adoption of this law, the laws "On guarantees of the rights of foreign investors and measures to protect them", "On foreign investments" and "On investment activities" have become invalid. As a result, the legislation governing investment activities were combined into a single law. The adoption of this law serves to expand private foreign investment in the implementation of programs to improve the investment climate in our country, privatization, modernization of production, technical re-equipment and reconstruction, creation of new jobs in the regions of the country where there is excessive labor, as well as providing reliable legal protection and guarantees for foreign investors.

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UDC 34.01

CRITICISM OF SOCIOLOGICAL THEORY "JURISPRUDENCE OF INTERESTS"
BY RUDOLF JÖHRING

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This paper gives criticism of certain provisions of the sociological theory of "jurisprudence of interests" by Rudolf von Jöhring. Based on the examples presented in the article, the inconsistency of these provisions in the framework of this theory is shown.

The theory of "jurisprudence of interests" by Rudolf von Jöhring is one of the first sociological approaches to the concept of law [1-4]. Arose at the end of the XIX century as a kind of protest to the positivist interpretation of law prevailing at that time [5, p. 74-94], which defined the latter as a set of generally binding formally defined norms established and protected by the state that regulate public relations, it sought to "fix" the main drawback of the normative approach to law - the lack of a meaningful side of law in it: the position and degree of freedom of subjects of legal norms, subjective right of personality, morality of legal norms, compliance with the objective needs of social development.

A sociological school defines law as the result of the influence of various social factors on the normative and regulatory system, as well as the response of such a system to the redress of specific, real, social needs of people [5, p. 95-104]. With the sociological approach, there is a set of norms that are generally obligatory for the fulfillment of norms, which define the general relations established by the group for individuals who belong to it at any time. Followers of a sociological approach believe that the right thing to look for in life itself: "life itself is the source of law." Right, - this is the result of non-government activity of the state, in comparison with the standard income, and the result of the compensation of people and the difference in the result of the loss of labor. Here, the role of the state as a translator, in contrast to positivism, is second-rate, is a derivative of empirical processes. It comes down only to an understanding of the legal nature of existing social relations and their consolidation in normative legal acts or judicial precedents. Today, the sociological approach to the concept of law is losing its significance, continuing to play an important role in the development of legal science, while a critical analysis of the theories of its founders allows us to see the possibilities for the further development of modern approaches to law enforcement.

The scientific life of Rudolf von Jöhring (1818–1892) is entirely connected with the creation of a sociological theory of law, new for its time, - "jurisprudence of interests". One of the most important definitions of his theory is the concept of interest expressed in law. Rudolf Jöhring gives this concept a legal meaning. In his opinion, the essence of law is impossible without interest. Real interest is right; it is primary; legal mediation of law in laws, in the norms of objective law is secondary. Thus, in the theory of R. Jöhring, a peculiar identification of law and interest takes place. The founder of "jurisprudence of interests" defines the law "as a protected interest, as a combination of the living conditions of a society, which are ensured by state coercion" [2, p. 315]. The nature of the rule, according to the scientist, stems from the need to publicize and agree on the interests of different social subjects, for which the interest seems to be to a large extent in the form of or benefits.

The works of some representatives of Russian sociological school of law (E.N. Trubetskoy, N.M. Korkunov and others) are devoted to the critical rethinking of R. Jöhring's "jurisprudence of interests" and the identification of its shortcomings. In our opinion, the following question is of equal interest: "If the subjective right is of the same interest, is it preserved in the case of loss of interest?" The example proposed by E.N. Trubetskoy establishes an obvious non-identity of the concepts of "interest" and "law". A heir, inheriting property burdened by debts, has an interest not in preservation, but in termination of ownership. Thus, the right of inheritance, instead of being an expression of the interest of the person concerned, can serve as a motive for its ruin [5, p. 24]. If interest was the essence of law, then the termination of interest would certainly be followed by the termination of the right. But following N.M. Korkunov, "a legal obligation exists as long as there is someone else's interest for the sake of which it is established" [6, p. 61], that is, communication of subjects of social relations on the basis of their common rights and obligations is determined by the presence of interests, and therefore, the lack of interest in only one of the parties does not entail the complete cessation of rights and obligations.

The "idea of law" is also criticized by R. Jöhring [7]. Within the framework of the created theory, the latter strives to "keep up with the rule", proclaimed by him the principle of relativity of law, its time-varying, constantly evolving social conditioning. But at the same time, in the work "The Spirit of Roman Law at the various steps of its

development", R. Jöhring writes that law itself is not only a relative phenomenon, "it is an idea of law" [4, p. 21]. However, the idea initially cannot be relative: the idea must be identical to itself, and this is impossible with its relativity. The idea of law is an ideal image of law, i.e. such as right, which can and should be. The image of the long law, such as this, is already contained in the very idea of the law, which, however, according to R. Jöhring, is committed to a constant revision and solution. The founder of the sociological approach is not able to explain the existence of this contradiction on the basis of logic, since any attempts to rethink the very idea of law together with its nature and identity would lead to the obvious non-compliance with philosophical historicism and the principle of relativity established by it. Jöhring tries to derive an absolute category through relative concepts, which is initially logically unacceptable, and therefore, in his legal views, the "idea of right" is absolute and static, it is an absolute ideal, indicating a way of agreeing to a right, to the content of a right necessary to bring it to a more perfect state; it has a relative, limited by the framework of social relations, dynamic, character. Without finding any options for resolving this contradiction, the founder of the sociological approach of "go to law" contrasts the "living right of reality", metaphorically comparing the two: "the validity of reality casts a shadow in a single case" [4, p. 21].

Despite the shortcomings, the theoretical concept of R. Jöhring's law had a huge impact on the development of legal science in relation to offenders who are not subject to foreclosure with compensation in compensation of the revision of offenders and the opportunity to see the person in the system of public relations.

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UDC 342.5

E-JUSTICE

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To begin with I would like to remind that we live in the 21st century, which is known as the century of the information technology emergence and development. It is not a secret that information technologies exist in any sphere of public relations, and thanks to these technologies we are observing the process of informatization, or the advent of the information.

Informatization is a policy or a process, that is aimed at building and developing a telecommunication infrastructure, that combines geographically all distributed information resources [2].

Informatization exists in jurisprudence as well. It can be viewed as the transition from general or standard justice to e-justice.

Unfortunately, there are not many viewpoints, regarding the definition of e-justice, because this concept is relatively new and is studied not well enough. E-justice, for example, can be seen from two perspectives – as a narrow definition and as a broad one. In a broad sense, e-justice can be understood as a combination of various automatic informational systems that provides the means for publishing judicial acts, for conducting an "electronic case", and for accessing the materials of the "electronic case" by the parties. However, the means of a trial cannot be changed, so e-justice can be used as a supplementary resource only. In a narrow sense, e-justice should be understood as the ability of a court and other participants of a judicial process to carry out actions which are provided by regulatory legal acts, and which can cave have an effect on the trial, on its beginning and continuation. These actions can be considered as, for example, sending documents to the court trial in electronic form, or participating in a court trial via a video-conferencing system [1].

If we speak about foreign countries, for example the USA, there exists another concept of the term "e-justice". In the USA judicial system e-justice is understood as a possibility to access court trials with the help of modern information technologies, or the possibility to get information about court cases, to search for documents of court cases, and also to search different information which is connected to the implementation of court decisions [1]. This means that e-justice in the United States is based on the concept of filing electronic documents, as well as e-justice is understood as a quick way to obtain the necessary information, for example, about a specific court case.

In Germany, there are two ways to understanding e-justice. On the one hand, it is a part of e-government. On the other hand, e-justice is an independent phenomenon along with e-government. The second way of understanding e-justice is more preferable among scientists, because it emphasizes the independence of the judicial branch. However, when one considers the ways to perceive e-justice, they should fully understand what e-government is [3]. E-government is a public administrational system that is based on the automatization of managerial processes throughout the whole country [4]. This definition is the key factor to support the second way of understanding e-justice rather than the first one in Germany.

In the Czech Republic e-justice is connected with the ways how people use information technologies in order to access the judicial system and e-justice helps to increase the efficiency of legal proceedings. The legal proceeding is understood as any action that is aimed at closing the argument, mediation, or how fines are imposed for certain actions, as well as the way to achieve positive changes in the quality of a trial, or to have easier and more effective one [6, p. 11].

One of the concepts of e-justice is given by European Union of Terminology. It follows that, depending on the context, e-justice can include any or all of the following: posting on-line laws without specific data and posting other legal texts on the Internet; giving lawful information (for example, a land registration, a registration of companies or, even a criminal record) through the Internet; permission to initiate and/or conduct certain legal procedures by electronic means, that entails creating electronic legal communication between the parties of the proceeding and the court [5].

In the Russian Federation, e-justice is understood as a method of administering justice that is based on the use of modern informational and communicational technologies that allow the use of paperless information exchange in court proceedings between all participants of the judicial process [1].

It is important to mention in this article that there may be some confusion about the definition of e-justice: the term "e-justice" is often understood as "digital justice", though there is a difference. In the first case, we speak about the properties of the informational carrier, and in the second - about the form of data existence [3].

Thus, we stand to the point that e-justice is an integral element of the judicial system modernization. Thanks to e-justice there is an automation of clerical work, and the storage of case files in an electronic form contributes to a more reliable protection, as a result the delivery time for court appeals and the expenses for it are reduced. The concept of e-justice also includes audio and video, which allows you to record everything that happens during a trial. With the help of special automatic equipment installation, the falsification of video recording results becomes almost impossible. With the help of e-justice it became possible to familiarize ourselves with the case materials and with judicial practice in a particular category of disputes via Internet.

The experience of foreign countries shows that the court informatization ultimately leads to the use of elements of electronic justice in the law enforcement practice of the State [7].

In conclusion we can say that e-justice is a combination of informational technologies that allows introducing innovations into the judicial system. That improves, preserves and strengthens the legislation by being more accessibile and makes it possible to be used not only by people with legal education, but also by people who do not have it.

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UDC 34

EUROPEAN EXPERIENCE IN PREVENTING EXTREMISM AND TERRORISM AND IMPROVING LEGAL CULTURE AMONG YOUNG PEOPLE

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Article analyses the current state of the system of propaganda and counter-propaganda created in the world to counter the spread of ideology of religious extremism. Measures to improve the Uzbekistan's policy of counteracting the spread of the ideology at the present stage, taking into account new challenges are proposed.

Despite the measures taken by the international community, the level of both global and regional terrorist threats in the world remains high. It is noted that international terrorist organizations actively participate in fueling internal conflicts in sovereign States, which contributes to the gradual blurring of borders between domestic and international terrorism and increases their influence on the socio-political situation in different countries.

However, in the modern world, globalization has a direct and strong impact on the lives of young people, as it leads to accelerated social division, the victims of which are primarily young people. As a result, the status of young people is changing radically, and, consequently, the state's youth policy should also be changed.

Today, religiously motivated extremism is the most widespread in the world. Modern extremism is a serious challenge for modern States, as its negative impact affects primarily young people. The increase in violence and crimes in recent years, committed in different countries on the basis of extremist views, shows that the policies of national States to prevent extremism and the means to combat it are insufficient or outdated. More effective mechanisms and new approaches are needed to address this problem.

Experts note that the terrorist threat has shifted somewhat from organized groups to individuals who are harder to identify and whose actions are harder to predict. To prevent further tragedies, we must adapt our capabilities to fight terrorism and extremism to this new challenge. Our response should be based on a deeper study and understanding of the processes leading to radicalization.

The potential threat of religious extremism exists in all countries. It can manifest itself in various forms. From now on, religious extremism should be at the center of policy in the fight against terrorism. But the very nature of this complex task requires different approaches than those currently used by law enforcement agencies. Instead, we need a larger response to prevent and counteract these phenomena. Problems of religious extremism and radicalization are international, but often their solutions are local [1, p. 7-9].

The study of advanced foreign experience shows that in the EU, young people are a "strategic resource for the development of the country's economy", as stated in the "Lisbon strategy for growth and employment 2020".

As you know, the majority of young people involved in extremist organizations are mostly from poor, uneducated segments of the population. Thus, the growth of youth extremism is primarily evidence of the failure of the policy of adaptation and socialization of young people. The same factors as social insecurity, difficult financial situation, lack of effective socialization and access to quality education, low employment prospects, contribute to a sense of social insecurity and distrust of political institutions and authorities. As a result, asocial attitudes in the mind and a tendency to extremist manifestations develop.

On the other hand, practice shows that a different type of radicals has emerged among political and religious extremists who are educated and integrated into society. At the same time, the educated become leaders and organizers of the uneducated. This is an additional challenge for the state. Because you can't apply the same tools to both groups of extremists.

However, many experts note that both types of radicals, regardless of their cultural and social origin, share one thing – problems with self-determination, self-identification and the desire to change the existing social order.

Foreign experience in the practice of prevention and counteraction of extremism. Today, various models of combating extremism and terrorism are used in modern European countries. The following experience of European countries could be of particular interest to Uzbekistan.

Firstly. At the initiative of the European Commission, the European network for awareness of radicalization (RAN) was created, which aims to exchange information between member countries on manifestations of extremism and practices to combat them. About 700 specialists from different fields of activity (teachers, psychologists, social workers, police officers, religious leaders, religious scholars, scientists, etc.) are included in this network and track the facts of radicalization of people who are inclined to join extremist movements and

terrorist organizations, and conduct active counter-propaganda. The same organization has a network of voluntary informants from among ordinary citizens who call the security services on a mobile basis if suspicious people or objects are found unattended. This behavior is considered a manifestation of high citizenship and responsibility.

Secondly. The Council of Europe has developed a working document on the principles of cooperation between law enforcement agencies and Internet service providers, which contains effective mechanisms for legal regulation in the field of countering "mobile" or "cyber" forms of destructive ideological influence. The document creates a legal basis for cooperation between interested state bodies and owners of global network structures, which are obliged to respond to signals and requirements of EU law enforcement agencies regarding destructive content in the cyber space. This document, in particular, obliged providers to appear in Internet networks for European users a flashing line with a warning about the illegality of certain destructive sites or portals.

The third, in order to ensure the safety of the population, the French authorities have released a special mobile application for social networks «SAIP» (alarm and public information System). The program is intended to inform the public about terrorist threats. At the same time, the French criminal code has a special section on terrorism with differentiation and legal classification of types of crimes.

The fourth, in Germany, in order to effectively counter the ideology of religiously motivated extremism, the Ministry of internal Affairs, in cooperation with the Ministry of education, has developed and implemented the Andi curriculum since 2006. In particular, a series of comics «Andi» is published, which help teachers to illustrate in the form of plot sketches (comics), to what undesirable consequences extremism can lead. Comics are available, distributed as a free app for Apple, Android, and Windows Mobile apps, and are a very effective tool for preventing all forms of violent extremism, including religiously motivated ones. Comics emphasize the importance of the role of the democratic state in ensuring the rule of law on the one hand, and on the other – warn students about the symbols and methods used by extremists.

The fifth, in the Russian Federation, in order to increase legal awareness and warn users on the Internet about the illegality of entering sites and portals with extremist content, the practice is used in the form of video lessons with answers to the question: «How to understand that the material is extremist?». At the end of the video lesson, it is indicated: «If you find a suspicious site on the network, you can check the Federal list of prohibited extremist materials and send a virtual message about illegal content».

In general, the analysis shows that the European model of combating extremism is based on simple, clear formulas, in particular: a) understanding the causes of radicalization and its forms is a key factor in the fight against extremism; b) preventing radicalization is much easier and cheaper than fighting organized extremist groups; c) effective coordination of schools, local communities, law enforcement agencies and government organizations is the key to success in countering extremism; d) involvement of the population and civil society in active and early informing of law enforcement agencies about the facts of violation of the law becomes the most effective means of prevention and prevention of extremist activity.

To date, the Republic of Uzbekistan has adopted laws and the corresponding legal framework, such as the Law of the Republic of Uzbekistan «On combating terrorism» [2] adopted on December 15, 2000, the Law of the Republic of Uzbekistan «On countering extremism» [3] adopted on July 30, 2018, etc. However, the concepts of radicalization, religious extremism, fundamentalism, separatism are relatively new for Uzbekistan in social, political and legal terms. However, in local realities, it has already become a deeply structured, multi-layered and complex phenomenon that has led to various types of violations of laws. However, the current legislation does not reflect these distinctions, which lead to an undifferentiated approach in bringing charges, which can lead to discrediting the state law enforcement system and the court, and lead to disrespect and distrust of citizens to state bodies, and encourage unjustly convicted persons to join terrorist organizations.

We see the same problems in the inefficient mechanism and forms of bringing the law to citizens, as well as, as we mentioned earlier, in the incorrectly constructed system of crime prevention and re-education in penitentiary institutions. We see the same problems as positive foreign experience in an effective and legally binding mechanism for bringing the law to citizens, as well as the formation of a whole system of legal culture and legal awareness. For example, in the US and EU countries, pre-school and school education has an effective mechanism for instilling knowledge, respect and compliance with the laws of the country.

In conclusion, taking into account foreign and domestic experience in countering extremism, it seems appropriate:

1) Uzbekistan should initiate the creation of a community of scientists (religious scholars, psychologists, lawyers, etc.) from Central Asian and CIS countries to exchange experience and practice in the fight against the ideology of extremism at regular scientific and practical forums. Use the results of discussions in creating long-term strategies to combat extremism;

2) taking into account the gaps in the legislation of Uzbekistan, take into account the experience of France in codifying, developing a legal framework for classification and qualification of criminal acts of different severity related to religiously motivated extremism;

3) develop and use in the media and Internet resources of educational institutions modern methods of instilling and educating citizens of immunity against the ideology of religious extremism, high legal culture: mobile applications of special and educational programs, video lessons, comics, etc.;

4) implement measures to create and implement regulatory mechanisms for interaction between law enforcement agencies and «Internet providers» in the global Internet network, in particular, to establish a rule according to which when entering prohibited sites with foreign hosting services (offices), a flashing line should appear for users with a warning about the illegality of this portal/site.

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UDC 347.77

IMPLEMENTATION OF THE BOLOGNA PROCESS IN HIGHER EDUCATIO
IN THE REPUBLIC OF BELARUS

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This article examines the target direction of the Bologna process, its impact on the educational process, and the problems of the process development in the national education system.

Higher education is becoming more universal and practice-oriented. Students can also use it in other countries. The acquisition of knowledge is not based on giving lectures to students, but on the fact that students study the material by themselves, and then pass it to their teachers once a week.

The Bologna process is based on voluntary principles. Its main goal is transparency, comparability, "clarity" of existing educational systems, and the ability to easily "convert" one system to another [1].

The purpose of the Declaration is to establish a European higher education zone, to compare and harmonize national higher education systems in European countries, and to activate the European higher education system on a global scale.

Ten main directions of the Bologna process (10 Bologna Action Lines) have been identified for the implementation of the goals):

1. Adoption of a system of commonly understood, comparable qualifications (degrees).
2. Introduction of a two-level system of higher education (bachelor –master).
3. The use of a system of credits (academic credits), the number of which depends on the number of hours in the discipline, and the reflection of the curriculum in the Appendix to the diploma, a sample of which was developed by UNESCO.
4. Development of academic mobility of students, teachers and administrative staff.
5. Mutual recognition of qualifications and relevant documents in the field of higher education, ensuring the autonomy of universities.
6. Development of European cooperation in the field of quality assurance of higher education.
7. Lifelong learning.
8. Increasing the participation of universities and students in the development of the Bologna process.
9. Strengthening the European component in the European higher education system.
10. Introduction of doctoral studies in the General system of higher education (as the third level).[2]

The main objective of the project is to develop academic mobility, build profitable cooperation and inter-university relations in the field of higher education, and improve the quality and prospects of higher education in the CIS [6].

At this stage, Belarus faces the most important task, the transformation of the economy to ensure competitiveness and timely high economic growth, which guarantees a decent existence for citizens. Without improvements in the quality of education and the dynamic development of educational structures and academic mobility, this task will not be achieved. This means that all the reforms taking place at this stage do not come from the rapid change of priorities in education itself, but in connection with the emerging needs of society for competent and highly qualified specialists.

The Bologna process has a significant impact on the national educational system of European countries. There is a certain convergence and borrowing. Internationalization of higher education is a reality of the present time. The General provisions of the Declaration radically change the General educational system and in fact the Bologna process becomes one of the most important factors driving the process of reforming the Belarusian higher education system.[3]

However, successful implementation of the Declaration's provisions cannot be achieved without proper reform of the well-equipped legal framework governing higher national education. In the legal aspect, the concept of "legislation" includes the entire set of normative legal acts, directly laws, by-laws, normative agreements and agreements (including international ones), and legal acts of local self-government bodies. The legislation of the Republic of Belarus has not yet been fully formed on this issue, so this is a rather time-consuming process. The development of this issue has so far stopped at local acts between universities. [5]

Of course, the country's participation in the Bologna process requires considerable economic costs, as well as the effectiveness of actions to implement the programme of this reform, bringing the higher education system to European standards, and adopting innovations in the established traditions of national education.

The positive aspects of joining the Bologna process are the following:

1. Introduction of the credit module system.
2. The accumulation of points makes it possible to get a reward, the so-called "machine".
3. Using European methods in national education.
4. Integration of the European national space.
5. Mobility.
6. Worthy earnings.

But also, in my opinion, there are some problem areas that will be solved later:

1. The problem of forming an effective accreditation system (different assessment systems).
2. A significant number of universities in Belarus are not ready to switch to a two-level system of training specialists.
3. Insufficient scientific and methodological, personnel and logistical support to implement the provisions of the Bologna Declaration.
4. Excessive regulation, lack of flexibility, adaptability of training programmes.

(The number of subjects and their diversity may differ in Belarusian universities from the subject orientation in the study programmes of Eurasian universities) [4].

As soon as Belarus becomes a full participant in the Bologna process, following all the instructions, our students will have many prospects. The main one is to make it easier to get a job abroad having the application to the European diploma. This will allow employers to avoid confusion in different assessment systems, which in turn will increase loyalty to graduates of Belarusian higher education institutions abroad. A significant advantage is a free choice of subjects for students to study. A flexible approach to the learning process and its individualization will allow students to regulate the learning process almost independently. Students will be able to accumulate a certain number of credits, suspend their studies and resume them at will, i.e., study throughout their lives, as do residents of Europe or America. Nevertheless, integration with the European education system in Belarus has been going on for a long time and quite successfully, so after entering the Bologna process, the Belarusian higher education will have to take only the best from Europe, while maintaining its identity. [6]

The accession of the Republic of Belarus to the European higher education area will mean that the country undertakes to follow the principles of building this educational space in general and make the national higher education system understandable and transparent for other countries of the European continent. There are no sanctions for violation of the terms for the implementation of the principles of the European Higher Education Area formation or the order of events, since the country's key role in achieving the goals is crucial.[3]

Thus, the participation of Belarus in the Bologna process leads to an increase in the quality of national education, there are some problems, but the achievement of the goals set in the education system will ultimately reflect its result. At this stage all spheres of life are developing very dynamically, this implies that the active transformation of the higher education systems of our countries will only lead to positive prospects in the labor market, there is a gradual transition to increase the involvement of universities and students in the Bologna process, as well the free choice of the level of their education(bachelor and master), the possibility of education in any country participating in the process that much important. Academic mobility creates an even stronger Union among society, playing a greater role in the political, economic, and educational arenas. The implementation of all the goals set in the Declaration is certainly a time-consuming process, but Belarus is aiming for a positive result in this area. [4]

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UDC 347.96

E-GOVERNMENT IN THE REPUBLIC OF BELARUS AND FOREIGN COUNTRIES

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This article outlines the definition of "E-government", its content, and describes what services are provided in the framework of e-government in the Republic of Belarus and in foreign countries.

The term "e-government" appeared in the 90-ies of the twentieth century. E-government projects were based on the model of interaction between the state, business and a client (citizen) in the electronic space. To this end, various international and national programs for the development of the information community have included provisions for expanding the use of information and communication technologies (hereinafter-ICT) to improve the efficiency and quality of public services. These initiatives are called "e-government".

The task of organizing effective electronic interaction between citizens and state bodies remains relevant to this day, both in the world and in the Republic of Belarus. In the context of the information and communication technologies development, all areas of state bodies activity in electronic form are in demand by citizens and organizations of various forms of ownership.

The term "e-government" in this study is understood as a set of processes, methods and tools that ensure, through the use of digital technologies, the interaction of authorities and power structures, on the one hand, business and civil society, on the other, in order to meet public needs and develop socially significant solutions [1, p. 107]. This set of measures includes electronic services, digital signatures, electronic document management, public administration automation system based on automation of all administrative processes. This interaction also includes the provision of public information and services using the Internet and other computer resources. For example, in the United States, the Federal register, a legal newspaper that publishes daily accepted and proposed decisions of Federal agencies, Executive orders, and other presidential documents, performs the function of access to government information [2, p.43].

An important component of e-government is the "Single Window" principle. It is characterized by the fact that any services provision is concentrated in one place, from filing an application to issuing the results of a decision of an Executive or other body. This is achieved by creating a well-developed infrastructure for effective interdepartmental interaction both at the same level of government (horizontally) and at the same level of interaction between levels (vertically).

E-government is not an extension or analogue of traditional government, but only defines a new way of interaction based on the active use of ICTs to increase the efficiency of public services.

The United Nations conducts a global e-government survey every two years. According to the results of the study "The E-Government Survey 2018: Gearing E-government to Support Transformation towards Sustainable and Resilient Societies" Denmark is named the leader in terms of e-government development. The ranking ranks countries based on a weighted rating index taking into account three main components: the scale and quality of online services, the level of development of ICT infrastructure, and human capital. The ranking includes 193 countries. The top 10 countries with developed e-government include Australia, the Republic of Korea, the United Kingdom, Sweden, Finland, Singapore, New Zealand, France, and Japan [7].

The international community has already achieved considerable success in providing citizens with various electronic services in the public sector. In many countries of the world, such as the United States, Canada, Singapore, Korea, and Malaysia, information development strategies have been designed and implemented for both society as a whole and individual areas of activity. When implementing the reform in the sphere of public services, it is necessary to develop infrastructure elements. This implies the creation of a network of organizations and institutions that simplify the process of providing public services through the creation of certain information bases, consultations and training of civil servants and consumers of services. Similar organizations exist in many foreign countries.

For example, in Canada, there are "1-800 Canada" centres that provide the necessary information about receiving any services. There are also centres that advise budding entrepreneurs. These centres are located in government offices throughout Canada. The peculiarity of these centres is that in addition to consultations, entrepreneurs can get a significant number of public services on the "Single Window" principle.

In Greece, as part of the reform of the administrative system, a "Quality Programme" has been developed, which provides for the creation of consulting centres for public services, united in a single information network.

In Australia, a government Agency called "Centrelink" has been established. It provides public services on behalf of and in partnership with 25 Federal ministries and government agencies via the Internet, telephone customer service centres, and in regular offices. Information on the site is available in 56 languages.

In Kazakhstan, in January 2016, the "Government for Citizens" state corporation was created according to the "Service Canada" model, with the main mission to become a single service provider. Today, in Kazakhstan, you can get more than 530 public services for collecting and issuing documents and more than 300 through front offices [3]. On the portal of electronic services in Kazakhstan, all services are ordered, there is a version for the visually impaired, there is information about open data, the phone number of the contact centre.

One of the successful solutions for Georgia e-government was Public Service Hall. Public Service Hall operate on the principle of a "Single Window", where all services are combined in one space. There, any citizen can get a full range of public services - from issuing an identity card and marriage certificate to registering a business or property. Each operator in Public Service Hall acts as an information intermediary. Its function is to determine what a citizen needs, accept documents, convert them into digital form and deliver them to the executors.

As for the Republic of Belarus, in the above-mentioned ranking on the level of e-government development in 2018, it rose by 38 points, having improved its position by 11 points compared to 2016. In general, Belarus belongs to the group of countries directly following the leaders, which have great potential and demonstrate the dynamics of information and communication technologies development. For the first time in its history, Belarus moved to the group of countries (top 40) with a very high e-government development index (Very-High-EGDI).

 Creation of "Electronic government" system in the Republic of Belarus began with the adoption on 9 August 2010 the "Strategy for Information Society Development in the Republic of Belarus for the Period up to 2015" approved by the resolution of the Council of Ministers of the Republic of Belarus of August 8, 2010 No. 1174 [4].

The national centre for electronic services operates in the Republic of Belarus. It is responsible for the development and implementation of electronic services, electronic document management systems, and other technological innovations implemented within the framework of e-government. There you can make a digital signature, get the necessary certificates and order other services provided by the centre.

The core of the e-government infrastructure of the Republic of Belarus is actually the National Automated Information System (OAIS), a state information system designed to integrate state information resources, implement administrative procedures in electronic form and other electronic services through a common portal of e-services [5]. Accordingly, there is a common portal of state electronic services at the following address: portal.gov.by.

Today, news about advanced electronic services and the development of various types of digital signatures appear in the media every week. According to the plan, by the end of 2019, all departments were supposed to switch to electronic document management. However, there is no specific studies on how electronic services are in demand among the population and how often they are used.

When referring to the official websites of various government agencies, the information posted there is often incomplete and does not meet user needs.

In the Republic of Belarus, there is no specialized body that would deal with the development of e-government. Ukraine has an e-government Agency, Russia has an e-government technology Centre, and Belarus has only a few expert groups that are engaged in research on this topic, but do not have mechanisms of influence.

Viktor Prokopenya, an entrepreneur and founder of VP Capital investment company, took the initiative to create a Digital Economy Ministry in Belarus. In his opinion, such a Ministry could become a kind of Central headquarters and as a state body close all the processes of informatization in the country. Now, according to Viktor Prokopenya, these functions are performed by the High-Tech Park administration, but this is not entirely true, since private structures work in HTP. In October 2019, Deputy Prime Minister Alexander Turchin announced that the Digital Economy Ministry will be created on the basis of the Ministry of Communications and Informatization. It is possible that the Digital Economy Ministry will deal with e-government issues in Belarus if it is created.

So far, the country has a "State Program on Development of Digital Economy and Information Society in Belarus for 2016-2020" [6]. It notes that the goal is to increase positions in the UN ranking, as well as introduce e-government technologies, establish digital trust and improve the quality of services provided. However, the program does not contain a definition of e-government. First of all, the issues of e-government should be resolved at the legislative level, the basic conditions of e-government, specific goals and objectives, as well as the body that will deal with this issue should be determined. Such concepts exist in many countries, including Ukraine and Russia. In Belarus, e-government issues are often discussed, but there is still no clear concept or responsible agency. All

over the world, large IT companies are interested in getting government orders, because they have experience, status, and money. Also, state projects are the most ambitious and targeted on the largest audience. After all, the potential customers of electronic services are all country citizens. E-government is a social project aimed at improving the lives of citizens, IT companies are interested in its development, you should only contact them.

It is also necessary to ask the public opinion. Using the "feedback" principle in practice is a proven and effective method of studying the current state of service provision and formation of a strategy for further improvement, taking into account the needs and expectations of citizens.

Reforms include comprehensive transformations aimed at creating a new generation of public servants, breaking down stereotypes in society and creating a positive image of public service, as well as developing new forms of interaction between the state and citizens. An important role is played by the factor of technical progress, which is a powerful incentive for the introduction of new approaches, mechanisms and principles in the field of public sector management.

Thus, in the Republic of Belarus it is important to create a specialized e-government body that will be responsible for this area; involve IT companies in the implementation of projects and establish "feedback" with the public.

E-government makes our life easier and at the same time is an inevitability, a sign of modern culture and high civilization. In any case, you will have to adapt to life in the new conditions and it is better to do it as quickly as possible.

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UDC 371.3

EFFICIENCY OF COMPUTER TECHNOLOGY IN TEACHING FOREIGN LANGUAGES

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This article discusses the benefits of using computer technology in teaching foreign languages, as well as the need to broaden the content of technology for developing students' learning abilities. The use of modern means of computer, multimedia, internet, distance learning, a unique information environment and information and communication technologies has been yielding good results in high-quality educational process.

Keywords: information, education, environment, vision, innovation, pedagogy, technology, learning process, modernization, computer.

INTRODUCTION. Currently, in the educational system of the Republic Uzbekistan, young people are taught to think independently, have a broader understanding of independence, take care of the future and independence of their homeland, protect and defend themselves and their people, as well as the dignity and honor of the homeland. At the same time, improving the quality of education is one of the most important issues.

The huge changes taking place in our country have an impact on all areas, including the process of higher education. Creative, active, independent thinkers, radical changes and reforms in higher education are vital to the education and personal development. Therefore, the fundamental task of a number of disciplines is radical changes in education, the creation of active, creative, smart, intelligent, educated specialists who will enrich the future with new innovative ideas.

The better the knowledge, the more the student's worldview and intellectual potential develop and grow. Currently, information literacy of students and teachers is an important prerequisite for improving the effectiveness of education. Successful solution of these problems requires the use of modern teaching technologies in the learning process.

The use of advanced pedagogical and information technologies at all levels of education to improve the modern education system creates favorable conditions for students to reveal their spiritual strengths and abilities. Information and communication technologies, which are constantly developing in the education system, help to improve the quality of the educational process. Of course, it is advisable to use modern methods to make the learning process more meaningful. The use of modern computer, multimedia, Internet, distance learning, a single information environment and information and communication technologies gives tangible results.

One of the most important tasks is the implementation of state policy in the field of education, the improvement of the educational process in accordance with the unified requirements for training personnel, the provision of educational literature, the expansion of the database created for science, and the constant methodological service of teachers.

LITERATURE REVIEW. As a result of consistent reforms in the country to create the conditions for the full development and prosperity of the person, their interests, to bring the quality and effectiveness of education to a new level, opportunities for the development of students' foreign language skills are being expanded. There is also a need to expand the technology of developing students' learning skills in teaching foreign languages. The Strategy of actions for further development of the Republic of Uzbekistan identifies priority tasks such as "further improving the system of continuous education, enhancing opportunities for quality education services, supporting and implementing the creative and intellectual potential of the younger generation" to determine the criteria for logical thinking, to the intellectual development of students and to their own abilities and inclinations. It is important to develop recommendations on appropriate skills acquisition [1].

The educational process of methodological literature in recent years many new concepts are being introduced, such as "Innovative pedagogy", "Innovative technologies", "New pedagogical technologies", "Interactive methods and methods". Russian scientists V.I. Zagvezinsky, V.P. Bespalko, V.A. Slastinin, as well as B. Ziyomuhammedov, L.V. Golish, N.H.Aliklikulov, N.Saidhmedov, A.Kosimov , U. Tolipov and F. Kholikova have detailed theoretical and practical views on modernization of the educational process, new pedagogical technologies and their pedagogical and psychological bases. In almost all of the aforementioned studies, the innovative ideas proposed are characterized by their application in the teaching of social sciences and humanities. In addition, any student who does not have the skills of communication in a foreign language can never participate in "brainstorming" technology, such as on-topic trainings. This means that students need to be able to speak a foreign language first, to learn how to express their thoughts without hesitation, to develop communication skills,

to be able to respond to information. The strengthening of such skills and competencies is based on the proposed new information technologies [3]. Pedagogical literature describes the concept of "innovation" as a pedagogical reality, which leads to emerging theory and practice of new methods and techniques in teaching.

The most promising area in the use of information technology in education is the organization of independent work of students. An independent student work program is based on the use of electronic textbooks, integrated dictionaries, a library of educational and methodical literature that interact in the field of computer technology.

RESEARCH METHODOLOGY. One of the important conditions for the implementation of the innovative pedagogical process in teaching foreign languages is the learner's ability to self-control and motivation in mastering speech activity. One of its most important conditions is the formation and development of the communicative and cognitive functioning of students on the basis of communicative, functional, emotional and cognitive principles, which leads to the formation and development of students' communicative competence. In this process, the teacher creates the conditions for the formation and development of students' intellectual abilities, the ability to communicate in a foreign language, increases their interest and at the same time serves as a leader. The student becomes the main figure in the learning process. Interactive methods are part of the lesson content, enabling the creation of a team, group or pair for learning communication materials, that is, the learning process is organized through the joint educational activities of teachers and students. Each lesson has a specific subject technology, that is, pedagogical technology in the learning process is an active learning process that focuses on a specific, pre-designed and guaranteed result based on the student's communicative needs. New pedagogical technologies advance the learning process designing. In this case, the specificity of the teacher's teaching material in its explanation and in the process of independent work strengthens students' communication skills [10].

Students are treated differently in the learning process. The use of pedagogical technologies and modern methods of independent, free thinking, research, a creative approach to each issue, analysis and effective use of scientific literature in itself increases their interest in their chosen profession. There is a need for a new approach to the design of the educational process based on the new educational system, the content, the curriculum, the textbooks.

When using computer technology, it can perform numerous tasks. Computer technology with active access has the following main objectives:

1) to increase students' interest in learning using multimedia technologies;

2) to enhance students' thinking abilities through interactive teaching and increase the effectiveness of learning material;

3) to allow modeling and visualizing processes;

4) to make learning materials effective not only in terms of their level, but also the level of logic and perception of students;

5) to provide distance education not only for undergraduate students or the Internet, but also for students who missed classes;

6) to provide students with the opportunity to carry out specific research activities by searching for material through independent research and finding answers to problematic issues;

7) to promote students' performance in reading, coursework, writing and graduation, self-study materials, selection and analysis of information and data [9].

Non-traditional educational technologies are primarily innovative technologies aimed at organizing and managing students' collaborative learning activities, teaching communication skills, ensuring reproduction of learning, consecutive formation and improvement of skills, and independent research. This activity is done by working in pairs and in groups modeling, designing and using different games.

Over the past decade, much has been said about changing the concept of education, developing innovative teaching methods, and applying new technologies in the learning process. The Resolution of the First President of the Republic of Uzbekistan "On measures to further improve the system of studying foreign languages" dated December 10, 2012 No. PP-1875 contains an analysis of the existing system for organizing the study of foreign languages, which shows that educational standards, curricula and textbooks do not fully comply with modern requirements, especially regarding the use of advanced information and media technologies, training is conducted mainly by traditional methods. Currently, teachers have ample opportunities for teaching theoretical and practical disciplines using various technical means. Many educational institutions have language laboratories, multimedia classes, and video rooms. In the classes, audio and video equipment, computer technologies, including the Internet, projectors of various types (digital projectors, etc.), interactive whiteboards [4] are actively used.

Pedagogical factors	
Provision of educational and methodical complexes	Material and technical support of foreign language lessons
Knowledge Bank	Teacher competence
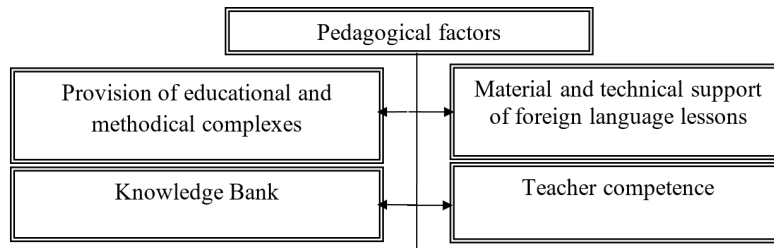
Among the problems theoretically and experimentally solved using the methodology of foreign languages, communicative competence and methods for achieving it are among the most relevant. Mastering the communicative competence in French without being in the country of the language being studied is a very difficult question. Therefore, an important task of a teacher is to create real and imaginary situations of communication in a foreign language lesson, using various working methods (role-playing games, discussions, creative projects, etc.). No less important is the task of acquainting students with the cultural values of people - native speakers. For these purposes, the use of authentic materials (drawings, texts, sound recordings, etc.) is of great importance. Acquaintance with the life of French-speaking countries takes place mainly through the text and illustrations to it. It is especially important to give students a visual representation of the life, traditions, linguistic realities of French-speaking countries. Educational video programs can serve this purpose, the use of which contributes to the implementation of the most important requirements of a communicative methodology. Moreover, the use of video in the classroom contributes to the individualization of instruction and the development of motivation for students' speech activity. It should be noted that the use of video in the lesson is the use of another source of information. In recent years, the question arose of the use of new information technologies both in higher and secondary specialized educational institutions, and in secondary schools. This is not only new technical means, but also new forms and methods of training, a new approach to the learning process. The main purpose of teaching foreign languages is the formation and development of a communicative culture of students, training in practical mastery of a foreign language. The teacher's task is to create conditions for the practical mastery of the language for each student, to choose such teaching methods that would allow each student to show their activity and creativity [7,8].

The teacher's task is to increase the student's cognitive activity in the process of teaching foreign languages. Modern pedagogical technologies, such as training in cooperation, the project methodology, the use of new information technologies, Internet resources, help to implement a personality-oriented approach to learning, provide individualization and differentiation of learning, taking into account the abilities of students, their level of training, inclinations, etc. A variety of topics, activities, and the fascination of computer programs are of great interest to students. Existing CDs today allow you to display information in the form of text, sound and video. Computer training makes it possible to organize the independent actions of each student. When learning to listen, each student gets the opportunity to hear speech in a foreign language, and during learning to speak, each student can pronounce phrases in a foreign language into the microphone, while studying grammatical phenomena - each student can perform grammar exercises, reaching the correct answers, etc. Computer training programs in foreign languages currently available for sale do not always meet the basic requirements of the programs; they are intended mainly for individual lessons, for independent study of foreign languages. And at the same time, without an experienced teacher, this way of learning a language is ineffective. It takes a long time to study computer programs for teaching a foreign language and to choose the material suitable for these programs. These lessons are distinguished by diversity, increased interest of students in a foreign language, and efficiency. Each student, even the weakest, demonstrates his skills, the excitement of competition makes him achieve better results. There are concerns that technology may crowd out teachers. Some teachers are skeptical of this technique: "Why is this needed?

There are many new teaching aids, audio and video programs, and no one will teach a teacher better than himself. Perhaps they are right. But no one talks about replacing a "living teacher with an electronic one." As an aid in teaching a foreign language, computer programs have their advantages. They allow you to individually approach students, computers cope with each as much as necessary. Multimedia tools allow the teacher to adjust the curriculum taking into account the interests and capabilities of individual students. Students can use multimedia elements in their homework, transferring them electronically to a diskette or via the Internet. [4].

To achieve maximum effect, it is necessary to use a wide range of innovative, including, of course, a variety of media educational technologies in the educational process. Also create Power Point multimedia presentations. Using computer presentations in the lessons allows us to introduce new lexical, geographic materials in the most

fascinating way, the principle of visualization is implemented, which contributes to the sustainable assimilation of information. Students' independent creative work on creating computer presentations is the best way to expand the active vocabulary. The tasks of modernization of education cannot be solved without the optimal implementation of information technology, which gives impetus to the development of new forms and contents of traditional types of student activity, which leads to their implementation at a higher level. Work with a computer should be organized in such a way that from the first lessons of the initial stage of training, it becomes a powerful psychological and pedagogical tool for generating students' motivation needs, a means of maintaining and further developing their interest in the topic. Properly organized work of students with a computer can contribute, in particular, to the growth of their cognitive and communicative interest, which in turn will contribute to the activation and expansion of opportunities for students to work independently in mastering foreign languages, both in the lesson and outside school hours [5].

South Korea is the country that most widely uses information and communication technologies in education, and currently these technologies are widely used in each class. For students, educational resources for smartphones have been created that can be used in the classroom, outside the classroom, and at home. There is also an active e-learning system with more than 700 e-learning companies.

In the Russian Federation, a lot of research has been carried out to develop education informatization and its use in the educational process. As a first step, the Russian national network of science and education runnet.ru was created within the framework of state programs of the Russian universities, uniting universities, large scientific and educational institutions. In the period 2001-2005, several educational portals were designed to create a single information and educational environment, more than 10,000 educational resources were uploaded to these portals, and 42 regional distance learning centers were provided with information and communication tools for learning via the Internet [6] .

ANALYSIS AND RESULTS. Information and communication technologies, which are constantly developing in the education system, serve to raise the level of the educational process. Of course, it is advisable to use modern methods and techniques to make the learning process more meaningful. The use of modern means of computer, multimedia, Internet, distance learning, a single information environment and information and communication technologies has been yielding tangible results.

The success of the pedagogical experiment indicates the need to take into account its organizational and pedagogical aspects. Therefore, special attention was paid to these aspects. The organization of experimental work was carried out taking into account the views and comments of the faculty of Navoi State Pedagogical Institute.

During the experiment, discussions and observations were held with professors and students of computer sciences on key features of the information and educational environment. According to a student survey, 45% of teachers believe that e-learning resources should be used in the learning process in the classroom, 40.3% believe that it is advisable to use them independently, 14.4% can use them for teaching complex subjects, and 0.3% do not contribute to the acquisition of knowledge.

Summary of the experimental stage: the results of a number of data obtained in 2019 were analyzed and summarized, and a mathematical-statistical analysis was performed based on the Student-Fisher test to verify its reliability. It was found that the average score in the experimental group was higher than in the control group, which is 11.7% higher.

CONCLUSION. In conclusion, where there is no communication, the effectiveness in learning a foreign language is increased through the use of innovative technologies. Using the methods described above in pedagogical technology, we concluded that they contribute to creativity, hard work, perseverance, and independent thinking.

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UDC 159.9.01

THE REASONS FOR THE MENTALITY UNIQUENESS OF THE REPUBLIC OF UZBEKISTAN

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At all times, scientists, and sometimes ordinary people, were worried about the question: what is there for a third of the nine earths, what excites them, what does they live with. Naturally, the territory, respectively - the mentality determines the uniqueness of the development of the West and the East. The mentality was formed not only under the influence of spiritual substances?], but also depending on the geographical and climatic conditions of life.

The question was only in one context - the survival of mankind in the given economic, natural, socio-political conditions - in the possibility of confrontation.

The East has always been famous, if we talk about Uzbekistan, for its hospitality, tolerance, respect for the customs and traditions of another nation and respect for its origins. To save all this in the conditions of globalization of everything is not an easy task.

In this regard, the study and understanding of the experience of European countries, especially in the field of economics, as well as the use of all factors, both economic and political, social and spiritual, in their country, taking into account the uniqueness, are of paramount importance.

From the first days of independence, one of the priorities of state policy in Uzbekistan has been the creation of the most favorable conditions for all the nations and nationalities living in the republic to revive and preserve the traditional cultural heritage. And this is understandable, because hospitality, kindness, generosity of the soul and genuine tolerance have always been inherent in our people and have become the basis of their mentality. All history has left an indelible mark on the formation of the mentality of our country. The mentality of a particular nation is different as a result of internal and external influences. The reasons for the uniqueness of mentality of the nation are the influence of historical, socio-economic and geographical climatic factors.

The canons of Zoroastrianism to one degree or another take place in all existing religions. In our mentality, it is expressed in the fact that to this day in some sacred places pendants, a lamp, a dusty burning candle, habits of scattering coins were preserved. The Qur'an says that a person at the same time as the good deeds that will be credited to him in eternal life must take care of his daily bread, because a person has debts to his body, family, neighbors, society, his workers, and each of them must be fulfilled. these debts. This is stated that worldly good deeds will feed in eternal life. At the same time, many verses in the Qur'an cover worldly issues.For example, in verse 282 of the longest Surah "Bakara" it is said about the worldly problem - the issues of taking and repaying debt, which is examined in detail from the economic and spiritual side.

The Prophet of the Islamic religion, the Prophet Muhammad in religious matters was a teacher for all people, but in solving some worldly affairs he listened to the opinion of experts. This is stated in the famous hadith: "Passing by people pollinating date palms, the Messenger of Allah, Sallallahu Alaihi Vasallam, said that this can not be done. Harvest failed. Walking past those people again, he asked what happened to the palm trees. People said: "You said such and such ..." He said: "You know your worldly affairs better."

In other words, some of the statements of the Prophet Muhammad relied more on a practical basis or personal opinion than on religious norms. Therefore, before the execution of some of his orders, the companions specified: "Is this your opinion or the command of Allah?" If it was his own opinion, they could make suggestions. The Prophet chose the best of the proposals and changed his opinion, namely, he always listened to the opinion of experts in the secular sphere. After the Prophet Muhammad, his companions did the same. Hazrat Umar said that the best of people are those who try for eternal peace, but do not forget this world. Ali said: "Spend on worldly affairs for so long as if you were to stay here forever and not die. Take so much time for another life, as if this is the last day of your life."

The Strategy of Action on the five priority areas of development of the Republic of Uzbekistan in 2017–2021 emphasized specifically: peace and tranquility reigning in our country, friendship and unity, mutual respect and interethnic harmony are invaluable wealth and the main achievement of independence. An important step in this direction was the Decree of the President of the Republic of Uzbekistan Shavkat Mirziyoyev "On measures to further improve interethnic relations and friendly relations with foreign countries" of May 19, 2017. One thing is desirable - actively preaching the world of calculus and the digital economy do not forget about the mentality.

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UDC 349.6

THE IMPACT OF CHEMICAL MANUFACTURING WASTE ON THE HUMAN BODY
AND THE ENVIRONMENT AS A SOURCE OF POLLUTION

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The impact of waste on the human body and the environment. Harmful emissions of petrochemistry and oil refinery. The classification of chemically hazardous substances according to their influence on human health will be given bellow, as well as separation of harmful substances into hazard classes together with the substances examples that belong to each class.

Large quantities of different gaseous, liquid and solid substances of industrial waste enter into our environment. Waste contains chemicals that enter our soil, air and water, go through environmental links from one chain to another eventually reaching the human body.

Chemical pollution is the chemical increase of certain components of the environment, as well as the introduction of these chemicals in concentrations that exceed the norm or is alien to the environment.

According to their impact on nature and human body the chemically dangerous and harmful production factors (substances) are subdivided into the following subgroups:

- Toxic
- Irritating substances
- Sensitized
- Carcinogenic
- Mutagenic
- Affecting reproductive function

Toxic substances are waste capacity that causes serious and chronic diseases including cancer illnesses, when these substances enter human organism through respiratory system, digestion or skin.

The main part of this toxic waste is formed as a result of the industrial waste. Here we can relate different chemical components such as: lead, phosphorus, mercury, potassium and others. This toxic waste emerges from laboratories, hospitals and research centres. It can also be found at people's homes, contained in medical mercury thermometers. These thermometers, energy saving and fluorescent lamps, electric and car batteries must not be thrown out into the waste bins outside.

Irritating substances cause physical (impact on the skin) and chemical impact on sensitive sensory cells or other organs of nervous system.

Sensitized substances cause hypersensitivity in the organism to them. After a relatively short period of time this organism is exposed to them. Subsequent exposure of these substances on the hypersensitive organism even in small quantities lead to turbulent and fast developing reactions that cause skin changes (dermatitis, eczema), asthmatic syndromes and blood diseases.

Carcinogenic substances can cause tumour growth. They enter the body with food, water and air consumption, through skin and can be contained in the air of human habitation or industrial premises, as well as in household chemicals and perfume.

Carcinogenic substances can be realted to the following substances: benzpyrene, polycyclic aromatic charcoal, nitrosamines, aromatic amines and amides, asbestos, vinyl chloride, benzene and its derivatives, arsenic, nickel, chromium, cadmium and aflatoxin compounds.

Mutagenic substances cause hereditary impairment and impact on the future generations.

The active substances that effect reproductive function are having harmful impact on the embryo inside the mother's body.

The mentioned substances are rarely found in the petro chemical industry and oil refineries, but cause a huge impact on the human body [7].

In Belarus harmful substances are classified into 4 Hazard Classes and are set out in the Government Standard of Belarus 12.1.007-76 The Standard Safety System.

Harmful Substances:
- 1st class: extremely dangerous;
- 2nd class: highly dangerous;
- 3rd class: moderately dangerous;
- 4th class: little dangerous [8].

The effect of harmful chemical substances on the human body is due to their physiochemical properties.

Little dangerous substances

Little dangerous substances are: emulsions and emulsion mixtures for metal grinding, spent that contain oils and oil products in the quantity of less than 15%, bleaching clay, water residues from waste oil cleaning, industrial sludge of succinimide and alkyl phenol additives, commodity bitumen waste [9].

Little dangerous substances contain such substances as magnesium sulphate, phosphate, and zinc compound. Magnesium contributes to the metabolism alternation and impairment, causes problems with the nasal cavity and hair loss.

In contact with the skin magnesium sulphate leads to dermatological diseases [10].

Moderately dangerous substances

Oil refining waste products contain such products as: used motor oils and used oil products mixture, brake fluid and others. It is a small part of substances that oil refinery can produce.

If we look at the chemical compounds of moderately dangerous substances we can find lead oxides, nickel chloride, carbon tetrachloride. Nickel chloride causes acute poisoning that leads to agitation and depression, mucosal redness and diarrhea.

Highly dangerous substances

The 2nd class consists of such refined (processed) products as: transformer and heat bearing oils, containing halogens, also transformer oil refuse that contains halogens and has lost its consumer properties etc. [9].

Highly dangerous substances contain copper chloride, copper sulphate, copper oxalate, trioxide antimony, lead compounds.

Lead affects the human body by damaging the central nervous, circulatory, endocrine, and digestive systems. The lead excess in the human body causes anaemia, stomach ulcer and liver alteration, what often causes death. The chronic lead excess and its salts lead to nervous system disorder, kidneys and liver impairment [10].

Extremely dangerous substances

The 1st class of harmful substances consists of such processed products as: transformer oil leftovers containing polychlorinated biphenyls and terphenyls and lost its consumer properties. The other oil leftovers that have lost its consumer properties and that contain polychlorinated biphenyls and terphenyls. Transformer, heat bearing and other oils, flushing fluids polluted with polychlorinated byphenyls and others [9].

The 1st class contains such waste products that have mercury and its compounds, including mercury chloride, hydrochloric acid, potassium cyanide and antimony compounds.

Mercury is a highly dangerous chemical that affects the human body. Mercury compounds cause different transformations that can lead to chronic poisoning of the human body. The caused symptoms are endocrine gland function impairment, damaged airways, weight loss, potency disorder, anaemia, hearing and sight impairment and chronic eczema [10].

All the classes of harmful substances are bad for humans and the environment. In some cases the damage can be in a small amount, in others its affect can have adverse consequences. Differentiation of dangerous substances into classes is done according to the calculation of various hygienic parameters, as well as experimentally.

There are several fundamental approaches that warn about unfavourable chemical affects that are emphasized by V.S. Rybkin:

- Total ban on production and practice
- Ban on the admission to the environment and any impact on the human
- Toxic substance replacement for less toxic and less dangerous
- Harmful content restriction in the environment and its impact level on the working population and population in general [11].

At the moment there is on going development and modernisation of new production at many enterprises that deal with petro chemistry and oil refining, the purpose of which is to minimise the emission of harmful substances into the environment.

The government has several problems to solve that require risk development analysis of close and distant harmful substances affects on people, their generation and environment as well as possible social, economic, and medicobilogical subsequent ban on the production and the use of chemical compounds [12].

Defining criteria for the strategic choice prevention is the warning about harmful affects. Oil refineries must develop and introduce programs with the aim of the response to the leaks of crude oil, chemical compounds and final products.

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UDC 94(476)

NOVOPOLOTSK CITY PROGRAM "YOUTH": LESSONS AND RESULTS

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Novopolotsk city program "Youth" was an attempt to implement the best practices of youth policy, as well as the implementation at the local level of the new state youth policy of the USSR. The article discusses the content of the program and attempts to implement it, concludes the importance of its adoption.

Introduction. With the beginning of perestroika policy, the leadership of the CPSU counted on support from young people and Komsomol members. Komsomol, according to the Charter, was the reserve of the Communist Party, so the success depended on how young people adopted the new state policy.

Political transformations of the Soviet state system began after the 19th CPSU Conference. A large role in these processes belonged to young people. From this moment we can start the countdown of the new youth policy of the USSR, which is reflected in the Novopolotsk city program "Youth".

Main part. One of the features of Novopolotsk was that this city was built in 1958, and many of its residents were representatives of the young generation. This was an important factor for the leaders of Novopolotsk Komsomol and Party organizations. With the beginning of the second stage of the policy of perestroika in 1988, the leadership of the Novopolotsk Komsomol Committee began to introduce new forms of work to solve the social problems of young residents of the city.

On November 23rd, 1989 the XII conference of the city committee of the Komsomol took place. The first secretary Igor Lugovtsov criticized the ongoing work of the Komsomol committees with Party committees, as well as the general state of affairs [1, pp. 10-18]. Despite the competition between the directorates of enterprises, party and Komsomol bodies, the city committee developed and repeatedly used the mechanism for creating new business structures, taking into account current legislation. The Center for Scientific and Technical Creativity and Leisure of Youth earned 1.5 million rubles one and a half year. This success led to the development of the Komsomol economy as one of the directive areas of work and an important source of income [1, p. 11]. Other directives, bypassing those adopted at the XI conference in 1986, were:

1. The transition to a new system for the formation of the Komsomol budget.
2. The real solution to the social problems of youth.
3. The introduction of new forms of leisure and cultural activities.
4. Creation of material and technical base for events and activities [1, pp. 10-11].

All these areas, as well as proposals for recruiting primary organizations on a voluntary basis and for public interests, forming a city committee for working groups and testing a new budgeting system, received an assessment: Igor Lugovtsov was re-elected as the first secretary [1, p. 18; 2, p. 37]. Subsequently, the voiced proposals became the basis for the compilation of the city program "Youth".

During 1990, with the assistance of Komsomol city committee, the program was drawn up by the Commission on Youth Affairs of the Novopolotsk City Council of People's Deputies. On September 22, 1990, the main points were published in "the Khimik" newspaper. It consisted of 27 points and basically had the development of new forms of ownership and economic activity of the Komsomol, the development of local work [3, p.2]. Many provisions of the program at that time were progressive for Soviet society. In particular it was proposed to highlight several priority directions in urban youth policy:

– Firstly, the extension of youth participation in public and political life of the city. It was proposed to expand the powers and approve the composition of the Commission on Youth Affairs, create a youth newspaper, ensure youth representation in the city's elected authorities, organize youth participation in the adoption of socio-economic development programs, etc.

– Secondly, ensuring the economic and housing independence of youth, the development of youth business and the establishment of the Komsomol economy as one of the means to solve social problems. To this end, the position of curator for employment in the Novopolotsk employment office was introduced; worked out places for youth employment in clinics, kindergartens, schools, enterprises, etc. It was planned to create an enterprise for the production of blocks from stabilized soil, as well as to build housing complexes and cooperatives with different funding. It was proposed to allocate funds from the city budget to allocate soft loans to young families for housing construction, furniture purchase, etc.

– Thirdly, solving the problems of youth recreation, leisure activities and the development of scientific and technical creativity. This direction provided for the introduction of new forms of cultural work and the development of the potential of young people, stimulating their activity. As the main proposals were proposed:

1. To demonstrate the successes and achievements of young people in scientific and technical creativity, design, modeling and other industries by organizing exhibitions, fairs, etc.

2. To create a database of implemented and produced developments in the field of science, technology and culture.

3. To provide for the creation of a youth recreation center and involve in the discussion the concept of all young new residents.

4. To equip consumer services in youth hostels.

5. To highlight classes with children with pronounced scientific and cultural abilities in all schools of the city, to attract youth scientific and technical creativity centers to finance classes.

6. To organize assistance to youth associations and interest clubs in their formation and development.

7. To develop sports sections and help them in the search for premises.

8. To introduce anonymous medical consultation points (sexological, gynecological, venereological, etc.).

On April 16, 1991, the USSR Law No. 2114-1 "On the General Principles of State Youth Policy" was adopted and became the first document in the USSR that enshrined a youth policy without the ideological basis of socialism; it was based on the solution of social problems, the development of economic independence of youth, and the participation of young people and organizations in decision making, etc. [4].

In April 1991, the "Youth" program was considered by the 4th session of the Novopolotsk City Council of People's Deputies, although its implementation by the city committee of the Komsomol started at the beginning of 1991: a youth newspaper was created, work was organized with adolescents, the economic activity of Komsomol developed etc. [5, p. 7]. As a result of discussions, on June 12, 1991, a joint Plenum of the city committees of the Communist Party of Belarus and the Komsomol of Belarus adopted a decree approving the program of interaction [6, pp.61-62]. It contained additions, namely. It contained additions, namely:

1. Inclusion of items of the program "Youth" in the collective agreements in enterprises and plans for socio-economic development of the city.

2. Development of measures to prevent unemployment of graduates of schools and the Novopolotsk vocational school.

3. Creation of the "Youth Fund" in the city and to work out its concept.

4. Holding joint meetings of party and Komsomol committees at enterprises and institutions to make decisions on pressing problems of young specialists [7, pp. 63-64].

The implementation of the program "Youth" was halted after the August putsch and the prohibition of party and Komsomol bodies. In the city of Novopolotsk, the pace of the youth policy was slowed by the actual paralysis of the executive committee and the sharp struggle between the Communist deputies and the Democratic deputies in the Novopolotsk City Council, a formal approach to solving problems, and aggravation of economic problems. [8, p.3].

Conclusion. Despite the fact that the program was not fully implemented, it was the first step in solving problems of youth and drawing up and implementing the state youth policy of independent Belarus at the local level. For the first time, the solution of social problems became the main policy direction of the work of Komsomol, and Soviet and party organizations moved to the line of partnership and interaction with youth. The voiced proposals were largely innovative for the current political system, but could ensure the harmonious development of young Soviet citizens as subjects of the country's political, economic, social and cultural life. Paragraphs of the program "Youth" became one of the foundations of the Law of the Republic of Belarus "On the Foundations of State Youth Policy" adopted in 1992 and partially reflected in this law.

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UDC 796.01

THE PHENOMENON OF EXCLUSION IN THE CONCEPT OF THE "GLOBAL VILLAGE" BY M. MCLUHAN

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This article discusses the views of M. McLuhan on the phenomenon of alienation, which have been developed in the concept of a "global village". In this regard, the analysis of the author's books "The Gutenberg Galaxy: The Becoming of a Printing Person" (1962), "Understanding the Media: External Extensions of a Person" (1964), "War and Peace in a Global Village" (1968) was made. It is noted that in the concept of M. McLuhan, the modern world due to the development of electronic mass media technologies is considered as some return to the situation of preliterate society, when there were no large borders and distances between people.

One of the most famous scientists studying the phenomenon of alienation in the twentieth century is the Canadian philosopher, philologist and literary critic Marshall McLuhan. In his works, M. McLuhan presented his own culturological concept of the development of communication technologies, called the "global village", which made a significant contribution to understanding the processes of formation and development of modern mass society.

The term "global village" is used as a metaphor for a community of people united by electronic telecommunications. In these communications, the physical distance between the interlocutors does not play a significant role for communication, all kinds of boundaries are erased, including space and time, and rapprochement of cultures and values takes place. In connection with the development of technology, people have the opportunity with much greater speed to perceive and find information, respond to changes in the world. According to M. McLuhan, this process actively involves people in each other's affairs. Using modern technology, people interact in such a way as if they live in "one village." They consciously or unconsciously increasingly invade each other's life, reasoning about everything they saw and heard [1, p.333-345].

For the first time, the concept of a "global village" was reflected in the work of M. McLuhan "The Gutenberg Galaxy". In this book, the following main questions raised by the author can be distinguished: What is a person of printed culture? How do the media affect human consciousness? What is the role of the media in creating a "global village"? M. McLuhan chooses a special format for his book, which is a continuous text with aphoristic inclusions that fix the main ideas and conclusions. The main part of this work is the division by M. McLuhan of the development of civilization into four stages. This separation is based on the development of mass communication: oral, handwritten, printing society, electronic era. If for Marx the class struggle is the engine of history, then for M. McLuhan such an engine is a change of technology, which causes changes in the way of communication. The Canadian philosopher was probably one of the first scientists who noticed the pattern of changing the nature of society depending on the type of communication.

Before a person could invent writing, he was surrounded only by spoken language. Such a world, called the "audio universe," could only be known through hearing. Thus, at the first stage of the formation of world history, a listening person was formed. This is a tribal period with a predominance of oral speech as a means of communication in the pre-alphabetic world.

The invention of the alphabet has shifted the angle of perception from hearing to vision - humanity has entered the mechanistic era, which continues to this day. According to M. McLuhan, the start of this technological leap was the quill pen, and its epicenter was the invention of the printing press by Gutenberg, which was an axial turn in the development of both the method of communication and society as a whole. Thus began a new era of humanity, which was already created by the man who looked. This era of typographic printing with the predominance of the printed word over the oral form of communication. A significant role in all this formation was played by the invention of the alphabet. This fundamentally changed both the life and thinking of people, as they began to think more logically and rationally.

However, this process is characterized not only by positive aspects. So, in connection with the innovations that appeared, such negative phenomena as fragmentation of society began, and subsequently the alienation of man: the development of the press significantly changed and made life easier for people, which allowed each individual to comprehend the world independently, without the help of collective consciousness; he became an independent cognitive organism. That is, if earlier people received information from each other, while actively interacting, now they have the opportunity to recognize it independently, which has reduced the interaction between them. In addition, the book became the first standard reproducible product, that is, a product of mass

consumption. In mass consumption, one can also notice alienation, since mass culture is a standardized culture, that is, the identity of a person is lost in it; there is a certain trend and everyone is trying to imitate it [1, p.18-20].

In the XX century, a new stage in the development of society begins, this time related to electricity: "The electric circuit crushed time and space, plunging each of us into the ocean of other people's concerns. She has reinstated global dialogue on a global scale. And the main news that she brought to people was the news of Universal Change "[1, p.27]. This era is the quintessence of the previous ones; this is the era of the person listening and watching, which is characterized by the predominance of audiovisual communication, increasing the intellectual abilities and creative potential of the individual. M. McLuhan believed that the electronic revolution will completely change human life. Initially, electronic technology performed the connecting functions. They created a new stage of social communication in which the geographical, economic framework ceases to exist, thereby facilitating the establishment of contacts between different peoples and sectors of society. Information technology, combined with audiovisual means, creates a whole world of behavioral models that constantly, daily at work and in everyday life surround a person and program his activities on an ever-increasing scale. This is characteristic of the first stage of the communication revolution [1, p.27].

The second stage of the communication revolution is associated with three significant innovations: the introduction of satellite communications, the creation of fiber optic cables and cable networks, digital electronic devices using microprocessors and integrated circuits for high-speed reception and transmission of information. This opens up for any individual who has an input and output device and is included in a single communication system, free access from almost anywhere in the world to databases and all known knowledge, thus creating new tribal relations. Such technologies lead to a fundamentally new state of civilization and culture - to global hyperintellect. Computerization creates a new world in which computer knowledge and mastery is the second literacy that enhances a person's intellectual and creative abilities.

The main driving force behind the new revolution was electronic media, and especially television. It was television, according to the philosopher, that returned human society in the pre-literary period, to the "global village", where everyone has access to information, and they can do it instantly. In this new world, man can no longer exist as he used to be slowly, deliberately and consistently. In this world, a person does not have time for a full analysis of the situation, and the main tool that can come to his aid is intuition [1, p. 154-170].

However, the "Gutenberg galaxy", which has come a long way of development, has in time passed into the compression phase: "Over the centuries of the era of mechanization, we have expanded the capabilities of our body in space. Today, after a century of electronic technologies, we have the opportunity to extend our central nervous system to the whole planet, which leads to the abolition of concepts such as space and time. And at a fast pace we are approaching the final stage of this "human spread" - a technological imitation of consciousness, when the creative process of cognition ceases to be the estate of the individual and becomes a collective process "[1, p. 179]. From all this, M. McLuhan concludes that in a modern world filled with electronic communications, space and time will inevitably shrink. After this, a new era will appear in which comprehension of the surrounding reality will not require reason, but will be purely intuitive [1, p.186-190]. Thus, the author claims that with the development of technology, people acquire new opportunities that make their lives easier, however, along with this, these technologies contribute to the alienation of people from each other and from themselves. With each subsequent development of communication technologies, from the printing press to the Internet, people need less and less to interact with other people. However, technologies are developing so fast that soon a person will stop thinking on their own - modern technologies will do it for him, which alienates people not only from each other, but also from themselves [1, p.212-230].

Another important work of the author on the topic of alienation is "Understanding the media: external extensions of man." As noted earlier, M. McLuhan gives a significant role in the history of mankind as a whole, including in the formation of the "global village", as a means of communication and media. However, in this book, the author went further and combined communication tools with a person. Electronic communication technologies were presented here as a means of "expanding and continuing" the human nervous system. Thus, in a new society, man is inseparable from the means of communication and is himself, which serves as a vivid manifestation of alienation.

In the 13th chapter of the work under consideration, M. McLuhan presents the concept of housing. According to the author, the home is another means of expanding the human body in order to preserve and redirect heat and energy. Those. the house is the spatial expansion of one person, and the city is the collective expansion of the physical organs. As an example, the author cites the work of James Joyce "Ulysses", in which the components of the city are compared with the organs of the human body [2, p. 63-67].

In this chapter, M. McLuhan compares the dwellings of man of the preliterate era with the dwellings of man of the written era. In this regard, he gives an explanation for the change of round buildings to square ones.

People of the preliterate era were very close to nature, and therefore the rounded structure symbolized the continuation of the cosmos. For example, in China and India, houses were designed as an act of praising a deity. But the written man has already lost touch with the cosmos, has ceased to feel a connection with nature, and therefore is fencing off his home from the outside world. As a result of this, dwellings of a rectangular, square shape appear, and the erection of walls inside them is determined by the tendency of a civilized person to fragmentation. The same can explain the replacement of the dome with Gothic forms in architecture, which has always been considered an indicator of the worldview of people [2, p. 63-67].

In this one can find the process of alienation of people: initially people were one with nature, but with the development of new communication technologies they gradually lost this connection and closed themselves, fencing their space not only with psychological and emotional barriers, but also quite tangible, such as fences and rectangular walls.

As proof that often only one external factor is enough to change the way of life and thinking of people, M. McLuhan cites the example of the Eskimo's home - the igloo. The needle owes its shape to the primus. Initially, the Eskimos lived in stone houses and were engaged in gathering. The igloo also appeared in the everyday life of the Eskimos with the advent of a white man and his portable stove. Initially, it was a hunting lodge, however, later it began to be used as a housing. Thus, we see how one factor can seriously change the life of an entire nation [2, p. 63-67].

The author finds a similar story in the Renaissance, when coal mining opened up new opportunities for people living in cold countries. As an example, the author points out that after the production of glass was established, the living quarters became larger, the ceilings were higher. Life also changed tremendously during the 20th century with the advent of electricity. The invention of electric elevators, lighting - all this radically transformed our understanding of what a dwelling should be like. With the help of light, the division into "day - night", "underground - ground" disappeared.

The spatial change in every aspect of labor and production is obvious. According to M. McLuhan, just lighting and heating played a decisive role, both in the formation of the home and clothing. The fact is that both housing and clothing are means of expanding heat control mechanisms, and lighting and heating give new forms and scale to the principles by which these mechanisms work. Thus, clothing and housing are means of communication. The main focus of the scientist is on electric lighting. Electricity created a space without walls, day without night. Electric light pushes the limits of our capabilities, says M. McLuhan, because now people have ceased to depend on the change of day and night and can perform the same actions at different times of the day. According to M. McLuhan, lighting creates a new world of feelings and perceptions, which disappears when the lights are turned off. Thus, light is an independent communication system in which the medium is the message itself [2, p. 346-380].

The work of M. McLuhan, co-authored with Quentin Fiore, "War and Peace in a Global Village", examines the changes in the structure of social relations due to the steady development of global communication technologies, primarily electronic mass media. In this work, the authors describe the concept of a "global village", which to a greater extent reflects processes that are characteristic not of the time the work arose, but of the modern era, connected with the Internet. In this work, M. McLuhan puts forward the thesis that the advent of new technologies changes a person's sensory perception of the environment, destroys his self-identification and forces him to adapt and view the world in a "rear-view mirror". The author himself calls this process of transition from one sensory perception to another self-amputation [3, p.145]. Self-amputation causes pain and cultural spleen in a person, according to the author. The author talks about the loss of human sensory abilities that occurred as a result of the advent of new technologies and compares this process with an amputated organ, which still causes the so-called phantom pains.

Thus, modern communication technologies become an extension of the human body, part of his nervous system. At the same time, people want to restore the lost part of their identity through innovation. The mismatch between human aspirations for identity and reality is the socio-psychological cause of the instability of the main social institutions, conflicts and wars, which in turn lead to the emergence of new, even more advanced technologies. Hence, the author expresses the thesis that the modern social system is always ready for war [3, p. 131].

Summing up, it can be noted that the "global village" in the concept of M. McLuhan is the modern world, with the development of electronic media technologies it has returned to the situation of preliterate (tribal) society, when there were no large borders and distances between people. Currently, the Internet is actively contributing to this situation, which erodes state and territorial borders and makes it possible to get quick access to an unlimited number of data, communicate with any, even far-reaching people. At the same time, these processes are accompanied by the phenomenon of alienation, which was characteristic of all stages of social

evolution, coupled with changes in communication technologies. The transition to each new stage in the development of mass media was accompanied by the loss by people of a certain part of their identity ("self-amputation"): with the loss of people a part of their identity, the world changed dramatically for them, but at the same time people are able to fully realize only the world that they have already lost with the transition to a new stage in the development of communication technologies. In the modern world, people are beginning to perceive new communication technologies as part of themselves, while not understanding who they really are. In this situation, people strive to restore self-identity, but this only leads to the development of more and more new technologies that contribute to the further alienation of man.

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UDC 316

FEATURES OF MOTIVATION AMONG PSU STUDENTS
(BASED ON QUESTIONNAIRE AND T. I. ILYINA'S METHODOLOGY)

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This article reveals the methodology of sociological research of a case study among first-year students of Polotsk State Universit. The aim of this study is to identify the motivation for their learning. The results of the study are indicated and substantiated. They indicate that the main motives for obtaining higher education are related to the need for belonging, recognition and self-respect.

The main goal of the university is to train future specialists. But scientific and technological progress and global socio-economic transformations lead to a change in the thinking and motivation of a person of the 21st century. And this must be taken into account when developing educational programs. Thus, student motivation requires deep reflection and systematic analysis. There are a large number of studies on student motivation issues. But many of them are not relevant now. Besides, the motivation of students from different universities can be different. The relevance of this study is that it was not conducted at PSU.

Survey is a common method of collecting information in communication research. This involves asking questions to a particular social group and fixing answers. Questions should be related to the purpose and objectives of the study. The main purpose of the survey is to obtain information about the state of public, group or individual opinion, as well as information about facts and events. The survey provides information on the internal motives of people, their motives, assessments and attitudes. This method is suitable for studying internal subjective assessments and probabilities. Subject to the stages and rules of the survey, the method allows to obtain reliable and reliable information. [1, c. 62].

The survey can be oral (interview) and written (questionnaire). The interview involves the personal interaction between the researcher and the respondent. It can be structured, semi-structured and unstructured. A survey is easier to organize than other ways to get information. Quick organization and simple implementation are the main advantages of this method. Other advantages are: concreteness, informativeness, and standardization of the information received. In addition, the information received is unique. Currently, there are a large number of survey methods. They are adaptive techniques of this method to the specifics of the object and subject of the study, as well as to the organizational resources of the study (financial, temporary, personnel) [1, p. 62].

The disadvantages of this survey include factors affecting the quality of the data: the influence of the respondent (level of education, culture, memory, psyche, attitude to the organization or people who conduct the survey, etc.); the influence of the researcher (quality of questionnaire development, professionalism of the questionnaire or interviewer); the influence of external factors (physical interference, unauthorized persons, unsuccessful time and place of the survey, poor organization of the procedure itself, etc.) [1, p. 66].

We have chosen the questionnaire method as the most appropriate way of collecting information. It is most consistent with the goals and objectives of the study. To this end we have developed our own questionnaire, which is based on the Abraham Maslow's motivation theory [APPENDIX A], and the methodology of T.I. Ilyina [APPENDIX B].

The methods used in this term paper do not include a number of issues related to socio-demographic indicators such as age, education, place of birth and / or residence of the respondents. This is due to the fact that these categories are not relevant in the framework of the study. The questionnaire created for this study contains 12 questions. This is the optimal number of questions. On the one hand it allows you to collect the necessary data, on the other hand it does not cause feelings of fatigue among respondents. The questionnaire has been developed on the basis of the theory of motivation created by A. Maslow. We have made an attempt to predict all possible answers and include them in the survey.

We have taken into account the following motivation factors:

meeting the need for security (as an opportunity to provide for oneself in the future), the need for belonging to a certain social group (self-identification with an educational institution, team), the need for respect, recognition and self-expression [APPENDIX A].

Our questionnaire does not contain modification questions, which are used in some scientific studies to verify the veracity of respondents' answers. All the questions for the respondents were placed in the strict logical sequence.

The introductory part of the survey contains its name. Emphasis is placed on the fact that the survey is anonymous and that full and honest answers are expected from respondents. The introductory part of the questionnaire contains a section that reflects recommendations for completion. Warm-up questions cover "Faculty", "Group", "Gender" fields. The "core" of the questionnaire contains closed-ended questions. The choice of this type of questions was due to the fact that they are easy to compare and process. Each of the proposed answer options suggests only one answer to the question. We made an attempt to avoid complex and incomprehensible terms and ambiguous question wording.

Another method of data collection used in this study is the methodology of studying the learning motivation at T.I. Ilyina"s university [APPENDIX B]. It contains questions concerning three main groups of motives: "Acquisition of knowledge" (desire to acquire knowledge, curiosity); "Mastery of the profession" (desire to acquire professional knowledge and form professionally important qualities); "Getting a diploma" (desire to acquire a diploma with the formal assimilation of knowledge, desire to find workarounds for passing exams and tests). In addition, our questionnaire contains a number of background questions that are not further processed. In total, the questionnaire includes 46 statements and 4 open-ended questions.

T.I. Ilyina's methodology contains a "cap", which indicates the name of the questionnaire, reflecting the topic of the survey. In the introductory part of the questionnaire, general information is sent to interest the respondent, form an attitude for cooperation, and familiarize themselves with the filling technique. In addition, the importance of honest answers and the anonymity of the survey are emphasized. The questionnaire contains warm-up questions that suggest that the respondent needs to indicate their faculty, group and gender.

The methodology for filling out the questions requires careful familiarization with all proposed statements and the choice of those statements. This technique includes modifications of similar issues, but they are not located next to each other. In addition, the questionnaire contains four open questions (they should not be taken into account when analyzing and processing data, although these answers will be considered in the framework of this study). The prevalence of motives on the first two scales ("Acquisition of knowledge" and "Mastering a profession") indicates an adequate career choice by a student and satisfaction with it [APPENDIX B].

According to the recommendations, the printed version of the questionnaire should not exceed four pages. The questionnaires used in this work did not exceed one double-sided sheet of printed text.

The selection of respondents for this study was as follows. The PSU website has information about all first-year students registered with GoogleClassRoom - a free web service from Google. Currently, all students enrolled in Polotsk State University are registered on this platform. The information received was statistically processed. Thus, information was received about the entire population as a percentage [APPENDIX 1-3].

A total of 80 people were interviewed (48 guys and 32 girls). This nimber reflects the total number of first-year students of PSU, since 797 people were enrolled in the first year of Polotsk State University in 2018-2019 (318 girls and 479 guys) [ANNEX IN No. 1-2]. The number of first-year students of PSU by gender for the general population is equal to 39.9% of women and 60.1% of men. For the sample, the percentage ratio is 39.74% of women and 60.26% of men [APPENDIX No. 3].

According to the method of conducting this questionnaire, it was provided directly to the respondent to fill out. When conducting the survey, we tried to avoid a situation that could affect the responses of the respondents. Therefore, the goals and objectives of the study were explained to the respondents orally - this limited the contact of the researcher with representatives of the sample. Sample participants could take the survey at any time convenient for them, and then the data was "collected" automatically (sent to the docs.google.com platform). Thus the degree of participation of the questionnaire was minimized, and the survey participants filled out the questionnaire in his absence. The survey was conducted from April 8 to April 21, 2019.

We list the advantages of the chosen method in comparison with a personal interview or a survey in the presence of the person. Firstly, many people more easily perceive information in written rather than verbal form. Secondly, the possibility of the questionnaire influence is minimized. Another advantage was that respondents could fill out questionnaires at any time convenient for them (which reduces the possibility of physical interference or people around them).

The final stages of the survey were analysis, data processing and preparation of the final report.

Our own questionnaire included 12 questions. Two of them, "Your gender" and "Indicate faculty" [APPENDIX A] were necessary to control the representativeness of the sample. The correspondence of the characteristics of the sample to the characteristics of the general population was noted above.

The majority of respondents (28.6%)gave the answer: "The role played a passing score" to the question "Why did you decide to enter PSU?" The second place was shared by the options "They give a high-quality education at the university", "I chose (a) this university by friends'/relatives' advice" and "The specialty that interests me is only at PSU" - each option was chosen by 14.3% of respondents. The least popular answer options turned out to be the following options: "The university is located close to home," "Acceptable price for tuition," and "My friends entered/study at PSU". Thus two main motives for admission are traced among the first year students. They are: to get diploma and to obtain quality knowledge.

Question "Why did you choose exactly the specialty that you entered?"

The majority of respondents - 41.3% chose the answer option "I am interested in this specialty and the related field of activity". This explains that almost half of the first year students really have motivation for learning due to their interest and desire for self-realization.

As a variant of factors stimulating freshmen to attend classes, the leading place was taken by the "Mandatory of attending classes" option. It was chosen by 34.9% of all respondents. 30.2% respondents answered: "Knowledge acquisition". The least popular option was "Parental Pressure".

As follows, most first-year students have opted their own free will for higher education. The main motives for attending classes is the requirement for compulsory attendance and the desire for knowledge.

The main motive for obtaining high marks (41.3% of all respondents) is "increasing scholarships/lowering wages". 27% of respondents answered that knowledge is more important than assessment. For 14.3%, good grades are directly related to self-satisfaction.

Thus, there is a tendency when "commitment" ("you will not strive to get a good grade - you will not increase the scholarship/do not lower the tuition fees") slightly outweighed the moment of personal interest and desire for self-realization.

46% of respondents rated the dependence of a high income on the availability of higher education on 4 (out of 5 possible) points. 28.6% believe that without higher education a high cash income is impossible and emphasize the close relationship of these variables. From this we can conclude that the relationship between higher education and future income is very strong.

Almost half of all respondents identified the relationship between higher education and useful contacts as strong enough: 4 out of 5 possible points. 33.3% of respondents believe that the variables "higher education" and "useful contacts" are connected, but not strongly. Thus, there is a strong rather than average relationship between the variables.

Almost the same number of answers scored the options "rather yes than no" (38.1%) and "yes" (36.5%) to the question about the relationship between higher education and the realization of their ambitions.

46% of respondents believe that obtaining higher education is important for the realization of their own talents and abilities. 25.4% believe that although these two variables do not significantly affect each other. 17.5% replied that the relationship between self-realization and higher education is very strong. This indicates that most students see the possibility of self-realization as a part of their studies at a university.

According to respondents the main goal of participating in extracurricular activities is the realization of their own talents (43.3%), the communication factor (30%), the desire to belong to a social group. Bonuses from participation in extracurricular activities attract only 16.7% of all respondents. The direct connection between the extracurricular activities and the educational process (10% of respondents) is not a key factor stimulating participation in these activities.

The main reason why most first year students (60% of respondents) do not take part in extracurricular activities is lack of time due to their studies. In addition, more than ¼ of the respondents (27.5%) indicated that they had no interest in participating in extracurricular activities.

28.6% of respondents say that if they could influence the curriculum, they would not change anything. 27% said they would like to increase the number of laboratory and practical exercises. The options "Reduce the number of lecture classes" (15.9%), "Reduce the number of practical classes" (14.3%), "Increase the number of hours for consultation" (11.1%) scored an approximately equal number of answers. The most unpopular (3.1%) answer was "Increase the number of lectures". This confirms the idea that partly the motive of students is to obtain a diploma of higher education, partly the real mastery of the practical skills necessary for the future realization of oneself as a specialist.

The question about students' free time gives us the following information: 34.9% of the respondents chose the answer "preparation for the upcoming classes", 28.6% - "chatting with friends and relatives", 15.9% - "idleness" . The remaining answer options were not popular.

Based on the results of the questionnaire, the following conclusion can be drawn: first-year students of PSU see their main motives for study as the desire to obtain a diploma and the desire to actually master the necessary theoretical and practical knowledge in order to further realize oneself as a specialist. In addition, most first-year students see the university as a place for their creative talents (almost 50% of respondents participate in extra-curricular activities, of which 43.4% see this as an opportunity for self-realization), their own ambitions and creating networking (gaining useful connections).

Processing the obtained data according to the method of T.I. Ilyina made in accordance with the guidelines (the so-called "key"). Such a "key" implies the existence of three scales: "acquisition of knowledge", "mastery of the profession" and "obtaining a diploma". In each of the categories, the value of the response (that is, the total score accrued for consent / disagreement with the statement) changes. Questions No. 5, 13, 30, 39 are neutral and are not included in the processing. The prevalence of motives on the first two scales indicates adequate choice of a profession by a student and satisfaction with it [Appendix B].

Since T.I. Ilyina's method suggests individual study of each questionnaire, the results of the processed questionnaires were summarized.
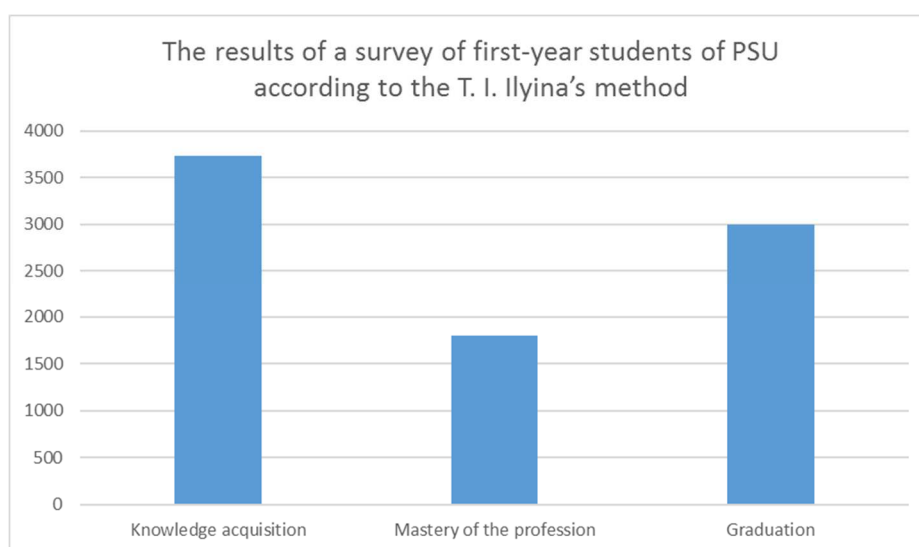
* the column on the left reflects the amount of points accrued for each category

Figure 1. – The results of a survey of first-year students of PSU according to the T. I. Ilyina's method

Source: Own development based on [2].

It can be seen from this diagram that two scales 'Acquisition of knowledge" and "Obtaining a diploma"are dominant.

According to T.I. Ilyina's guidelines, this situation does not indicate adequate choice of the student of the profession and satisfaction with it. However, these indicators confirm the data already obtained from our own questionnaire: the main motives that currently prevail among residents of Belarus who decide to pursue full-time higher education include the desire to become a specialist in a certain field (scale "Getting knowledge ") and get the benefits associated with having a diploma of graduation (scale" Getting a diploma ").

As a result of processing the survey by the method of distributing questioning on the basis of a self-developed questionnaire and Ilyina's methodology among first-year students of Polotsk State University, the following data were obtained: the two main motives that prevail among freshmen at PSU are the desire to obtain a diploma and the desire to acquire knowledge.

Thus, the main motives for obtaining higher education lie at the top of the Maslow pyramid and are associated with the need for belonging, recognition and self-respect. The need for belonging and recognition is expressed in the desire to obtain higher education for the sake of obtaining a diploma. The need for recognition and self-esteem is directly related to the "knowledge acquisition" scale. Dominant aspirations are connected, because they are based on motives for public recognition, the need for self-esteem and self-realization, which are often closely related.

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APPENDICES

APPENDIX A

Questionnaire

Dear Respondent! We ask you to take part in the survey and answer the questionnaire. Carefully read each question and possible answers to it. In each question, select only one answer. Please respond sincerely and work independently. Answers will be used in a generalized form. You don't need to indicate your last name.

1. 1) female 2) male

2. Faculty_____

3. Why did you decide to enter PSU? (choose one answer)

1) The university is located close to home.

2) They provide high-quality education at the university.

3) I chose a university on the advice of friends, relatives.

4) The university has a specialty that interests me.

5) An acceptable tuition fee.

6) My friends entered / studied at PSU.

7) The role played a passing score.

8) Another reason (what?) _____

4. Why did you choose your specialty?

1) Parents insisted on entering this specialty.

2) This specialty will help to get a well-paid job.

3) I chose a specialty on the advice of friends.

4) There is less competition for this specialty.

5) For this specialty it was easier for me to pass the CT.

6) I am interested in this specialty and the related field of knowledge.

7) Another reason (what?) _____

5. What motivates you to attend classes?

1) Chatting with friends

2) An interesting presentation of the material at lectures / practical classes

3) gaining knowledge

4) Parental pressure

5) Compulsory classes (for example, they are noted for them, you have to pay for studies, etc.)

6) Another reason (what?) _____

6. Do you strive to get the highest grades possible?

1) Yes, for the sake of increasing scholarships / lower tuition fees

2) Yes, it pleases my parents

3) Yes, getting good grades, I feel my own worth

4) For me, the knowledge gained is more important than assessment

5) Yes, I do not want my ratings to be worse than the ratings of my friends

6) No, because I'm not interested in the learning process

7) Yes, for the sake of honors / diploma marks

8) Another reason (what?) _____

7. Does higher education matter to achieve the following life goals

	YES	YES, BUT IMPORTANT	NO
High income	1	2	3
Useful contacts	1	2	3
Realization of ambitions	1	2	3
Realization of talents	1	2	3

8. Do you participate in extracurricular activities of the university?

1) Yes (go to the next question and skip question 10)

2) No (skip one question)

9. Why do you participate in extracurricular activities?

1) Because it is directly related to study

2) My friends and acquaintances participate there, and this allows you to make new acquaintances

3) I am interested in developing my skills and talents

4) Extracurricular activities allow me to receive certain bonuses (exemption from couples / increasing scholarships / lowering tuition fees / the like)

5) Another option (what?) _____

10. Why do you not participate in extracurricular activities?

1) I'm not interested

2) It takes me a lot of time to prepare for classes

3) Because my friends are not involved in this

4) Another option (what?) _____

11. Would you like to:

1) Increase the number of lectures

2) Reduce the number of lectures

3) Increase the number of laboratory and practical exercises

4) Reduce the number of laboratory and practical exercises

5) Increase the number of hours for teacher counseling

6) Not change anything

7) Own option (what?) _____

12. Most of your free time is spent on ...

1) Preparation for upcoming classes

2) Study additional information on your profession

3) Chatting with friends and family

4) part-time job

5) Active social activities (volunteering, etc.)

6) Another option (what?) _____

Source: in-house development

APPENDIX B

Ilyina's methodology about the studying's motivation of learning at the university

Dear Respondent! We ask you to take part in the poll. First fill out general questions about yourself, and then carefully read each of the suggested answers and select all that apply. Please respond sincerely and work independently. Answers will be used in a generalized form. You don't need to indicate your name and last name.

Questionnaire

Faculty_____ Group_____ M/F_____

Instruction: Mark your agreement with the "+" sign or disagreement with the "-" sign with the following statements.

1. The best atmosphere of classes is the atmosphere of free speech.

2. I usually work with a lot of stress.

3. I rarely have headaches after experiencing unrest and trouble.

4. I myself study a number of subjects, in my opinion, necessary for my future profession.

5. Which of your inherent qualities do you value most? Write the answer next.

6. I believe that life should be devoted to the chosen profession.

7. I enjoy viewing difficult issues in class.

8. I do not see the point in most of the work that we do at the university.

9. Great satisfaction is given to me by the story of my acquaintances about my future profession.

10. I am a very average student, I will never be quite good, and therefore it makes no sense to make efforts to become better.

11. I believe that in our time it is not necessary to have a higher education.

12. I firmly believe in the correct choice of profession.

13. Which of your inherent qualities would you like to get rid of? Write the answer next.

14. Whenever possible, I use auxiliary materials (notes, cheat sheets) for exams.

15. The most remarkable time of life is the student years.

16. I have an extremely restless and intermittent sleep.

17. I believe that to fully master the profession, all academic disciplines should be studied equally deeply.

18. If possible, I would go to another university.

19. I usually take on easier tasks at first, and leave the more difficult ones for later.

20. It was difficult for me to choose one of them when choosing a profession.

21. I can sleep soundly after any troubles.

22. I am firmly convinced that my profession gives me moral satisfaction and material prosperity in life.

23. It seems to me that my friends are able to learn better than me.

24. It is very important for me to have a diploma of higher education.

25. For some practical reasons, for me it is the most convenient university.

26. I have enough willpower to study without a reminder of the administration.

27. For me, life is almost always associated with extraordinary stress.

28. Exams must be taken with a minimum of effort.

29. There are many universities in which I could study with no less interest.

30. Which of the qualities inherent in you most hinders learning? Write the answer next.

31. I am a very addicted person, but all my hobbies are somehow connected with my future profession.

32. Concern about an exam or work that is not completed on time often prevents me from sleeping.

33. High salary after graduation is not the main thing for me.

34. I need to be in a good mood to support the group's overall decision.

35. I was forced to enter a university in order to occupy the desired position in society, to avoid military service.

36. I am learning material to become a professional, not an exam.

37. My parents are good professionals, and I want to be like them.

38. For career advancement, I need to have a university degree.

39. Which of your qualities helps you learn? Write the answer next.

40. It is very difficult for me to force myself to study properly disciplines that are not directly related to my future specialty.

41. I am very worried about possible setbacks.

42. I do best when I am periodically stimulated, spurred on.

43. My choice of this university is final.

44. My friends have higher education, and I do not want to lag behind them.

45. To convince the group of something, I have to work very intensively myself.

46. My mood is usually even and good.

47. I am attracted to the convenience, cleanliness, ease of my future profession.

48. Before entering a university, I had long been interested in this profession, I read a lot about it.

49. The profession that I receive is the most important and promising.

50. My knowledge of this profession was sufficient for a confident choice.

APPENDIX C №1

Comparative characteristics of the percentage by gender in the general population and in the sample

Весь университет   Выборка
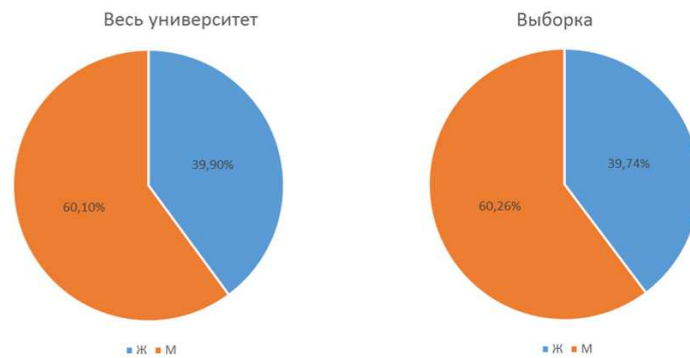
Source: in-house development based on [3]

APPENDIX C №2

Comparative characteristics of the percentage of specialty orientation (technical or humanitarian) in the general population and sample

Весь университет   Выборка
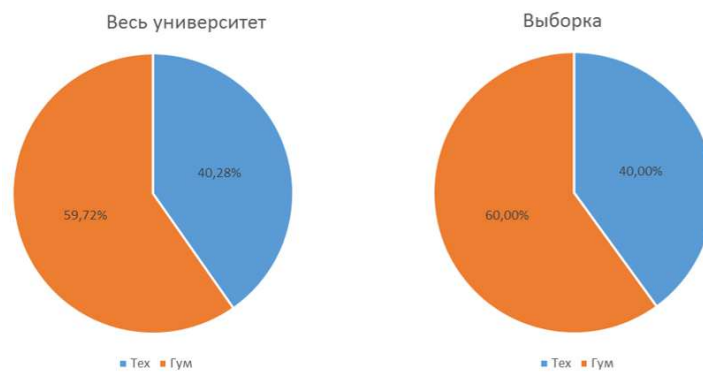
Source: in-house development based on [3]

APPENDIX C №3

Comparative characteristics of the percentage ratio by gender and specialty direction (technical or humane) in the general population and in the sample

Весь университет   Выборка

Source: in-house development based on [3]

UDC 371.015
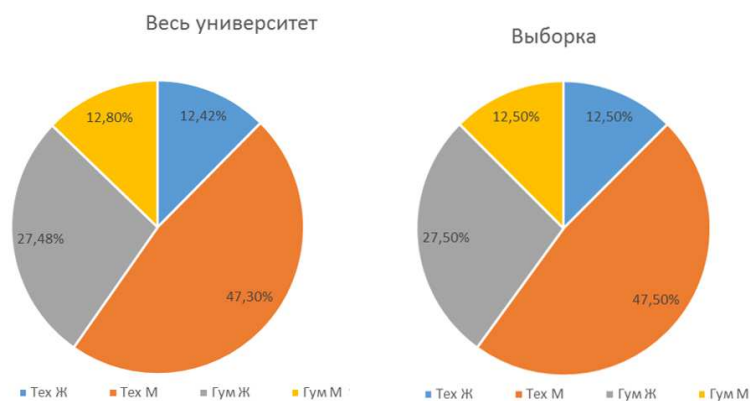
SCHOOL BULLYING AND VICTIMIZATION OF STUDENTS

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The main features of bullying, the connection bettween bullying and victimization are described. The results of the study of bullying behavior at school are presented.

Students' victimization from bullying behavior is increasing, but it is declining at senior school. Integrated approach must be used to fight against bullying behavior. That would involve students themselves, their parents and teachers.

Keywords: *bullying, victimization, violence, victims, antisocial behavior.*

Introduction. Within the framework of the demographic security program Belarus does a lot of useful things to raise healthy children and protect them from psychological injuries. But some students aren't still safe at school. Bullying can occur randomly or regularly. It can happen daily, weekly, or monthly. In fact, one in 10 bullying victims is bullied daily, while one in five victims is bullied once or twice a month (Mahoney, 2012). Thus the problem of bullying has increasingly begun to attract public attention.

The United Nations World Report on Violence against Children notes that one out of ten students in the world is exposed to violence at school, and this indicator is growing every year. The 2009–2010 study, "Health Behavior of School-aged Children", which is conducted every four years in Europe and North America, showed that on average up to a third of the students aged 11 to 15 experienced school violence – they participated in fights, they were victims or bullied others [2].

Bullying is understood as a form of destructive interpersonal interaction when one person or a group consciously acts as an offender, and the other as a victim, who is weaker physically and psychologically[4].

Bullying is a means of forcing other people to act or agree to a course of action. Bullying frequently includes disparagement, physical aggression, insulting language, and threats or intimidation. It is important to realize that a bully is a person who feels inferior to those around him[1].

Bullying has its own psychological and gender patterns. A bully subjugates a victim for a long time. Acts of aggression that occur on an ongoing basis create stable relationships. This is a form of aggression that manifests itself in middle childhood and early adolescence. When moving from primary to secondary school, bullying weakens or some children change the form of aggression[2].

Among students there are those who always become aggressors due to various reasons. They begin to attack others in order to cause physical or psychological pain [1].

The main reasons for school bullying can be:

1. Accepted aggressive norms of behavior in bullies' families;
2. Low social status of victims' families;
3. Teachers' incompetence [1].

The reasons for bullying are very diverse, but most researchers consider aggression to be the cause of school bullying.

Interesting fact is that bullying is most common in primary and secondary schools. In senior school bullying is gradually disappearing because of brain structures maturation and ability of self-regulation [4].

The study on the frequency of bullying manifestations depending on school age was conducted by Dan Olveus [4].

Victim behavior is characterized by behavioral patterns that make aggressors want to attack, commit violent acts with the intention of causing physical harm or causing psychological pain to another person.

Victim behavior is acquired by a child. A potential "psychological complex of victimization" includes relatively stable personality traits that contribute to becoming an object of school bullying [3].

Victimization and bullying are closely related. An aggressor attacks different people. Some of them fight back. Some people react painfully to attacks. That can provoke the aggressor attack again and again.

Task formulation and methods of research. For many years, the problem of aggression and violence has been investigated. Nevertheless the problem of bullying still exists, and even more, school situations of bullying are aggravating. Statistics of bullying behaviour indicate following facts: physical violence at school manifests itself

in fights that can lead to injuries. This behaviour is common among young and middle-aged teenagers (11–15 years old) [2]. Bullying occurs in different forms, such as threats, teasing, name calling, excluding, preventing others from going where they want to or doing what they want, pushing, hitting, and all forms of physical violence (Mahoney, 2012). The severity of bullying varies from case to case.

The aim of our research is to study the relationship of students' age and victimization from school bullying. We wanted to find out if there is any dynamics of victimization from school bullying.

Results, their discussion and perspectives. Our research on the dynamics of bullying in school environment was conducted among students of Klyastitsky secondary school. 94 students of grades 3-11 took part in the research.

Analyzing the dynamics of school bullying as a social problem, we used our own questionnaire for students of grades 3–6 and grades 7–11. Our questionnaire was based on the questionnaires "Study of the psychological climate", "Justice in the educational process and inclusion", "Questionnaire of dominant behavior" [2].

The questionnaires differ only in some questions for different ages. The questions help to identify the presence of bullying situation in the classroom and trace the dynamics of bullying throughout the school life.

Based on the previous studies, we suggested that the younger the child, the more indicators of bullying behavior are present in relation to him.

Table 1. - Differences in the parameter of violence presence between students of grades 3-6 and 7-11

Scale name	Quantitative value Level		Significance level
	Grades 3-6	Grades 7-11	p
Violence presence	45,16%	58,84%	0,71
No violence	41,27%	58,73%	0,72

Table 1 shows that the significance level is p> 0.05, that means that the differences are not significant. Bullying appears regardless of age.

Thus, we can assume that our hypothesis has not been confirmed, the dynamics of bullying at school is not observed, and students of different ages can be subjected to bullying.

Statistical verification of the dynamics of bullying behavior victimization was carried out using the chi-square Pearson criterion. According to the obtained results, the differences are insignificant (p> 0.05).

Based on the study, we received the following data: in elementary school, students are equally exposed to direct and hidden bullying. Adolescents and senior students are more likely to be directly bullied.

In the fourth and fifth grades, there is a higher level of direct bullying compared to the third and sixth grades, and in the eighth and tenth grades compared to grades 7-11. Hidden bullying prevails in the fourth and sixth grades, as well as in the ninth and tenth grades.

We interviewed students about ways to prevent and reduce bullying at school.

Young students believe that the most effective ways are to tell parents and teachers about it, try to fight back.

Teenagers believe that the most effective ways are to tell the teacher, classmates or parents about bullying, and to revenge themselves.

Senior students believe that the most effective ways are to call for help and tell their friends about it.

Conclusion. Schools need to find ways to reduce bullying. This includes having all teachers, staff, and parents to prevent bullying from occurring.

It is necessary for teachers to have **a clear definition of bullying, they should be able to distinguish between teasing and bullying. T**easing is reported more frequently than bullying, but it should be kept in mind that bullying is always an imbalance of power [5].

Extracurricular activities of students are important Because they can reduce the problem **of bullying**. When students are passionate about what they love doing, they can release all the accumulated negativity.

It is necessary for schools to monitor school places where bullying occurs most often. These places tend to be areas where adults are not likely to be present.

Scheuermann and Hall (2008) have a list of suggestions for writing rules within a Positive Behavioural Interventions and Support framework. The rules and the consequences for breaking the rules should be clearly stated. Students need to know what will happen if they engage in a certain behaviour. This provides clear expectations. Rules need to enforce respect, responsibility, and safety (Scheuermann and Hall, 2008).

Schools do not exist in social isolation. Some children may be targets of violence because of characteristics of their families. There is strong evidence that children who are exposed to violence in childhood, both as witnesses or as victims of abuse themselves are more likely to use violence.

Keeping parents informed about their child's grades, friends, behaviour, and even attitudes in school is an important tool when addressing behaviours. Working together, parents and teachers can provide a consistent approach to introduce more productive and appropriate replacement behaviours [5].

Bullying can be reduced, students, teachers and parents should be sure that students thrive in a safe and caring environment in which they are free to learn and grow.

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UDC 378:33

THE IMPACT OF THE DIGITAL ECONOMY ON EDUCATION

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The article analyzes the changes in the education system, in the development of digital economy and requirements for digital literacy in education.

Keywords: *digitization, digital literacy, internet environment, individualization of education, educational process.*

The question of "digitization" is the most important and it is embodied in many spheres today, and in the conditions of the development of today's Digital Economy, science shows that its contribution to it is enormous. Science dictates the need for its development, its digitization, its transformation into money in the virtual world and the digitization of education as well. According to the decree of the President of the Republic of Uzbekistan of October 8, 2019 № PF-5847 "On the concept of development of the higher education system until 2030", the education system has also envisaged the wide spread and scale of use of Information Technology, which has the necessary conditions in the 21st century. [1]

Digitization of the economy does not only mean the transition from the "analog" era to the digital world, but also the translation of data and processes into the digital world. Therefore, the digitization of the education system is not only limited to the creation of a digital copy of the usual textbooks, but also means the digitization of the document circulation and the possibility of accessing the entire continuous education system on the high-speed internet. And this is only a check with the creation of an electronic copy of the textbooks, a new look at the educational system, the need for a radical turn, the approach to education itself.

It indicates the need for answers to questions such as:

what and how to teach?

If a person receives and digitizes audiocassettes, this does not mean that they will be a part of the digital economy. Because digital literacy is the most important part of modern education.

Literacy is a concept familiar to everyone. According to the most general definition, this is the level of having basic cognitive abilities:

– reading,
– writing.

However, with the development of technology and the complexity of the information space we have, these terms are becoming synonymous. International organizations that are trying to classify the skills necessary for a modern person, touch on the importance of digital, information and scientific literacy. Often types of literacy complement and enrich each other.

digital literacy means

– the creation and use of content through digital technologies,
– including computer programming skills,
– the search and exchange of information, communication with other people.

There are different criteria for the development of digital literacy. For example, according to USA professor Henry Jenkins, digital literacy means:

– understanding how human and digital technologies interact with a computer,
– understanding device characteristics,
– and understanding digital information dissemination and social media characteristics. [2]

In his opinion, it is important to understand:

– the cultural context of the Internet environment,
– the ability to communicate in online communities,
– the ability to create and distribute content,
– the use of digital technologies for self-development.

In this sense, we can see that digital literacy is also a source of self-development. People who do not have such a culture and literacy will not be protected from the flow of digital information and will not know how to convert it into money.

In order to a live long and happy life in the digital economy, a person must have a culture of information consumption, for example, people must have the ability to make the right choice between a simple storyline and the novel named as "The past days" of Abdulla Qadiriy (a great Uzbek writer), to do this they must be able to understand the needs and nature of these works.

Obviously, digital literacy is a complex set of skills, for its development it is not enough to update the program on "Informatics" or to re-equip the educational system technically. And without the development of these sectors, unfortunately, the basis of the digital economy will also be weak. The younger generation is more interested in digital technologies and pay attention to the reality of the society, and this in due time leads to the collapse of their perception of the real labor market, so education system needs to take into account their digital literacy and the analysis of everyday life.

Therefore, the individualization of education can lay the foundation for the development of the digital economy as well. If the development of digital technologies is, first of all, excluded from the production of workers of "regular" labor, then the system of mass education, which trains specialists in one program, will be insignificant.

In addition, experts believe that the digital economy requires the development of skills for
 – self-organization,
 – self-planning,
 – self-promotion,
and this is done through the individualization of education, which, in its turn, should be considered.

Digital technologies that enter the educational system allow to individualize the learning process both at the stage of mastering new materials and at the stage of controlling individual results. There are such opportunities due to the emergence of such projects as "mobile e-school".

This is a social network for
 – teachers,
 – students,
 – and parents,
and it is an indication that the educational content, assessment and feedback systems with which the educational process should be digitized and coming to an online view of the educational methodological support system. In order not to stay on the edge of the digital economy, it is necessary to learn
 – what,
 – when,
 – and how, each person must decide for himself.

Digital technologies provide tools for the development of mixed education, a strict classroom lesson, which is the same for every curriculum and every student has the same time to master it, overcome the limitations of the system. It is true, that in a public school, these opportunities are rarely realized. The reader, for the students themselves, too, seems to be more interested in a virtual scientist than in real lessons. [3].

The digital economy is radically changing the labor: where the computer is being replaced. For people who are dismissed, the road to self-employment, especially digital technology, creates new opportunities for the organization and development of business.

In addition, in the near future, regular changes in the profession will become the norm, and being in one professional field will require readiness for training. The concept of Continuing Education shows that human life is not divided into the period of study (before receiving a diploma) and work, and education becomes a continuous process throughout life. In order for continuous education to become a vital norm, the structure of online education and the attitude of society towards education must change. If the first task is the digitization of online platforms, software, content, then the second will be directly related to the development of internal motivation of a person. And it is important to start from the primary classes and have an interactive learning screen.

The digital economy requires not only the "digitization" of individual processes from the educational system, but also an approach that sets new goals, changing the structure and content of the educational process.

Due to the processes of globalization, that is, the incomparable acceleration of the pace of life, the exchange of high-level information, the development of the world civilization, the enormous reforms and creative work carried out in our country, the members of our society are obliged to work tirelessly on themselves, to be modern, creative, initiative and entrepreneur, to get acquainted with the information. Therefore, in the era of the digital economy, education and knowledge are of particular importance, which necessitates the seriousness of its participants, the solidarity with the times, the awareness of innovations, the wider use of digital information, and optimization process. Knowledge, qualifications of student youth, skills must definitely meet the requirements of the digital economy.

For this, they must be able to work at an excellent level on electronic devices and have the skills to work quickly. Individual education also gives its effect. As a result of this, they will be able to independently study the sciences that are of interest to them without problems. While in order to make the right choice within most data, they require digital culture and digital literacy. And in this case, teachers, parents are required to carry out the correct explanatory work with youth.

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HISTORY, CULTURAL STUDIES, TOURISM, SPORTS

UDC 94

THE UNION OF LUBLIN AND THE ACT OF UNION OF SCOTLAND AND ENGLAND
IN THE HISTORICAL MEMORY OF THE BELARUSIANS AND THE SCOTS:
A COMPARATIVE ANALYSIS

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In my research I examined the history of two political unions – England and Scotland, The Grand Duchy of Lithuania and Poland. Analyzing some historical sources (The Act of Union of Scotland and England and the Union of Lublin), textbooks, dissertations, as well as independent opinions from carriers of historical memory, I came to the conclusion that the historical path of the Scots and the Belarusians is very similar.

What happens when you get married without love? For both the modern world and the past, such alliances are not new. In this case, the couple has two possible ways: either they accept it and continue to live together, conflicting from time to time, or a third person appears in their life, who decides the fate of their relationship. In my research, I want to study the history of two "couples": Scotland and England, The Grand Duchy of Lithuania and Poland. The political histories of these two unions are very similar, but the "marriage of the Rose and the Thistle", as history has shown, was more durable than the Union of Poland and the Grand Duchy. Who knows what would have happened if Russia had not intervened in their relations?

In 1454, at a meeting of the lords of the Rada, the adherents of Jan Gashtold declared: "We were happy until we were united with the Poles, who took kings from the principalities of our tribe. It would be better if their eyes were clouded, their ears were closed, when the hand connected us with the Poles."[1] "Why am I so sad on my wedding day?"- a tune that was rung by the bells of St. Giles' Cathedral in Edinburgh on May 1, 1707 [2].

The history of Scotland, "poor old matron in rags", "a beggar woman" as this country was called, is closely intertwined with the history of England [3]. These states were formed at the same time. Scotland had always been heavily influenced by England and dependent on it. They could not get along peacefully for ages. England had tried many times to finally subdue Scotland. However, England managed to do it only at the beginning of the 18th century. In general, I must say that any scientist or historian who researches the relations between two nations faces a lot of difficulties, it is really hard to remain objective when it comes to the history of your country. But it is much easier to make someone guilty.

What was the life like in Scotland at the beginning of the 18th century? At the beginning of the 18th century, the population of Scotland, especially of the Highlands, was poor, much poorer than the population of England. At the end of the 17th century Scotland was experiencing a real famine. Mountaineers lived by hunting, cattle breeding and plunder. They lived dirty, they didn't wash enough. In 1745, during their last raid on England, they frightened the English not only with guns, but also with skin diseases that they brought with them. But, to be honest, not all the country lived such a primitive life. The Lowlands were different from the Highlands. Both valley Scots and highlanders were often employed in Europe for military service, especially in France. So they "cut a window into continental Europe" and brought home European culture and new military equipment [4].

Poland and the Grand Duchy of Lithuania also did not become a unified state immediately. The history of their union began after the Union of Krewo in 1385, and was consolidated by the Unions of Vilna-Radom and Horodlo. And they were finally joined together after the Union of Lublin. The nature of The Polish-Lithuanian Commonwealth as a state is difficult to determine. Some historians say that it is difficult to call it a state at all. Both England and Scotland, as well as the Grand Duchy and Poland, began to have the closest contact after the personal union. When the childless Queen Elizabeth died in England, the Scottish king James VI (James I as the king of England) succeeded the throne– "the most educated fool on the throne", as his contemporaries called him. James I grew up in Scotland. He felt the Scots, understood their problems. But once in the English environment, he quickly got used to it, and the connection with the homeland was completely lost [4]. When leaving his homeland, James promised to visit it several times a year. But in fact he went there only once during 22 years of his reign. Thus,

these two states were united under the rule of one monarch, but they had different parliaments. The situation in Poland was the same as in England. The younger brother of the Polish king Vladislav III, Casimir Andrey, was never particularly eager to move to Lithuania. However, a deep passion for hunting and dense forests aroused in him a desire to go to the Homeland of his parents. At the same time, the king and the Royal Rada taught him how to behave correctly: "To cherish justice and the unity between the Kingdom of Poland and the Grand Duchy and keep mutual love and do not make destructive wars without the permission of Vladislav and always remember the benefits from the Kingdom of Poland, think about its good, increase and glory". A retinue of two thousand Polish lords and gentry came with Casimir to make sure that he was obedient and did not succumb to the influence of the Litvins. However, he was only his brother's deputy, not the Grand Duke. That was a good chance for the absorption of the Grand Duchy by Poland, which could not but please the Poles. Nevertheless, by deception, the Litvin nobles crowned Casimir. With the death of Vladislav, the possibility of a unified state of the Litvins and the Poles began to recede. The Poles did the utmost to put the Litvin Duke on the Polish throne. They managed to do this. Thus, the personal union of these two states was restored. However, the "parliaments" were separate [1].

Of course, just as James wanted to unite England with Scotland, Casimir saw the Grand Duchy and Poland as a unified state. The only question was how to do it so that everyone was happy. Both England and Scotland, the Grand Duchy and Poland did not particularly seek to unite. They were divided by religious issues and national identity. Casimir was between two fires during the entire period of his reign. A. E. Presnyakov in his lectures says that he sometimes acted more as an umpire than a ruler [5]. He could please neither the Litvins nor the Poles. And how could he be good for everyone, if the Poles demanded him to expand the territory of Poland, annexing certain lands belonging to the Grand Duchy ("It's why he was chosen the king not only to keep the rights of the Kingdom, but also to expand them"), in turn the Litvin gentry also craved new lands. The Poles found a way out of the situation by offering the Grand Duchy to become a part of the Polish Kingdom. But it is clear that the Litvins were not satisfied with this outcome. So, Casimir ran from one to the other during the whole period of his reign. The Poles and the Litvins threatened him with the dethronement. But there was a problem, he was beneficial for both. He would give rich gifts, and they would calm down [1].

Let's go back to England and Scotland. One of James's most important tasks was to unite Scotland itself first, to subdue the recalcitrant Northern clans, to erase these obvious borders between the north and the south, and then to create a favorable ground for unification with England. And I must say that he partly succeeded [6]. During the reign of James, the foundation was laid for the future unification of England and Scotland. The children of the Northern leaders were sent to study in the south, where they learned English and were brought up in the protestant spirit. Scottish poets started writing in English. James, who loved poetry and art, actively supported them. But for the English, the Scots still remained barbarians. The English peers wanted to isolate themselves from them and did not support James in his desire to unite the two countries. The English did not want to equate the Scots with themselves, they were afraid of merging. A commoner declared that *to unite both countries is like putting a judge and a criminal on the same bench: the Scots have always been beggars, rebels, traitors, and all their kings have not died of natural causes.* And another commoner compares England to *a fat pasture that is threatened by a hungry foreign herd* [4].

By the beginning of the 18th century, relations between Scotland and England were strained. Scotland even passed laws on independent foreign policy and the possibility of breaking the Union after the death of Queen Anne. England was not satisfied with that course of events. Drastic measures had to be taken. England was at war with France over the Spanish succession, and a reliable Scottish rear would have been desirable. On the one hand, the Scots had a desire to defend their own cultural past, on the other hand, they were haunted by the tempting prospects that the Union with England promised. The Scots were torn between "the heart that draws them to the romantic past and the mind that calls them to the future", which only England could provide [3]. The Scottish Parliament split into two factions. One supported the Union and thus hoped to strengthen its position, achieve high public offices and improve its economic situation by getting access to the English colonies, as the plan to create their own one failed. The other group, representatives of the old feudal nobility, part of the commercial and industrial bourgeoisie, and members of the Presbyterian Church, were afraid of losing their privileges and were not interested in the Union. Through political and financial pressure, England still managed to achieve its goal, and the Union was concluded – The Great Britain was formed. "The adoption of the Union was truly a trauma for Scottish people. People had no idea what had happened to them or who they were. In that atmosphere, many Scots turned to the Scottish cultural past, feeling more comfortable there and feeling belonging to the Scottish nation, " - David Dyches [3]. However, the paradox is that on the one hand, the Union deprived the Scots of independence, and on the other hand, it became a catalyst for the national idea of the Scots. They began to pay special attention to their history, starting from the depth of centuries, and felt proud of their great past. It is important

to note that from 1746-1747, as a result of a number of acts, Highland Scotland, which represented Scottish culture as a whole, was subjected to violent "britanization" - a process called "Highland clearance", when the local population was prohibited from carrying weapons, using traditional clothing and bagpipes under threat of being sent to galleys, in other words, everything that formed the basis of Scottish culture was destroyed. But on the other hand there was the process of integrating the Highlands into the market economy of Britain, and an increasing number of highlanders left for military service in the colonies [3]. Thus, we can say that the Union had a positive impact on the Scottish economy. It was after the conclusion of the Union that the boundaries between Highland and Lowland Scotland began to blur. The Union served as a unifying factor for Scotland. As a result, we now see that there is no fundamental difference between northern and southern Scotland.

Similar processes occurred in the Great Duchy of Lithuania. In the middle of the 16th century closer unification of Poland and the Great Duchy became an issue again. The largest landowners who were actually in power were not very keen to unite with Poland. But the middle and small gentry wanted to get the privileges of the Polish gentry and supported the union. The war for Livonian lands which was not very successfully waged by the Duchy, hinted to the Litvin gentry that then more than ever the Great Duchy needed an ally. The Grand Duke himself (at that time it was Sigismund II Augustus) was all the time in Poland and pressed the recalcitrant Litvin delegation in Lublin, passing a significant part of the lands of the Great Duchy to Poland. In addition, the Poles were afraid that after the death of Sigismund II, the Litvins might want to elect their monarch, thereby they would end the personal union (as noted above, the English were also afraid of breaking the personal union, and thus we can say, adding to this economic difficulties, that the same environment was formed for the unification of these two "couples"). Thus, after weighing all the "pros and cons", the Litvin delegation went to the conclusion of the Lublin Union [5]. Later the Litvins happened to get acquainted with the phenomenon of "Polonization" (as the Scots with "Britanization").

If we look at the documents that legally confirmed the formation of the two new states – The Polish-Lithuanian Commonwealth and the Great Britain (the Union of Lublin in 1569 and the Act of Union in 1707), we will find a lot in common. The clauses that relate to the name of a new unified state, the preservation of existing rights, privileges and positions, issues of duties and, of course, the formation of a single Parliament. It was clear that in those Parliaments there was to be a majority of the English and Poles respectively. And this was quite noticeable. If Scotland sent 61 MPs, England sent 513. The same situation developed in The Polish-Lithuanian Commonwealth. Many powerful landowners who actively expressed the interests of their country simply did not get to the Senate. And the reasons are obvious. It should be noted that according to the Act, the traditional system of legal proceedings was maintained in Scotland. As for the Grand Duchy, it has achieved independence in this matter by creating the Tribunal of the Grand Duchy and adopting the third Statute, where not a word was related to the Union.

Nowadays it is especially important for us to research, how people (in this case, Belarusians and Scots) evaluate the events of the past. For some clarity, I will present the opinions of Daniel Frampton, a London historian who studies the history of his country at a professional level, and Duncan Cushnie, a native of a small town in the Highlands.

Daniel Frampton:

- I think it was a union of political expediency. Scotland was bankrupt. I think Scotland benefited from it. Before the union it had been a small nation, but with England its influence increased, its intellectual center in Edinburgh became very important. Scottish politicians at Westminster played an important part and soldiers too, in the building of the British Empire. However, it still retains its sense of being a nation in itself, so questions of independence, especially after the fall of the British Empire, are still there. Obviously, there is a significant number of people in Scotland who want to be independent. But really it's not about freedom, because if they leave they will simply join the European Union. They'll be switching their allegiance from London to Brussels. They won't be independent either way.

Duncan Cushnie:

- This is an interesting period in the history of my country. The Union had both positive and negative consequences. At that time, Scotland was bankrupt because of the failure of the Darien expedition. After the Union Scotland began to flourish., it played a significant role in the UK. Now the situation has changed and the interests of the English outweigh the interests of the Scots and their desires and aspirations are not taken into account. Questions about independence are being raised. Of course, Scots are interested in their history. They are proud of it and want to study it. However, there is one thing that people do not want to admit: during the Empire, we participated in the Imperial expansion, the slave trade, and other things that are inherent in colonialism. Of course, many Scots were involved and profited from it. But most Scots don't realize or recognize this, or don't want to.

Today, there is no explanation, no justification for the terrible things, the evil that we have done to people throughout Imperial history. In England, people are more willing to take responsibility for terrible acts committed in the colonial past.

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UDC 94:314.15(392/393)"1250/1260"

MIGRATION PROCESSES IN ASIA MINOR IN THE 1250's–1260's

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The author considers the migration processes in Asia Minor in the 1250's – 1260's which were caused by the Mongol conquest of the Sultanate of Rum at the end of the 1240's – the beginning of the 1250's. Seljuck tribes and results of their activity in Asia Minor are revealed in the article.

The second half of the 13th century was marked by the changing political situation in Asia Minor. After defeating the Seljucks in the Battle of Kose-Dag (June 26, 1243), capturing Sivas and Kayseri the Sultanate of Rum turned into a vassal state of the Mongols [1, p. 259]. Mongol conquest caused a new wave of migrants from the west into Asia Minor. It was mainly nomadic tribes not only of Turk, but also of Iranian origin [2, p. 15]. In the 1250's – 1260's nomadic tribes massed at the borders of Empire of Nicaea, the Empire of Trebizond and the Armenian Kingdom of Cilicia: the Agacheri in the Marash – Malatya area; the Chepni in the Sinop – Samsun area; the Udj Turkmens in the area of Koycegiz – Denizli – Ushak; the Karamans in the Ermenek – Mut – Silifike – Anamur area; the Germiyans in Kutahya area [3, p. 231]. The Kayi tribe settled in the Eskishehir – Sogut – Domanich – Konya area [4, p. 73]. It must be mentioned, that the Karamans and the Germiyans descended from the Avshar tribe. It was Oguz tribe driven out by the Mongols from the Iranian provinces of Fars and Kirman [5, p. 275]. About 200 thousand nomadic Turkmens were located at the western borders of the Sultanate near the Turkmen mountain (Jabal Turkman) near Denizli (Tunguzlu, Laodicea) and the fortress of Chonas [6, p. 14]. Such a fast pace of the expansion of nomadic tribes to the west was caused by many factors, such as military and economic weakness of the Nicaea Empire and the Sultanate of Rum, and the presence of a significant number of Turks among the Byzantine population of Asia Minor [7, p. 127].

The aim of the research is to study the activity of the Seljuck nomadic tribes in Asia Minor in the 1250's – 1260's and its influence on the political situation in the region in the subsequent period. The scientific and theoretical basis of the work are the works of Armenian, Byzantine, Seljuk historians, as well as Italian and French travelers. The works of Soviet and foreign researchers specializing in the history of Byzantium and the Sultanate of Rum are also valuable. The study is based on historical-genetic and historical-systemic methods.

After the conquest of fertile land in the south-west of Asia Minor, nomadic tribes continued to be engaged in their usual occupation – nomadic herding. As a result, fertile lands in the valleys of Meander (Buyuk Menderes), Kaystros (Kucuk Menderes) and Germ (Gediz) rivers began to fall into a state of neglect [8, p. 160]. Nomads had aggressive attitude towards settled population, devastating both Seljuck and Byzantine soils. In 1254 Agacheri headed by Islam-bek, damaged a lot of settlements at the foot of Taurus and soon after took down and burned Krakk [9, p. 131]. They also robbed caravans and committed constant raids into the territory of the Sultanate of Rum, Syria and Armenia [10, p. 270–271]. In 1260 nomads turned to sultan Izz ad-Din Key-Kavus II's (1245 – 1256, 1257 –1261) side. That's why ilhan (supreme ruler) Hulagu (1260 – 1265) was forced to assign army of 20 thousand soldiers headed by noyon (ilhan's governor) Baydju [5, p. 263]. The nomads were defeated. One part of them fled to Syria, another part to the west and south-west areas of Asia Minor [10, p. 270 – 271].

Despite the great danger, the first contacts between the European states and nomadic tribes of the eastern part of Asia Minor were established in that period. The pioneers in trading with the nomads was the Republic of Venice [6, p. 77]. In the 1260's the trade activity was concentrated in Makri (the Gulf of Fethiye). From there timber, wheat and carpets were exported to Alexandria [61, p. 83]. Numerous Venetian merchants visited Makri in period from 1271 to 1278, but there is information only about 4 of them, who were robbed by the pirates [1, p. 4]. However, the trade was so profitable, that the Venetians did not care about the threat of pirates of the Aegean Sea, the most dangerous of which were Ioanno Delvacchio and Criviciotus (the governor of Rhodes) [12, p. 443].

More intense were the relations between nomads and the Byzantine Empire. Nomadic tribes started to commit raids into Byzantine border areas from the 1260's [13, p. 111]. Soon these raids became more organized and had ideological principles of holy war of Muslims against infidels – gazavat-jihad. Udj-beys (the head of udj, exempt from paying taxes in exchange for serving as border guards of the Seljuk Sultanate) often identified themselves as ghazi (warriors of faith) and it was the reason for the increase of their status in the Muslim community [14, p. 495]. However, we should not overrate the religious component of those campaigns. First of

all, their main objectives were robbery and the seizure of new territories. So, every ordinary soldier or participant of the raid could be considered as a ghazi [15, p. 36].

At the beginning of the reign of the emperor Michael VIII Palaiologos (1259 – 1282) eastern Byzantine boundary line was from the river Ind (Dalaman Cayi) through Milas to Antioch and Suvley (Keciborlu). Then the boundary went west of Kottiteya (Kutahya) through Klavdicopol (Bolu) to the Amastris (Kizilirmak) river [6, p. 19]. During the period of the reign of Laskaris (1204 – 1261) Byzantine created effective security belt, consisted of several fortresses of Germ (Gediz) and Kaystros (Kucuk Menderes). The most important role was assigned to the fortress of Tralles (Aydin) [16, p. 200]. Besides, the significant fortress of Tripoli (Tirebolu) on Meander (Buyuk Menderes) river was strengthened [17, p. 91]. Crucial role in the defense of the eastern borders was played by akritai – a special estate in the Byzantine Empire, military border settlers (usually from a peasant environment), exempted from paying taxes for the period of duty [18, p. 12].

Before the restoration of the Byzantine Empire (1261), the Byzantines successfully coped with the onslaught of nomads. Michael VIII made a campaign against the bey of Denizli Mehmed al-Udji in the autumn of 1260. Nomads were expelled from the Byzantine territory in the upstream of Meander (Buyuk Menderes). Soon after byzantine troops crossed the river and seized part of their land [19, p. 830]. However, after that campaign the policy of Michael VIII towards nomads changed: he gave them an opportunity to become the citizens to prevent the Mongol conquest [16, p. 123].

After relocation of the capital from Nicaea to Constantinople in 1261, Byzantine was involved into the Balkan conflict, which required the movement of military contingents to the west and fiscal tightening (the abolition of tax privileges of the akritai) [16, p. 9]. Thus, the eastern border of the empire was threatened [20, p. 594]. Subsequently, the navy was dismantled by the emperor's order in 1284, which led not only to the military weakening of Byzantine, but also to increasing of piracy in the region [21, p. 58]. Nomads were repelled from the valleys of the Meander (Buyuk Menderes) and Kaystros (Kucuk Menderes) rivers and from the fortresses of Tralles (Aydin) and Magedon (Magidiy), but it made only short-term military gains [16, p. 201]. Soon nomads were able to move freely across borders and captured those regions again [16, p. 432].

Thus, migration processes that took place in Asia Minor in the 1250's – 1260's severely influenced the political situation on the peninsula. The Seljuck and the Iranian nomadic tribes gradually conquered eastern part of Asia Minor and became a serious threat for the Byzantine Empire. The most powerful beyliks of the 2nd half of the 13th century were the beyliks of Karaman and Germiyan, which were established at the end of the 1250's – the beginning of the 1260's. They became the centers of anti-mongol struggle. Also their warlords committed military campaigns to the west, seizing the Byzantine lands in the subsequent period.

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UDC 271.2(091)(476.5)"1958/1964"=111

THE ANTI-CHURCH COMPAIGN (1958-1964) AND ITS MANIFESTATIONS
ON THE TERRITORY OF THE GLUBOKOE DISTRICT

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In the article we examine the peculiarities of the anti-church campaign from 1958 to 1964 and its manifestations on the territory of the Glubokoye district of the Vitebsk region. The analysis of archival documents and literary sources for the given period of time testifies that the state-confessional relations were characterized with the various degrees of tension and irreconcilability from the government and party organs.

Glubokoye district is an administrative unit which is situated in the north-west of Vitebsk region. The centre of the region is the Glubokoye town. Glubokoye district was formed by the Decree of the Presidium of the Supreme Soviet of the USSR on January 15, 1940 as an administrative unit of the Vileyka region. It consisted of the town of Glubokoye, the Glubokoye volost and a part of the Zalesie volost of Disna district. On July 2, 1941 Glubokoye was occupied by the German troops and turned into the county centre of the Reichskommissariat Ostland. After the liberation of Glubokoye by the Soviet troops the territory of the Glubokoye district became a unit of Polotsk region according to the new administrative division (September 20, 1944).

In January 1954, the administrative-territorial reform was implemented according to which Glubokoye and Plisa districts became the parts of the Molodechno region. Since January 20 ,1960, the district has been a part of the Vitebsk region. In December 1962, the area of Glubokoye district increased at the expense of the territory of the liquidated Plisa district [1].

The activation of church and religious life on the territory of Glubokoye district, which took place during the period of the Great Patriotic War, was replaced with a new wave of the church attack in the '50-60s.

With the rise of Nikita Khrushchev's power who was the First Secretary of the Central Committee of the CPS the situation in the religious environment got sharply aggravated. The party leaders started raising the alarm about the influence of church on the population. It was significant that, in the Decrees of the CPSU Central Committee *"On Major Shortcomings in Scientific-Atheistic Propaganda and on Measures to Improve It"* and *"On Errors in the Conduct of Scientific-Atheistic Propaganda among the Population"*, *which had been adopted back in 1954, aimed at the strengthening and activation of atheistic propaganda and anti-religious actions. In the last above-mentioned decrees not only "facts of abuse of authority and insulting of believers' and clergy's feelings from the direction of individual local workers" were noted, but it also contained the requirement for the party organizations to strengthen the ideological struggle against religious views, the necessity of "work-people's education in the spirit of militant materialism" was emphasized as well [2, p.447].*

But the Decree of the CPSU Central Committee of October 4, 1958 "Report by the Agitation and Propaganda Department of the Central Committee of the CPSU for Union Republics on Shortcomings in Scientific-Atheistic Propaganda" turned out to be the worst. The party, public organizations and government organs were ordered to launch a total attack on "religious remnants".

It's clear that the surge of the anti-religious campaign started with cloisters. They remained powerful centers of spiritual life, pilgrimage places and sources of faith. In accordance with the Central Committee *guidelines and* Nikita Khrushchev the Council of Ministers adopted the anti-church decrees "*on monasteries in the USSR*" and on "taxation of diocesan administrations, as well as incomes of monasteries" on October 16, 1958. From now on, they were forbidden to use wage labor, it was called for the decrease of land-taxes and reduction of the number of cloisters. The building tax and ground-rent, which had been abolished in 1945, were reapplied [3].

On January 28, 1958 the Central Committee of the CPSU adopted the ruling "On Measures to End the Pilgrimage to the So-Called "Holy Places". The District Committees got the guidelines to take the holy places into account and occupy these territories with different kinds of buildings, and to pour diesel fuel over the springs or to fill them up with bleaching powder.

Since 1958 there had been the widespread closure of churches. As a rule, it was forbidden to do maintenance work; then a church building was declared to be in an emergency condition or unfit to use; and it was required to close and demolish it. It is known from the letter of Vitebsk Regional Executive Committee to the Representative of the *Council for the Affairs of the Russian Orthodox Church under the Council of Ministers of the USSR Comrade*

A. Kladov (Vitebsk) that 7 churches were closed instead of 6 in 1962. Except listed in the letter, the registered church in the town of Dokshitsy was also closed, according to the Council Meeting Minutes of February 23, 1960 №2, sent on March 3, 1960 of №37. Thus, as of January 1, 1962 65 churches remained active in the region [4].

There is information about the widespread closure of churches in the given period of time in one more note of Vitebsk region "On the Use of the Religious Buildings in Vitebsk Region, Deregistered, Functioning in 1945 – 1979". "In Vitebsk region 47 Orthodox, 25 Catholic and 3 Old Believer active churches were deregistered over 1945 – 1979. All of them were closed due to the fact that the religious societies had ceased their work. The buildings were handed over to the District committees, and the objects of worship were placed in the neighboring active Orthodox and Catholic churches. Currently, no active deregistered Orthodox or Catholic church has religious property.

Out of 75 active removed from a register religious buildings 6 of them were converted to clubs, 2 – to dwellings, 26 – to storehouses, 2 – to gyms, 1 – to an art workshop, 6 wooden buildings were moved to the new places, where clubs and schools are located, and 13 of them were demolished because of disrepair. The buildings of the former 13 Orthodox, 5 Catholic and 1 Old Believer churches are not used because of the accident rate" [5].

The Church of the Transfiguration was closed in the village of Mamai of the Glubokoye district. Its divine service was renewed only in 1992. In 1961 the Church of the Transfiguration was closed in the village of Verkhneye, and the church room was converted to the storehouse. In 1989 the Church of the Transfiguration of the Savior was handed over to believers, and its divine service was renewed. The top of this barbarism was the destruction of the church in the village of Berezvechye of Glubokoe district, one of the most perfect architectural works of Vilna baroque [6].

The archival documents of the given period of time clearly represent the hardball of the party leadership aimed at the strengthening of the struggle against religion and the control over the clergy's actions. The Executive Committee of the Vitebsk Regional (Rural) Council of Workers' Deputies examined the application of the Glubokoye and Orsha District Executive Committees "On the Deregistration of the Religious Society at Popovshchina Farm of the Glubokoye District and on the Removal of the Prayer Building from the Religious Society in the Village of Baran of Orsha District". On August 17, 1963 the decision №371 was adopted in order to remove from a register the religious society and the church at Popovshchina Farm of Glubokoye District. In addition it was stated in the decision to hand the church building over to "For the Motherland" Collective Farm for the reequipment and use as a club. It was also stated to deregister the church in the village of Baran of Orsha District and hand the church building over to "Avangard" Collective Farm for the reequipment and use as a club, and to leave the society of believers the right to rent another room for prayer purposes [7].

The increasingly strict requirements started to be applied to the clergy. The active ones were deregistered or threatened with the application of article 139 of the BSSR Criminal Code of 1960, which provided for "a punishment of up to one year of correctional labor or fine of 50 rubles for infringing laws regarding the separation of church from State". The punishment was applied for non-payment of debts, for holding a service in the open air or in cemeteries, for participating in funeral processions, house blessing, baptizing children or reading the burial service over the deceased at home. In 1964 only in the Vitebsk region 4 priests, 1 deacon and 4 presidents of the Councils of Churches were deregistered [8, p. 207].

Strict control was established over the activities of churches and priests: "…Along with some strengthening of control over the activities of the clergy, control on the activities of churches began to be established too…" The Secretary of the Plisa District Party Committee in his letter: "The Plisa District Committee of the Communist Party of Belarus informs that in the district, in order to study the activities of churches more fully, monitoring over their service during the major religious holidays was organized. For this purpose 1-2 people from the number of the party assets were assigned to each church. In 1962 two observations were organized: on January 7 (Christmas) and on April 29 (Easter)" [8, p. 178-179].

Significant changes occurred in the status and organization of the parishes. Management of the parishes was transferred to the Executive committees, which had to solve all financial and housekeeping issues. Thus, the priests were deprived of all their power and turned from the parish leaders into the hired employees, who could be fired or removed from service in case of the parishioners' discontent with the execution of priestly functions. So, the Report of the Commissioner of the Council for the Affairs of the Russian Orthodox Church of Vitebsk region A. Kladov had the following information: "The President of Plisa District Executive Committee sent a letter, which informed that the priest of the Bloshniki church had arranged money collecting at believers' homes allegedly in order to pay church taxes, and also that the income accounting book, registration book of occasional religious rites and the keys to the church were at the priest's. I called the priest and the Church Council on this issue. I raised the question of this priest's expulsion out of the staff" [8, p. 178].

The authorities intended to take tough measures even against believing parents. At the XIV Congress of the All-Union Leninist Young Communist League (April 1962) the state declared to them that "freedom of conscience doesn't extend to children, and no parent has a right to cripple their child spiritually". And the main organ of the USSR lawyers brought the legal basis for these treats: the state could deprive parents of custodial rights because they were granted by the state itself [3].

On the basis of the above-mentioned decrees the Party Committees of all levels were developing measures for their realization. They provided for the specific directions and forms of work to strengthen *scientific-atheistic propaganda. Meetings and seminars were being held, the composition of the lecturer groups and lecture topics were being updated. At the Bureau meetings of the Regional Committees, City Committees and* District Party Committees the reports of the work on the implementation of the planned measures were being heard. It should be mentioned that until the end of the 1950s the main attention was focused on the atheistic orientation in the ideological and educational work. On September 6, 1963 *the Executive Committee of the Vitebsk Regional (Rural) Council of Workers' Deputies adopted the decision №407 "On Measures to Strengthen Control over the* Implementation of the Cult Legislation and to Improve the *Scientific-A*theistic Work among the Population". *The issue on the strengthening of control over the implementation of the cult legislation was examined in the given decision* [9].

At the same time, despite the lively work of the party organs in the sphere of antireligious struggle, the insufficiency and formalism in the conducting of the antireligious work were noted in these documents. The condition of *scientific-atheistic propaganda wasn't valued at the results of the impact, but at the number of lectures, which had been given, and they didn't always reach the category of citizens, which they were meant for. The Communists and Komsomols took part in religious rites. Moreover, as* the Commissioner of the *Council* for the *Affairs* of the *Russian Orthodox Church of the Vitebsk region under* the Council of Ministers of the USSR noted, in the majority of the *City Committees and* District Party Committees the decision of the Vitebsk *Regional Committee of* the Communist Party of Belarus hadn't been implemented, and the actions to execute the resolution of the Bureau of the Central Committee of the Communist Party of Belarus "On Measures to Eliminate the Clergy's Violations of the Soviet Cult Legislation" hadn't been developed. It is also noteworthy that the criticism towards the party organs was related to the fact that they hadn't been conducting the proper work on the selection of the members of the Church Councils (in order that they would not fall under the influence of the clergy and would inform the local authorities about priests' actions violating the cult legislation). It was marked as a shortcoming in the work of the Party Committees that they hadn't been using the opportunity to identify the Communists' participation in rites through the registration information of them [8, p. 184, 212].

On November 10, 1964, that is a month after Khrushchev's resignation, the Central Committee of the CPSU adopted a resolution "*On Errors* in the *Conduct* of *Scientific-Atheistic Propaganda among* the *Population", which condemned the actions accompanied by the insult of believers' feelings.*

The given policy continued almost until the very end of the Soviet regime, only in the 1970s – 1980s the authorities were acting more carefully, "semi-conspiratorially", didn't make public the appropriate decisions of the Central Committee of the CPSU, so as not to provoke protests in the West and inside the country. In the territory of the Glubokoye District the anti-church campaign of 1958 – 1964 left an indelible mark both on the religious buildings and in the believers' hearts.

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CULTURAL HERITAGE OF A HISTORIC TOWN AS A RESOURCE
IN EUROPEAN DEVELOPMENT PROGRAMMES

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The study is dedicated to the problems of using cultural heritage as a resource in the historical towns across the European Union. The emphasis is made on the heritage related effects produced in the social, economic, cultural and environmental spheres presenting the main directions of sustainable development strategies.

Over the past twenty to thirty years, cultural heritage has become a key concept in spatial politics, national and local development strategies. With the targeted use of the social, cultural and economic potential of a historical town, its cultural heritage becomes an important resource for sustainable development, and the conservation process itself contributes to socio-cultural development. The non-renewable nature of such a resource, however, imposes a limitation on how to use it.

Heritage as a socioeconomic resource. The economic resource of the cultural heritage is primarily presented by its tourist use. Often, tourism in historical towns, especially in small ones, is considered as one of the main sources of income. When well-organized, tourism can positively affect the state of heritage and contribute to improving the quality of life of the local population. Importance of the value of heritage objects is increasing due to the complexity of financial support for the preservation of historical buildings without functional qualities, when put onto a competitive market. Rational use of heritage sites produces resources for their conservation. However, when the economic function of the heritage prevails, it leads to the loss of other functions of the cultural heritage of the historical town.

Several European programs provide for the use of cultural heritage for the socio-economic development of historical towns. For example, the "Sustainable development of urban historical areas through an active integration within towns" project (SUIT) [9], implemented in 2000-2003, was aimed at bringing the existing historical territories into line with the current socio-economic needs by active incorporation of heritage into new development projects. According to the "Investing in Heritage – A guide to successful Urban Regeneration" project (INHERIT) [7], implemented in 2005-2007, small and large historical cities can make a significant contribution to the socio-economic well-being of their regions. Unleashing the potential of investing in heritage, cities can be restored physically, economically and socially. The project "Integrated Revitalisation of Historic Towns to Promote a Polycentric and Sustainable Development" (Hist.Urban) [6], implemented in 2006-2008, was aimed at supporting well-balanced sustainable revitalization strategies outside the metropolitan areas based on their architectural heritage.

A study by Cultural Heritage Counts for Europe highlighted, above all, the economic effects of the heritage of a historic town [4]. The competitive advantage of historical towns over "unhistorical" ones at the regional level provides a more attractive living environment, a rich informational basis for marketing events, and a greater return on investment for businesses located in heritage sites. The historical nature of the town ensures a return on investment from the tourist use of heritage objects, as well as indirect income from the tourist infrastructure. The impact on the labour market is that of creating jobs connected with the implementation of the heritage-related projects, and this area requires highly qualified personnel, while the uniqueness of the implemented projects becomes the basis for improving employees' professional skills.

A number of case studies of European projects aimed at organizing cultural tourism in historical towns have at the same time revealed contradictions and negative consequences of the development of modern urban policy based on touristic use of heritage. One of the frequently discussed problems is the growth of tourism and the urban economy due to the exploitation of the local community and its culture. At the same time, there is a "sale" of urban space as of a symbolic capital, which threatens urban vitality and identity associated with historical space [1]. A lot of attention is paid to the authenticity of tourist experience framing the concept of commodification [4]. Increasing competition between historical towns is causing an uneven distribution of tourist flows, and in a broad sense, uneven economic development and living standards at the regional level. In a competitive environment, metropolitan regions initially outperform small and medium-sized towns because the former accumulate core values and infrastructure.

To minimize the negative effects at the European Union level, the concept of integrated urban development policy has been developed and implemented. The Leipzig Charter of a Sustainable European Town

defines the policy of integrated urban development as simultaneous and fair consideration of the needs and interests relevant to the development of the town [8].

Heritage as a sociocultural resource. Cultural heritage of the historical city has a significant sociocultural potential and can act as a full-fledged development resource in case of its effective use. Well-organized activities to preserve such a heritage entail sociocultural effects, both positive and negative. An assessment of the impact of conservation activities is becoming relevant for many reasons, including the need to justify the significant costs of maintaining heritage sites. Modern cultural policy considers preservation of heritage as an investment into achieving certain goals, including those of sociocultural nature.

Traditionally, cultural professionals, as well as local authorities, dealt with the issues of defining, managing and preserving the heritage, which ultimately led to the situation when local communities often did not bear responsibility for their own cultural values. To solve this problem, urban heritage protection programs have included obligatory participation of local communities and stakeholders. Recognition of cultural heritage as of public property entails the need to ensure free access to heritage values, as well as common responsibility for preserving them. It is worth noting that today in the countries of the European Union civic participation in one or another form is a natural phenomenon and an indispensable component of any heritage conservation program at all stages of the process. Ongoing research in this region seeks to integrate and optimize procedural interaction between communities and organizations.

The CHCFE study revealed the following sociocultural effects of heritage conservation: intensification of social integration and public participation, improving the quality of education, developing new knowledge and skills, creating a positive image of the place, improving its aesthetic perception, and creating identity. The negative aspects of these effects were also highlighted, such as gentrification, social exclusion, excessive tourist exploitation, use for nationalistic purposes [4].

One of the projects providing public participation in the programs of restoration of historical towns based on their heritage was the COMUS project (Community-Led Urban Strategies in Historic Towns, 2015-2017) [2]. The main objective of the project was to demonstrate how cultural heritage and its regeneration contribute to the economic, social and cultural development in the city. As a result of the project, the involvement and self-organization of local communities for the regeneration of the city ensured the sustainability of strategies for the conservation and use of urban heritage.

Heritage as an environmental resource. Being an integral part of European sustainable development programs, the environmental trend has also been refracted in the field of heritage. This is probably the result of a paradigm shift in the theory of heritage, which, providing a transition to the environmental perception of heritage, led to the inclusion of a wider context. The environmental aspect in studies of strategies for interacting with heritage has revealed a significant resource of both the heritage objects themselves and their information potential. At the same time, this aspect of the study of heritage, as a relatively young area of research, has not yet received enough attention.

The project "Sustainable Historic Cities: Urban Heritage is Good for the Climate" (2011-2012) is one of the long-term efforts to reduce energy consumption and carbon footprint of the built-up environment [10]. According to the study, the active use of heritage sites determines the sustainable nature of their conservation: the use of existing resources where possible instead of dependence on new resources, determine the environmental sustainability of development. Extending the physical life of buildings, strict regulation of new construction, curbing the expansion of urban boundaries, reducing the amount of waste, the prevalence of the landscape development format traditional for a given territory, give the industry an environmental character. Studies show that demolition and new construction produce a greater carbon footprint than the reuse of urban resources [10].

In addition, ecological resource of the information potential of urban heritage sites becomes an object of a separate study. In the past, materials were produced and processed locally, little energy was required for production, material properties were used rationally, leaving a negligible carbon footprint. These are good reasons for both furhter use of old buildings and use of traditional knowledge in new buildings.

Summing up the results of the study, it is worth noting that the division of heritage resources indicated in the study is artificial, since most of the effects produced are connected and interdependent. At the present stage, whatever the heritage resource of a historical town is taken into account when planning a project, the fundamental principle and starting point remains to ensure the sustainability of urban development, which, while satisfying the needs of the present, does not jeopardize the ability of future generations to satisfy their needs. In view of this, almost all of the projects reviewed also carry out research tasks to analyze the effects of the implementation of theoretical principles in practice. The European experience of using cultural heritage demonstrates how a rational, thoughtful attitude to heritage becomes a powerful engine for the development of a historical city.

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