

ДИАЛОГ ПОКОЛЕНИЙ

**материалы II региональной
научно-практической конференции**

DIALOGUE OF GENERATIONS

**Proceedings of the II Research and Practice
Conference**

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BIOECONOMY AS A NEW TECHNOLOGICAL PARADIGM FOR SUSTAINABLE DEVELOPMENT

Abstract. The concept of bioeconomy represents a new approach to achieving the goals of sustainable development. The Russian Federation does not have a specific strategy for the development of the bioeconomy, but these approaches are reflected in policy documents and legislation.

Keywords: environmental protection, sustainable development, bioeconomy, biotechnology, organic products.

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БИОЭКОНОМИКА КАК НОВАЯ ТЕХНОЛОГИЧЕСКАЯ ПАРАДИГМА ДЛЯ УСТОЙЧИВОГО РАЗВИТИЯ

Аннотация. Концепция биоэкономики представляет собой новый подход для достижения целей устойчивого развития. Российская Федерация не располагает специальной стратегией развития биоэкономики, однако эти подходы отражены в действующих программных документах и законодательстве.

Ключевые слова: охрана окружающей природной среды, устойчивое развитие, биоэкономика, биотехнологии, органические продукты.

Throughout history, human civilization has increased the standard of the people living at the expense of the nature potential. In the mid-twentieth century, numerous studies began to spring up about resource scarcity and the degradation of natural systems. Political parties with a “green” agenda emerged, and their popularity grew steadily among the population. The ideology of sustainable development gradually formed. Sustainable development is not only a goal in its own right, but also the best tool at the disposal of the international community to prevent all kinds of problems.

On September 25, 2015, UN member states adopted the 2030 Agenda for Sustainable Development. It contains a set of goals aimed at overcoming poverty, preserving the planet's resources, and ensuring the well-being of all. Seventeen goals have been formulated [1].

Traditional technological approaches do not allow us to achieve our goals. At the beginning of the twenty-first century, the scientific community began to actively talk about the bioeconomy. The concept of bioeconomy has not yet been strictly defined, but all researchers agree that it is not just an industry, but a huge sector of the economy, defining a new economic structure, the core of which is represented by bioproducts produced with the help of biotechnology. The development of the bioeconomy is seen as a key opportunity to build a more innovative, resource-efficient and competitive society that combines food security with the sustainable use of renewable resources, combined with environmental protection.

Bioeconomy as a new technological mode involves the processing of biomass into materials, chemical products and fuel. Thanks to modern technologies, biomass can be used in many industries: agriculture, energy, pharmacology and medicine, the chemical industry and bioengineering. However, the use of biotechnology alone does not mean that the bioeconomy is successful. Its functioning is conditioned by a whole set of factors, such as knowledge-based modernization of the production process, zero-waste economy, selective specialization (smart specialization), ecologically oriented growth and modernization of agriculture. The competitiveness of industries in the context of the bioeconomy will depend on innovations in the production of bioproducts and the development of processing technologies. They will be in demand only if they are competitive on the market and perceived by consumers better than industries that produce goods without the use of biotechnology.

The reorientation of the economy toward bioresources will take a long time. The transition to a bioeconomy depends to a large extent on converting the production of energy, fuel, and other materials (biorefining) to biomaterials. For now, the global economy remains dependent on oil production and petroleum products.

Among the main instruments to support the development of biotechnology are: stimulating demand for biotechnology products, tax regulation, promoting the competitiveness of biotechnology companies, developing education and science in biotechnology, developing an experimental production base, and creating bioclusters.

The incentive for the formation of the bioeconomy was given about ten years ago. Since then, about 50 countries, including the G7 states, have formed a national bioeconomy strategy or are in the process of developing one. National bioeconomy strategies are being implemented in such countries as Portugal, France, Ireland, Italy, Spain, Portugal, Germany, Austria, Finland, Latvia, Great Britain, etc. Additional impetus to investments in sustainable bioeconomy is provided by the Paris Agreement on Climate Change. The knowledge-based and sustainable bioeconomy is opposed to the irrational use of biological and other natural resources and the associated adverse environmental impacts. A specific EU bioeconomy strategy is detailed in the document "Sustainable Bioeconomy for Europe. Strengthening the Connection between Economy, Society and the Environment. Updated Bioeconomy

Strategy” [2]. In 2018, the European Bioeconomy Strategy was updated and three main priorities were formulated.

- Strengthen and scale up the bio-based sectors, unlock investments and markets.
- Deploy local bioeconomies rapidly across the whole of Europe.
- Understand the ecological boundaries of the bioeconomy.

The technological core of the bioeconomy is biotechnology. It is customary to label biotechnology with colors. The first classification consisted of only three colors: red – biomedicine, green – agricultural biotechnology, white – industrial biotechnology, so the flag of Italy was also considered the flag of biotechnology. Gradually the number of colors increased. Blue was added for “marine” biotechnology, yellow denotes “food” biotechnology and gray is used for “environmental” biotechnology. In modern sources bioeconomy includes ten branches, where among the traditional branches appear the following: black (or dark) biotechnology, associated with military purposes and terrorism; purple biotechnology, associated with the patenting of biotechnological discoveries and developments; gold biotechnology, dedicated to bioinformatics and nanobiotechnology; brown biotechnology, associated with biotechnology solutions to problems of desert and arid territories (spatial and geomicrobiology) [3].

The Russian Federation has joined the implementation of the transition to sustainable development. The RF annually publishes a Voluntary National Review of Implementation of the 2030 Agenda for Sustainable Development. These reports show that most of the goals and objectives of sustainable development are already incorporated to some extent in the main strategic and program documents adopted in Russia.

There is no special strategy for the development of the bioeconomy in the Russian Federation. However, biotechnological approaches have been developing for many years. Let us focus on just a few of them.

Back in 2012, the “Comprehensive Biotechnology Development Program "Bio 2020" ”, coordinated by the Ministry of Economic Development of the Russian Federation, was approved. The program assumed that Russia would become a leader in the sphere of biotechnologies and increase the volume of consumption of biotechnological products in the country. Special attention in the Program was paid to the creation of technological platforms and innovation clusters. After the termination of the BIO 2020 Program on December 31, 2020 the Government of the Russian Federation decree No. 3684-p approved the Program of Basic Scientific Research in the Russian Federation for the long-term period (2021-2030), where significant attention is paid to the development of the scientific basis of biotechnology.

On August 3, 2018 the Federal Law No. 280-FZ “On Organic Products and on Amendments to Certain Legislative Acts of the Russian Federation” was adopted. The law regulates relations related to the production, storage, transportation, labeling and sale of organic products. The law formulates requirements for organic products, organic agriculture, labeling of organic products. Russian graphic sign has not yet been approved.

Transition to organic farming and certification of organic products is a long and labor-intensive process. For producers, the result will be the right to label products with inscriptions and a sign of the established pattern. And this is an opportunity to sell products at a higher price, and access to new markets, and the opportunity to qualify for state support. The development of organic agriculture will increase Russia's share of the world market of organic products, which today does not exceed 1 %.

Since January 1, 2019 in Russia, almost the entire territory has begun to implement a "garbage reform". According to Rosprirodnadzor more than four thousand waste disposal sites are included in the state cadastre. The market of solid waste recycling in Russia is underdeveloped. More than 90 % of solid waste must be buried in landfills, along with official landfills in the country there are a huge number of illegal dumps [4].

The goal of the garbage reform is the elimination of illegal dumps and the transition to separate waste collection, sorting and recycling for reuse. Biotechnology should be actively used for waste neutralization and recycling. Biotechnological waste recycling focuses on three directions: degradation of organic and inorganic toxic waste, obtaining new fuels, renewal of resources to recycle carbon, nitrogen, phosphorus, sulfur. In addition to the above, there are numerous other examples of the development of biotechnology in the Russian Federation.

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THE TRAJECTORY OF THE LORENZ CURVE IN RUSSIA

Abstract. The article presents money incomes inequality research of the population of Russia over the period covering the last 50 years. Authors predict the change of the Lorenz curve trajectory as a result of the tax on the rich in 2021.

Keywords: monetary income, the Lorenz curve, inequality of incomes, social politics, tax on the rich.

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ТРАЕКТОРИЯ ДВИЖЕНИЯ КРИВОЙ ЛОРЕНЦА В РОССИИ

Аннотация. В статье представлены данные о неравенстве денежных доходов населения России за период, охватывающий последние 50 лет. Спрогнозирована траектория движения кривой Лоренца в результате введения в 2021 году налога на богатых.

Ключевые слова: денежные доходы, кривая Лоренца, неравенство, социальная политика, налог на богатых.

According to many researchers, economic problems are the most significant sources of social tension in the country, significant difference in income being the main one. It reduces the social cohesion of the nation; increases economic and social instability in society; and creates barriers to social mobility. Moreover, countries where income inequality is widespread have worse indicators of infant mortality,

teenage childbirths, life expectancy, psychiatric diseases [1, pp. 210-211]. The tool for quantitative measurement of country's population income inequality is very easy-to-use. Its application implies distribution of all country residents into five groups equal in number (quintiles), and their consecutive ranking, as their incomes increase. These data are usually called the "20 % distribution of the monetary income of the population of the country". We reviewed this distribution using data of the Russian statistical yearbooks [2, 3] and put them in Table 1.

Table 1

Dynamics of the 20 % money income distribution in the Russian Federation

Indicator	Year				
	1970	1990	2000	2010	2020
Monetary income – total, %	100	100	100	100	100
including 20 % population groups:					
- the first (with the lowest income)	7,8	9,8	5,9	5,2	5,8
- the second (with higher incomes than the first group)	14,8	14,9	10,4	9,8	10,6
- the third (with higher incomes than the second group)	18	18,8	15,1	14,8	15,5
- the fourth (with higher incomes than the third group)	22,8	23,8	21,9	22,5	22,8
- the fifth (with the highest income)	36,8	32,7	46,7	47,7	45

Further, the data were processed by cumulating the relative weights of the income of the country's population groups: the first; the first and second ones; the first, second and third ones; the first, second, third and fourth ones; and, finally, all five groups together (Table 2).

Table 2

Cumulation of the relative weights of income of the five population groups of the Russian Federation

Population groups	Year				
	1970	1990	2000	2010	2020
- the first	7,8	9,8	5,9	5,2	5,8
- the first + the second	22,6	24,7	16,3	16	16,4
- the first + the second + the third	40,6	43,5	31,4	30,8	31,9
- the first + the second + the third + the fourth	63,2	67,3	53,3	53,3	54,7
- all five groups together	100	100	100	100	100

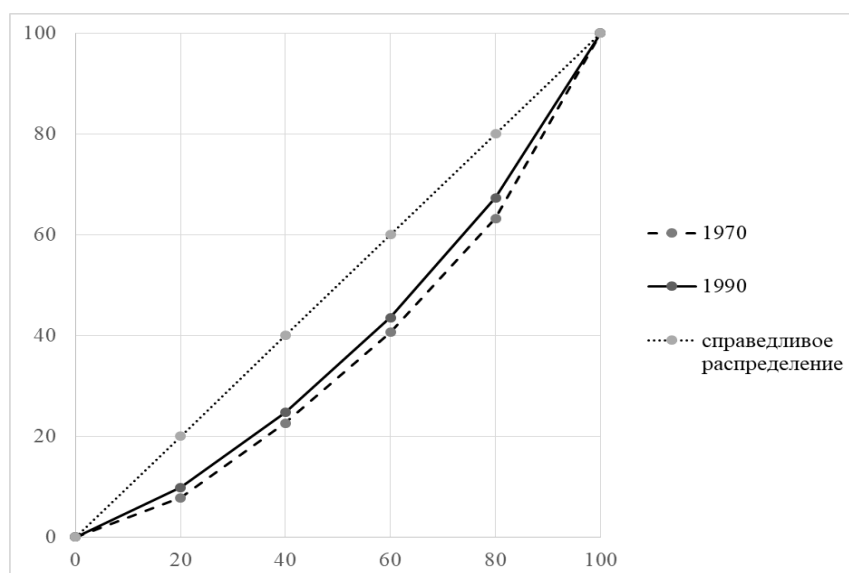
If on the abscissa axis we mark the entire population of a country divided into 5 groups (quintiles), each comprising 20 % of the total population, and on the vertical axis we mark the total income received in the country in a year – a straight line

running at a 45° angle to both axes would characterize the non-existent absolute equality of income. This would mean that the bottom 20 % of the population (the bottom quintile) would also receive the same percentage, namely 20 %, of the total income in this situation (as all other four population groups).

Turning to the data in Table 2, we see that in 1970 the bottom quintile did not receive 20 % of total income, but only 7,8 %; the first and second groups received 22,6 %; the first, second and third groups received 40,6 %; the first, second, third and fourth groups received 63,2 %; and all five groups got 100 %. If we reconstruct perpendiculars proportional to these parameters from the corresponding points on the horizontal axis, and then connect their vertices, we obtain the Lorenz curve for 1970 (Picture 1). The Lorenz curve for 1990 was constructed in the same coordinate system and according to the same principle.

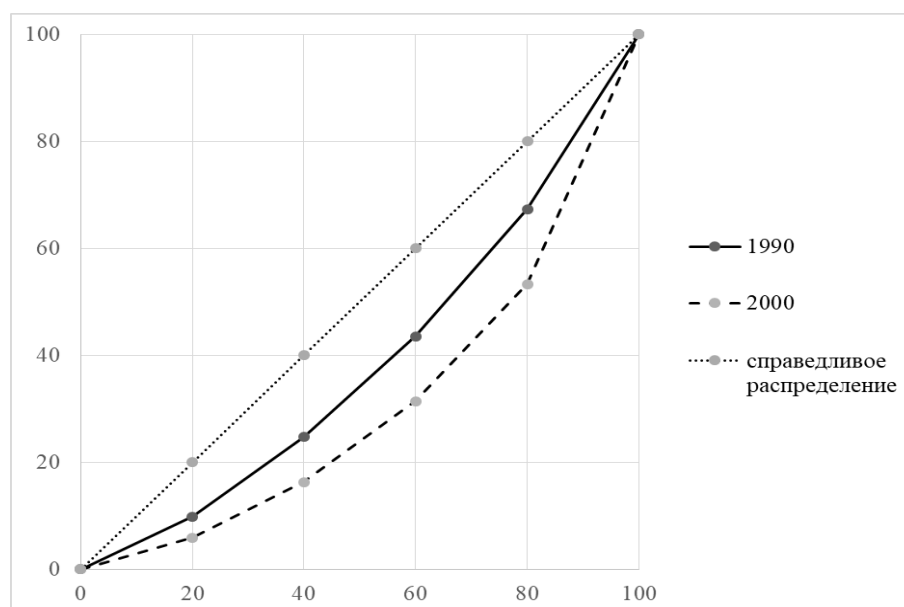
The larger the convexity of the Lorenz curve relative to the line of absolute equality in the income distribution the higher degree of uneven income distribution.

Analysing Pic.1, we can compare the Lorenz curves over the 20 years preceding the beginning of Russian market reforms. Incomes differentiation of Russian citizens tended to decrease (the Lorenz curve shifted to the left).



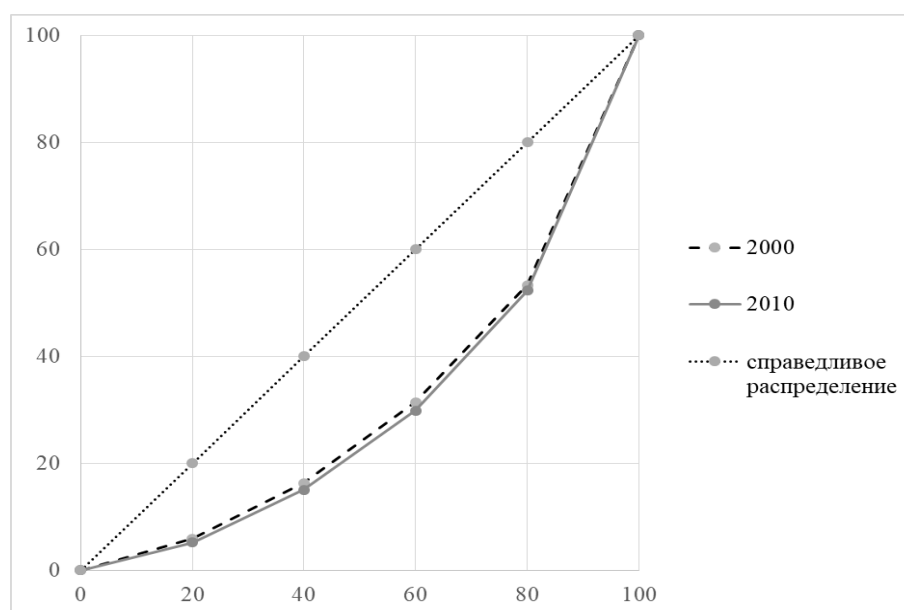
Pic. 1. Lorenz curves in the Russian Federation in 1970 and 1990

The first ten years of market reforms led to a significant stratification of Russian citizens in income level (the Lorenz curve for the year 2000 is much to the right compared with the Lorenz curve for 1990) (Picture. 2). This was one of the reasons why the half of Russians considered it possible to move to another country, naming the unfair income distribution as the main reason [2, p. 58].



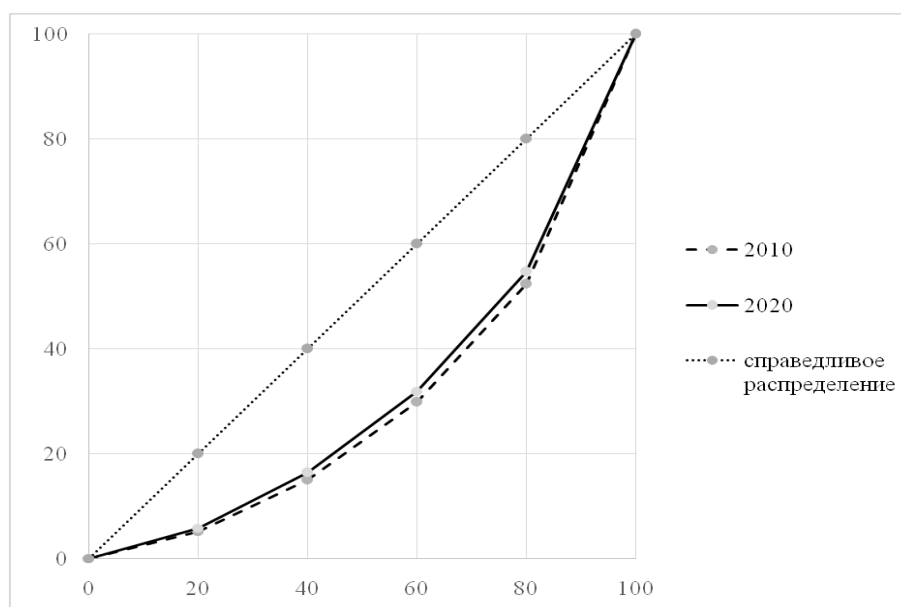
Pic. 2 Lorenz curves in the Russian Federation in 1990 and 2000

This trend persisted in the next ten years (Picture 3).



Pic. 3 Lorenz curves in the Russian Federation in 2000 and 2010

The situation with income differentiation in Russia began to change for the better subtly only in the next decade. This is due, on the one hand, to the introduction of government anti-crisis support measures for the most vulnerable segments of the population, and, on the other hand, to the income reduction of the wealthiest part of the population due to the partial production shutdown in the spring of 2020 (in connection with the pandemic). As a result, the Lorenz curve began to move slightly towards the line of absolute equality in the income distribution (Picture 4).



Pic. 4 Lorenz curves in the Russian Federation in 2010 and 2020

A return to the progressive system of taxation for the personal income tax can be a further solution of the problem. Because of the progressive system, the personal income will be redistributed more evenly after the tax deductions.

It is important to note, that until 2001 in the Russian Federation there was a progressive scale of collection of the personal income taxes. Many Russians in the difficult 90's were forced to look for extra income on the side. Such citizens kept records of their total earnings on their own during the calendar year to notify the tax office and pay an appropriate amount of income tax to the state budget.

The need to switch to a flat income tax scale was caused by the desire of the state to increase the amount of tax revenues to the state budget at any cost. It is difficult to say whether this task was completed, but it is obvious that the stratification of the society on the property basis continued. To counteract this negative trend, government decided to introduce a "taxes on the rich" in 2021. This means that Russian citizens who earn more than 5 million rubles a year will be subject to the personal income tax at a rate of 15 % instead of 13 %. Obviously, due to such a state distributional policy, the Lorenz curve will continue its movement towards the line of absolute equality in the income distribution. At the same time, this would mean a transition to the automatic fiscal policy, which is able to provide the necessary changes in the level of tax revenues through the built-in stabilizers within the conditions of both economic recession and recovery.

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SPECIFICS AND PROSPECTS FOR THE DEVELOPMENT OF TRANSPORT LOGISTICS IN THE ARCTIC REGION

Abstract. This article considers the specifics and prospects of development of transport logistics in the Arctic region, the role of logistics in improving management processes and increasing the efficiency of transport activities is outlined.

Keywords: Arctic region, transport infrastructure, Northern Sea Route (NSR), integrated logistics system, strategic interest, increase in cargo traffic.

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СПЕЦИФИКА И ПЕРСПЕКТИВЫ РАЗВИТИЯ ЛОГИСТИКИ ТРАНСПОРТИРОВКИ АРКТИЧЕСКОГО РЕГИОНА

Аннотация. В данной статье рассмотрена специфика и перспективы развития логистики транспортировки арктического региона, обозначена роль логистики в совершенствовании процессов управления и повышении эффективности транспортной деятельности.

Ключевые слова: Арктический регион, транспортная инфраструктура, Северный морской путь (СМП), комплексная логистическая система, стратегический интерес, увеличение грузопотока.

As the Arctic is a unique place in terms of mineral, fuel and energy resources, one of Russia's priorities is the development of transport infrastructure in the Arctic region.

The increase in cargo flow in the Arctic zone is not happening as quickly as previously predicted and is caused by a sufficient number of obstacles, the removal of which entails an impressive infusion of money and a large amount of human resources.

The intensified development of transport infrastructure and in particular the development of railways, airports and roads as well as their modernisation, construction and repair is severely hampered by the climatic conditions. The most important and basic feature of transport logistics in the North is undoubtedly the short period of time called "seasonality", which determines the delivery time and of course the huge risks associated with the harsh and cold climate, the glacial activity and the tidal period.

Most of the year, mainly from November to June-July, the Arctic seas are still covered by a layer of ice that ships cannot pass through without the help of icebreakers which is a good reason for not providing year-round shipping. Again, the process of ice melting reveals another problem that makes the route dangerous – the huge risks of a ship colliding with the drifting ice.

The timing of spring ice break-up is highly dependent on weather conditions, and in any given year, the timing can vary from one to two months, making it impossible to plan shipments.

However, the logistics system established in the Arctic zone of Russia is not geared to meet the needs of the industrial and social facilities that currently exist there.

Today, without a rich choice in alternatives, maritime transport is considered a more productive way of delivering goods, required for the transportation of industrial products and products for life support and livelihood of economic entities, while the maintenance of the icebreaking fleet is quite expensive.

In this context, ports in the Russian Far North are of particular strategic interest, as the entire burden of development in the region falls on them. There are currently eighteen major seaports in Russia in the Arctic zone.

The cargo turnover of Arctic ports is very heterogeneous. In 2020, almost 99 % of all cargo handled in Russian ports in the Arctic basin was handled from Murmansk to Dudinka, of which, 95,29 % of dry cargo and 99,94 % of liquid cargo were handled [1].

The main reason lies in the economic inefficiency of transporting cargo in the eastern direction.

Ports in the Russian North are only one of the main problematic links in the Arctic infrastructure. The Arctic Maritime Transport System (AMTS) must ensure sufficient navigability for ships as cargo flows increase, as outlined in Russia's Transport Strategy to 2030.

Modernisation of Arctic ports is an urgent issue and, of course, the surrounding areas need to be reliably provided with land communications to ensure uninterrupted service to traffic flows. The ports of Murmansk, Naryan-Mar, Dudinka, Dickson and Tiksi deserve special attention.

Another problem that should not be forgotten is the existing freight transportation tariff policy, which for the most part is considered ineffective by experts. Shipping via the Northern Sea Route should be more flexible and competitive than via the Suez Canal.

There is no doubt that with the development of the Northern Sea Route, which is the main domestic transport route offering delivery of oil, gas and also other natural resources from the Arctic to Europe and Asia, transport volumes will increase progressively.

Researchers have also noted other operational constraints, such as areas that do not allow large container ships to move. The problems of ensuring the safety of cargo transportation remain unresolved.

Strategic plans for the Arctic include the establishment of about ten search and rescue centres along the route, but these are still only projects and their number might not be sufficient to meet international safety standards [2]. And, of course all this will provide an opportunity to transfer logistical flows in Russia to the North and reduce the time and cost of delivering goods, thereby increasing transport flows.

At the same time, the development and exploitation of new deposits will require further development of the maritime transport system. The development of shipping traffic along the Northern Sea Route and the organization of year-round navigation will be accompanied by the construction of a modern icebreaking fleet.

The coordinated comprehensive solution of existing issues, the full use of logistics management methods will improve the transport provision of the Arctic zone of the Russian Federation, create conditions for the further development and exploitation of the richest Arctic natural resource deposits, improve the living standards of the population and create a reliable, environmentally safe, year-round maritime Euro-Asian transport route [3].

The development of the Northern Sea Route (NSR) is a strategically important area that will ensure year-round ship traffic in its western sector. The start of 2021 on the eastern route has been marked by great success. The Sovcomflot-owned gas carrier Christophe de Margerie completed its eastbound passage along the Northern Sea Route from the port of Sabetta and passed the Bering Strait on 16 January 2021 without an icebreaker. Thus, in the near future, Arc7 ice-class gas carriers, such as the Christophe de Margerie, will ensure year-round transportation of LNG along the Northern Sea Route on their own or with the help of icebreakers [4].

The creation of an integrated logistics system in the Arctic zone should be carried out within the framework of the national Programme aimed at a comprehensive solution of the tasks which are set in it.

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CONSTRUCTION OF CONSISTENCY MATRICES OF PAIRWISE COMPARISONS IN THE ANALYTIC HIERARCHY PROCESS

Abstract. When compiling matrices of pairwise comparisons of orders higher than the fourth or fifth in the Analytic Hierarchy Process, it is difficult to achieve consistency of judgments and, as a consequence, to obtain sufficiently consistent matrices for further calculations. Two ways of constructing matrices of pairwise comparisons that allow to solve this problem are described.

Keywords: matrix of pairwise comparisons, decision-making, vector of priorities, Analytic Hierarchy Process, judgements, comparisons, ratings, priorities.

ПОСТРОЕНИЕ СОГЛАСОВАННЫХ МАТРИЦ ПАРНЫХ СРАВНЕНИЙ В МЕТОДЕ АНАЛИЗА ИЕРАРХИЙ

Аннотация. При составлении матриц парных сравнений порядков выше третьего-четвертого в методе анализа иерархий отмечается сложность достижения согласованности суждений и, как следствие, получения для дальнейших вычислений достаточно согласованных матриц. В статье описываются два способа построения матриц парных сравнений, позволяющих решить эту проблему.

Ключевые слова: матрица парных сравнений, принятие решений, вектор приоритетов, метод анализа иерархий, суждения сравнения, оценки, приоритеты.

Making management decisions concerning logistics systems is usually conditioned by many factors. Finding a decision in such conditions becomes very difficult without the use of special methods that allow to analyze the influence of these factors, which are commonly referred to as criteria.

At present, the Analytic Hierarchy Process (AHP), developed by Saaty, is increasingly used in practice in carrying out multi-criteria choice. The method is described in [1-3] and is quite well known. The essence of the method consists in constructing a hierarchy that corresponds to the set task. Then the experts form matrices of pairwise comparisons for the alternatives in the levels of the constructed hierarchy, and then look for eigenvectors of these matrices $w_i = (w_{i1}, \dots, w_{in})$, corresponding to the maximum eigenvalues. When forming the matrix, it is reasonable to use the Fundamental Scale of Absolute Numbers (from 1 to 9) [2]. The obtained eigenvectors are used in the linear convolution, which leads to the resulting vector of priorities, that gives the key to making decisions of multicriteria choice. However, as practice has shown, when forming matrices of pairwise comparisons of the order above the fourth or fifth matrices are inconsistent (incompatible) in more than 90% of cases. The use of such matrices for decision making in AHP is incorrect. To determine the degree of matrix consistency, the consistency index (CI), calculated as $(\lambda_{\max} - n)/(n - 1)$, where $\lambda_{\max}$ is the maximum eigenvalue of the matrix, and n is the matrix order, is proposed in [1]. It is assumed that an acceptable value of the consistency index is not more than 10 %. If the CI exceeds appreciably the value of 0.1, it is recommended in [1]:

1) to find the most inconsistent judgment in the matrix of pairwise comparisons;

2) determine the range of values in which the numerical evaluation of the uncoordinated judgment must be located, so that it becomes coherent;

3) invite the expert who completed the matrix to revise the judgments to improve consistency. If he does not agree, the same procedure is conducted with the second, third, and so on uncoordinated judgments. If all judgments remain unchanged and the matrix is inconsistent, it is better to postpone the decision until there is a better understanding of the problem [3]. Such an approach can delay the process of building a consistent matrix and, as a consequence, the decision-making for an indefinite period.

There are two methods for the guaranteed construction of consistent matrices of pairwise comparisons. The first one was mentioned in [4] and described in detail in [5]. It is the following. The construction of matrices of pairwise comparisons begins with filling the first row and the first column, the elements of which are inter-inversed elements of the first row. The diagonal elements of the matrix are equal to 1, and the remaining elements are calculated using the well-known matrix consistency property: element $a_{im} = a_{il} a_{lm}$. Thus, the preferences appear in the first row and in the first column of the matrix, and the remaining elements of the matrices of pairwise comparisons will be necessary in order to calculate the final vector of priorities in the hierarchy and for decision-making. Elements of the first row, by which the entire matrix of pairwise comparisons is built, are called “basic” [5]. The consistency index in this case is zero, which indicates the suitability of the matrix for the subsequent decision-making (the matrix is ideal, since all three conditions for this are met: the matrix is diagonal, inverse-symmetric and the consistency condition $a_{im} = a_{il} a_{lm}$ is met). In this case the consistency index is zero. The eigenvector of such matrix is the rightmost column, i.e. there is no need to calculate it.

When constructing a matrix of pairwise comparisons by the second method, each of the criteria is assigned weights w_i from 1 to 9, corresponding to the expert’s preferences, in accordance with the Fundamental Scale of Absolute Numbers. Then the rows of the matrix of pairwise comparisons are filled in. Let us consider this process by an example. Let us build a 4×4 matrix for simplicity. The obtained result can be extended to matrices of any dimension. Let the expert assign the following weights:

$w_1 = 4$, $w_2 = 7$, $w_3 = 6$, $w_4 = 9$. Then there will be ones on the main diagonal, and, for example, element $a_{12} = w_1 / w_2 = 0.572$, and $a_{23} = w_2 / w_3 = 1.167$. The matrix of pairwise comparisons constructed in this way is presented in Table 1.

Table 1

Matrix of pairwise comparisons

		W_1	W_2	W_3	W_4
		4	7	6	9
W_1	4	1	0,572	0,667	0,444
W_2	7	1,75	1	1,167	0,778
W_3	6	1,5	0,857	1	0,667
W_4	9	2,25	1,286	1,5	1

In this case the matrix also turns out to be ideal, and all the reasoning concerning the calculation of the eigenvector, as in the first method, is applicable to it.

The variant of constructing matrices of pairwise comparisons proposed by Saaty allows one to form a consistent matrix of an order higher than the fourth in 2 – 3 % of cases. The proposed variants always allow constructing a consistent matrix of any dimensionality, which means equality of the maximum eigenvalue λ to the dimensionality of the matrix n , $CI = 0$ and significantly simplifies the search for the matrix eigenvector – the vector of priorities. The first of the proposed methods is substantiated in detail in [5]. Let us prove that there is a reciprocal relationship between the first and the second methods of matrix construction. If we can find the weights on the first row of the matrix, the relationship of the two methods will be proved. Therefore, we will be interested in the first row of the matrix with elements

$$a_{11} = w_1 / w_1, a_{12} = w_1 / w_2, a_{13} = w_1 / w_3, a_{14} = w_1 / w_4.$$

Accordingly, we can write down the required expressions for $w_2 = w_1 / a_{12}$, $w_3 = w_1 / a_{13}$, $w_4 = w_1 / a_{14}$. Four values of weights cannot be uniquely determined by the three equations, but since the values of w_i , according to the Fundamental Scale of Absolute Numbers introduced by Saaty, are in the range from 1 to 9, i. e. are whole numbers, we can write down the calculated values of w_2 , w_3 , w_4 for the values of w_1 from 1 to 9 (Table 2).

Table 2

Calculation of weights w_i

w_1	w_2	w_3	w_4
1	1,75	1,5	2,25
2	3,5	3	4,5
3	5,25	4,5	6,75
4	7	6	9
5	8,75	7,5	11,25
6	10,5	9	13,5
7	12,25	10,5	15,75
8	14	12	18
9	15,75	13,5	20,25

The whole numbers row will correspond to the initial values of the weights by which the matrix was constructed. Thus, there is a reciprocal relationship between the methods of constructing the consistent matrix of pairwise comparisons in two variants. We can consider these variants to be equally applicable. The construction of consistent matrices of pairwise comparisons of any dimensions in AHP becomes much easier. It is up to the researcher's choice which option to apply in practice.

All three variants of matrices construction have been tested in more than three hundred works of students, which was the basis for the accumulation of statistical material.

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ALTERNATIVE VIEW ON THE DEVELOPMENT OF ALTERNATIVE ENERGY

Abstract. This paper sets forth a position that is different from the generally accepted views in relation to the problem of global warming and the development of renewable energy sources.

Keywords: global warming, renewable energy, wood pellets, “bio-oil”, wood gasification.

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АЛЬТЕРНАТИВНЫЙ ВЗГЛЯД НА РАЗВИТИЕ АЛЬТЕРНАТИВНОЙ ЭНЕРГЕТИКИ

Аннотация. В работе излагается отличная от общепринятых представлений позиция по отношению к проблеме глобального потепления и развития возобновляемых источников энергии.

Ключевые слова: глобальное потепление, возобновляемая энергетика, pellets, «бионефть», газификация древесины.

In recent years, too much influence has been given to issues of climate change, global warming, energy development trends, in particular, renewable energy sources. This paper will present an alternative, albeit controversial point of view. In the end, everyone is entitled to their own opinion. Nevertheless, with some points hardly anyone will disagree.

Currently, the United States and the European Union are seeking to weaken their dependence on Russian energy resources: oil and, especially, natural gas. The fierce struggle against the completion of the construction of “Nord Stream 2” goes beyond all acceptable measures of decency [1].

Thus, the ideology of the transition to renewable fuels is being formed. It would be politically incorrect to say this directly. Therefore, the theory of global

warming and the influence of “greenhouse gases” on it is being strenuously imposed on the entire world population.

It should be noted that the very fact of warming, not cooling, has not been proven. The climatic cataclysms of 2021, when Texas practically “froze”, whose energy supply was largely based on renewable energy sources (wind, solar), proved that it is currently impossible to abandon traditional energy.

The role of carbon dioxide in the processes of climate change has also not been proven. Even if the entire volume of fossil fuels extracted on the earth turns into carbon dioxide, the increase in the mass of carbon dioxide will be less than 0,01 % of free carbon dioxide, which is already available in nature [1]. So the foundations of the Kyoto Protocol and the Paris Climate Agreement are very shaky.

It is generally accepted that burning wood waste does not harm the environment, since trees absorb carbon dioxide, which is converted into oxygen by photosynthesis. Therefore, biofuels are classified as environmentally neutral fuels. Based on this, many countries have adopted legislation to stimulate the production of wood pellets [2].

Pellet production was initially thought of as using sawdust and other small waste. But the amount of waste generated in several woodworking factories did not allow organizing economically efficient production.

In the production of pellets, wood is crushed and ground into wood dust. That is, energy is spent on the destruction of lumpy material, and then again energy is spent on creating a solid material. This is partly justified from a logistics standpoint. Pellets are denser than, for example, wood chips, and it is more profitable to transport them over long distances [3].

The demand for pellets in the EU countries, of course, depends on how the prospect of laying new Russian gas pipelines, including Nord Stream 2, will develop.

When planning the promotion of these products to the domestic market, one should not forget that the Russian authorities have declared their intention to carry out widespread gasification.

Methods of generating energy such as wind turbines, solar panels, tidal stations are more expensive and more difficult to maintain than traditional ones. The developers’ arguments are based on the same fight against global warming. The manufacture of these complex devices requires significant energy costs, and materials that are not environmentally correct are used. For example, chlorine or fluorine is required for the production of polycrystalline silicon needed for solar cells, and phosphorus is also used in the manufacture of solar cells. But large manufacturers of relevant equipment have passed laws through the European Parliament, according to which the members of the European Union are obliged to introduce this equipment in their own countries in order to fulfill the Paris Climate Agreement [1].

Another actively discussed direction in the development of renewable fuels is the production of “bio-oil”, which is obtained, as a rule, from vegetable oils. However, the production of alternative fuels from food can hardly be considered an acceptable solution to the problem, because according to the World Health Organization, 10 people die of hunger every minute in the world. In the coming 2022,

the population of many countries is likely to face real hunger, which is explained by the consequences of the pandemic and the global economic crisis. According to some reports, it was the use of vegetable oils for the production of “bio-oil” that led to an increase in food prices. At the same time, the share of “bio-oil” in the total balance of motor fuel consumption does not exceed 3 %, and the price is significantly higher.

Wood pyrolysis for the purpose of obtaining liquid fuel is not widely used on an industrial scale. As a rule, this ended at the stage of experimental laboratory research. Currently, the technology of the so-called “high-speed pyrolysis” is being promoted, but this concept is pseudoscientific and is a lure for illiterate investors.

In recent years, there has been a lot of talk about wood gasification. The wood chips gasification process is straightforward. The reactions occurring in this case (hydraulics, heat transfer, kinetics) are covered in many scientific publications. Inventing a “new” gas generator is no more productive than inventing a new cart wheel. The smart way is to calculate processes and design equipment based on already accumulated knowledge. But the creation of “our own” design has become a fashion for us or has turned into a way to attract clients. There are reports on the creation of a generator that feeds one or another engine with the gas it produces. But during gasification, liquid products of wood thermal decomposition are formed. They contain water, phenols, acids, ethers, methanol. What to do with all this? You can’t just pour it out. And it is not profitable to burn it – it will take no less amount of heat, something that the gas itself gives. Even with the most complete cleaning, acids still remain in the gas, so the engine that will run on it must be made of acid-resistant materials. The only worthwhile use for wood gasification products is to burn them in a boiler room without condensation. But then the question arises – is it not cheaper to reconstruct a boiler room for wood chips, for example, to turn its furnace into a furnace-generator, which was proposed half a century ago [3].

Over the past decades, a bad tradition has developed: Russian investors are looking for new equipment and technologies exclusively abroad. In Russia, there has really been a lag in scientific thought and especially its implementation during the period after the collapse of the scientific research institute system and the exsanguination of universities. But as foreign novelties, they often bring to Russia either frankly charlatan and weak developments or long-known ones created by domestic scientists in the second half of the last century. Unfortunately, many developments have not been brought to mass industrial implementation and foreign firms benefit from what they can show, offer and deliver ready-made samples.

In the context of the continuous expansion of the sanctions policy, which is being applied more and more actively by the United States and Europe, it is necessary to radically change the system of school and university education and reorient the industry towards the introduction of its own developments.

As a well-known character of Russian (Soviet) cinema said through the lips of the inimitable Pavel Luspekaev: “It’s a shame for the state”.

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DIGITAL TRANSFORMATION AND THE FUTURE OF PROCESS AUTOMATION

Abstract. Digital transformation is the first step in the transition from processes supported, managed and controlled by people to technologies where people move into second, third and other supporting roles. Process automation will also be influenced by these changes. It is not known how significant these changes will be, but all the existing processes will be affected.

Keywords: digital transformation, Industry 4.0, automation of the future, process automation, Advanced Process Control systems, smart manufacturing.

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ЦИФРОВАЯ ТРАНСФОРМАЦИЯ И БУДУЩЕЕ АВТОМАТИЗАЦИИ ТЕХНОЛОГИЧЕСКИХ ПРОЦЕССОВ

Аннотация. Цифровая трансформация – это первый шаг перехода от процессов, поддерживаемых, управляемых и контролируемых людьми, к технологиям, где люди переходят на вторые, третьи и другие вспомогательные роли. Автоматизация технологических процессов также будет затронута данными изменениями. Неизвестно, насколько они будут серьезными, однако все существующие процессы будут подвергнуты данным изменениям.

Ключевые слова: цифровая трансформация, Индустрия 4.0, автоматизация будущего, автоматизация технологических процессов, системы Advanced Process Control, умное производство.

To date, the current trend of automation and information technology development includes the creation of cyber-physical systems, cloud computing, the Internet of Things, which is associated with the idea of the Fourth Industrial Revolution, called Industry 4.0 technology [1].

It is important to note that, so far, all the definitions of Industry 4.0 have not been formulated precisely enough. At present, we can only definitely talk about digital transformation (Digitization) as the initial stage of the realization of Industry 4.0 ideas. The development will undoubtedly put all the concepts in their place and create a unified concept of the organization of the production process based on Industry 4.0 technologies.

At the same time, information technology (IT) emphasizes the interconnection and transparency of information for decentralized decision-making. They provide a completely new level of production organization – Smart Production, which includes innovative approaches to MES (Manufacturing Execution System) as well as ERP (Enterprise Resource Planning) systems.

The existing technical solutions in the field of automation of technological processes can be grouped into five key elements, the presence of each of which is important for the transformed enterprise:

- DCS (Distributed Control Systems) based solutions;
- APC systems (Advanced Process Control), optimization, management; information, visualization and simulation of processes;
- Ensuring reliable operation of equipment;
- Remote process support for customers;
- Ecosystem.

Distributed control systems are automated process control systems directly connected to sensors and control elements of equipment to monitor and control the operation of equipment. Such systems must necessarily provide a guaranteed response to the event (real-time operating systems).

Advanced Process Control systems are optimization systems, which allow one to control each process of the enterprise in real time, simulate the results of possible changes in the processes and help make decisions.

As a rule, the work of APC optimization packages is based on specialized measurements of quality indicators of products. Analyzers perform the task of these specialized measurements, in order to get complete information about the received product, it is sent for analysis to laboratories. However, such analysis can take up to half an hour, and until the end of the analysis, the expected result is not clear.

Ensuring reliability implies monitoring the condition of equipment and timely replacement of worn or broken parts. Such systems help to analyze, predict, plan and eliminate not only current problems, but also those that may arise in the future due to equipment wear-out. As a result, the company reduces the risk of sudden production cycle stoppages and, consequently, of lost profits.

Customer support is another significant element of digital transformation. Once new algorithms and equipment have been implemented in the enterprise, they need to be constantly maintained and improved. It is also necessary to train the company's staff to work with the newly implemented systems.

In addition, process support for customers involves remote support, data monitoring and analysis, and the access of process experts to the network.

The last element, the ecosystem, involves bringing together the chief players of the industry to work together in a single system. For example, an enterprise was united in a single system with its equipment and raw material suppliers. As a result, the warehouse system, when it detects a shortage of resources, autonomously makes an order to the supplier of raw materials.

Let us consider the ideas of digital transformation or as they say digitization which is associated with automation in industrial enterprises.

At present, a complex of different means is used for automation, starting from field sensors and actuators and ending with enterprise control systems. The pulp and paper mill circuit is as follows: The sensors installed in the paper machines receive information on the quality of the paper web and send it to the DCS. These systems process the received information and send commands to the actuators to control the existing process and maintain the required parameters.

The advantage of the existing automation systems is that it is the computer, not a human, that takes the momentary decisions. As a result, raw material costs, the number of web breaks, and the quality of the finished product and the productivity of the entire flow are significantly reduced at the enterprise.

Nevertheless, there are a few serious drawbacks as well:

1. First of all, the process is still monitored by a person. As a result, some part (in fact about half) of the equipment continues to work in manual mode because it is

more convenient for the operator. Consequently, the computer cannot fully control the process [2].

2. Also, an average of four shifts of operators work at the enterprise. Each shift adjusts the work of the flow in accordance with their ideas, which leads to the enterprise changing the way of production control four times a day.

It turns out that one of the biggest drawbacks of modern automation is that the process continues to be controlled by humans. Digital Transformation is aimed at correcting this state of affairs.

Ideally, digital transformation implies the introduction of an algorithm that independently manages and coordinates the work of an enterprise, company or group of companies as a whole. However, currently the development of technology does not allow this idea to be implemented. Although many companies that supply equipment and solutions already offer systems that can bring enterprises closer to the digital transformation.

Automation is expected to change dramatically in the future. The human factor may currently be one of the biggest challenges for a company.

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ANALYSE DER INTELLIGENTEN TECHNOLOGIE DER DATENSICHERHEITSSTEUERUNG „A-SGRC + SPRU“

Anmerkung. Als Entwicklung der Frage der Optimierung der intelligenten Technologien der Datensicherheitssteuerung der integrierten automatisierten Meeressysteme wurde eine Variante der Integration von Technologien und Systemen der Klassen a-SGRC und SPRU zwecks der Verbesserung der Steuerungsqualität durch die Ergänzung der Überwachungsprozedur, Visualisierung und Kontrolle von System-Indikatoren für die Steuerungsqualität betrachtet. Das ermöglicht den Übergang zum nahezu robotergesteuerten Modus der komplexen Sicherheitssteuerung. Es wurde auch ein grafisches Modell der Integration der vorgeschlagenen technologischen Lösung „a-SGRC + SPRU“ dargestellt.

Schlüsselwörter: Überwachung der Datensicherheit, Technologie; Sicherheitsadministrator; Verwaltung von Informationsvorfällen; Echtzeit-Skala; a-SGRC.

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ANALYSIS OF INTELLIGENT CONTROL TECHNOLOGY OF CYBER SECURITY “A-SGRC + SPRU”

Abstract. In order to elaborate the point of optimizing intelligent control technologies of cyber security of marine integrated automation systems the authors consider a variant of integrating a-SGRC and SPRU so as to improve control performance by supplementing the monitoring procedure, visualization and system quality index control. This will make it possible to switch to almost robotized integrated security management. A graphical model of the proposed integration is given.

Keywords: cyber security monitoring, technology, security manager, incident management, real-time scale, a-SGRC.

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АНАЛИЗ ИНТЕЛЛЕКТУАЛЬНОЙ ТЕХНОЛОГИИ УПРАВЛЕНИЯ ИБ «A-SGRC + СПРУ»

Аннотация. В развитие вопроса об оптимизации интеллектуальных технологий управления ИБ морских интегрированных автоматизированных систем рассмотрен вариант интеграции технологий и систем классов а-SGRC и СПРУ с целью повышение качества управления за счет дополнения процедуры мониторинга, визуализации и контроля системных показателей качества управления. Это позволит перейти практически к роботизированному режиму управления комплексной безопасностью. Приведена графическая модель интеграции предлагаемого технологического решения «а-SGRC+СПРУ».

Ключевые слова: мониторинг информационной безопасности, технология, администратор безопасности, управление информационными инцидентами, реальный масштаб времени, а-SGRC.

Als Entwicklung der in [1-3] behandelten Fragen wurde unserer Meinung nach eine der effektivsten Strukturen von Datensicherheitssteuerungssystemen für Verknüpfung mit dem Entscheidungs- und Steuerungsunterstützungssystem („SPRU“) ausgewählt [4-6].

Heutzutage sind etwa fünf wettbewerbsfähige Lösungen von verschiedenen Herstellern bekannt [7-8]. Unter ihnen, unserer Meinung nach, ist das interessanteste System der Gruppe der Unternehmen „Intelligente Sicherheit“ Security Vision auto-SGRC [9], in dem die Prozeduren des Verkehrsscannens, der Bedrohungsanalyse und der Reaktion auf die am meisten automatisiert sind.

Darüber hinaus umfasst Security Vision a-SGRC Verfahren der Risikobewertung, Compliance-Analyse und Einhaltung der gesetzlichen und internen Normen.

Allerdings ist die Aufgabe praktisch nicht in Echtzeit gelöst, mit Bildschirmformen überlastet und erfordert eine hohe Benutzerqualifikation.

Dieses Problem kann durch die Integration der intelligenten Technologien auto-SGRC und SPRU erfolgreich gelöst werden, was den Übergang praktisch zum Automatisierungs-/Robotisierungsmodus des Steuerungsprozesses der Informationssicherheit ermöglicht.

Dank der intuitiv verständlichen Benutzerschnittstelle von SPRU, die es ermöglicht, jedes Element des Systems in Echtzeit zu überwachen, wird diese Integration durch die Möglichkeit der Systemindikatorenanalyse des Systemadministrators einen Informationskomfort der Datenanalyse ermöglichen.

Darüber hinaus bietet die SPRU-Technologie dem Administrator Reaktionsvarianten in der Textform zu erhalten, was sowohl die Reaktionsgeschwindigkeit als auch die Identifizierung von Bedrohungen und deren Einführung in die Datenbank für die spätere Verwendung erhöht. Durch die Kombination dieser Systeme werden von der Erkennung bis zur Reaktion auf den Vorfall den Datensicherheitsadministrator nur „2...3 Klicks“ trennen. Es genügt, nur auf den Vorfallsektor zu klicken, in dem ein Kontextmenü aufrufen wird, in dem das System mehrere Lösungen zur Auswahl bietet.

Strukturelle Modell der Lösung ist in der Abb. 1 dargestellt.

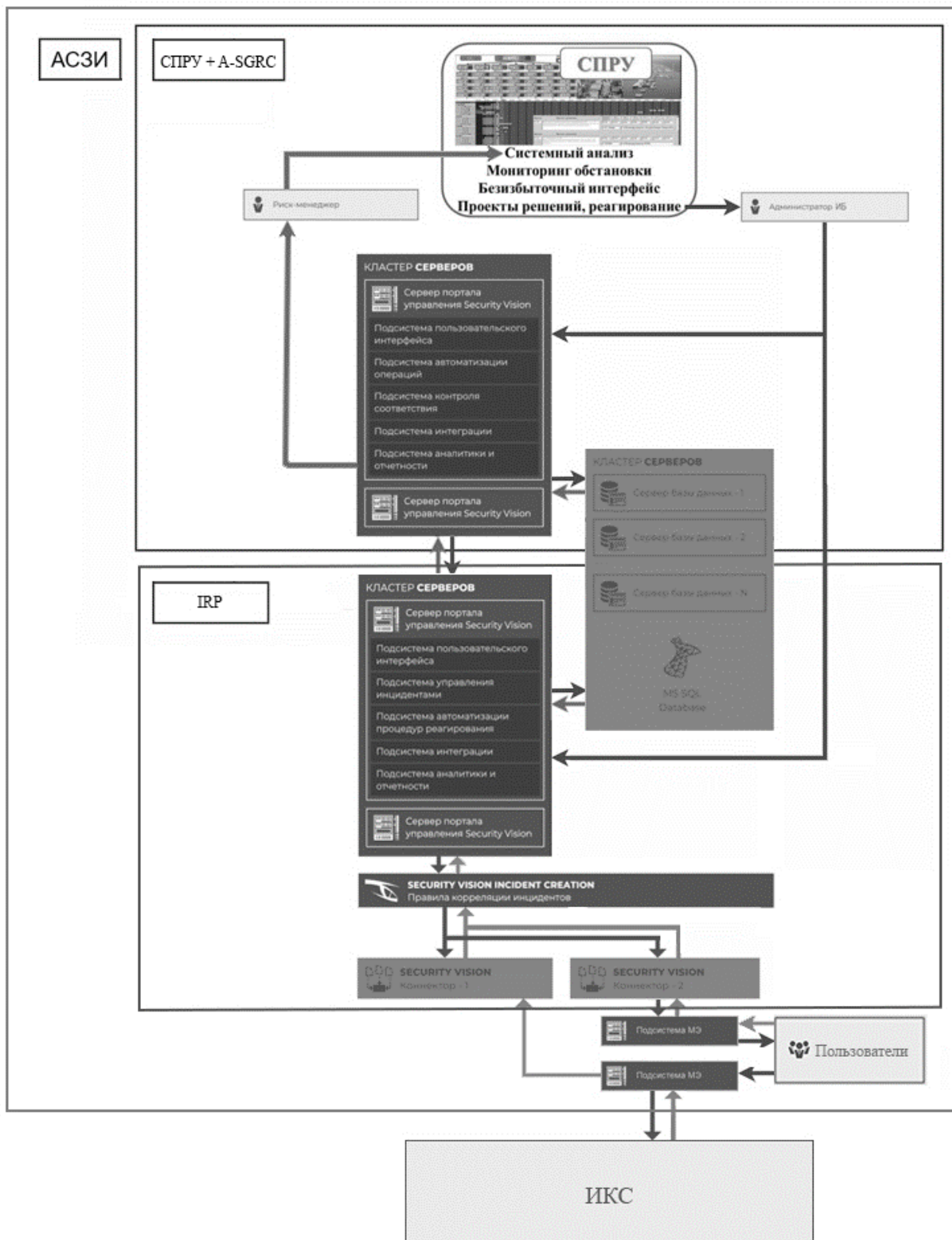


Abb. 1. Integrationsschema SPRU + a-SGRC

Anmerkung: СПРУ+a-SGRC – SPRU+a-SGRC; AC3I – Automatisches Datenschutzsystem; Системный анализ – Systemanalyse; Мониторинг обстановки – Situationsüberwachung; Безизбыточный интерфейс – nicht redundante Schnittstelle; Проекты решений – Lösungsentwürfen; Реагирование – Reaktion; Администратор ИБ – Datensicherheitsadministrator; Риск-менеджер – Risikomanager; Кластер серверов – Server-Cluster; Сервер портала управления Security Vision – Security Vision Management Portal Server; Подсистема пользовательского интерфейса – Benutzerschnittstellesubsystem; Подсистема автоматизации

операций – Operationsautomatisierungssystem; Подсистема контроля соответствия – Angemessenheitskontrollensystem; Подсистема интеграции – Integrationssystem; Подсистема аналитики и отчётности – Analyse- und Berichterstellungssystem; Сервер базы данных – Datenbankserver; Правила корреляции инцидентов – Vorfallkorrelationsregeln; Коннектор – Verbinder; Подсистема МЭ – Firewall-Subsystem; Пользователи – Benutzer; Подсистема управления инцидентами – Vorfallsteuerungssystem; Подсистема автоматизации процедур реагирования – Subsystem für die Automatisierung von Reaktionprozeduren.

Es ist zu bemerken, dass diese Integration auch die IRP-Security-Vision-Lösung verwendet, die über eine Toolreihe verfügt, die a-SGRC für die vollständige Vorfallsteuerung benötigt. Außerdem ermöglicht es a-SGRC, sich automatisch an die Änderungen im geschützten System anzupassen, wodurch Feedback zwischen ihnen entsteht.

Die genannten neuen Eigenschaften von Datensicherheitssteuerungssystem auf der Grundlage der Integration SPRU mit a-SGRC geben eine qualitative Verbesserung der wichtigsten Daten: Reale Zeitaufwandsmaß für die Entscheidung; die Begründung der notwendigen Maßnahmen; Datenverarbeitungsmodus; Berücksichtigung von Risiken sowie die Bequemlichkeit der Wahrnehmung der Situation beim informativen Gegenwirkung.

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**THE PROBLEMS OF IMPLEMENTING THE DISCIPLINE
“PHYSICAL EDUCATION” IN THE DISTANCE LEARNING
ENVIRONMENT OF HSTE SPbSUITD**

Abstract. The paper analyses specific character of distance learning for students in such a discipline as “Physical Education”.

Keywords: innovative approaches with the application of computer technologies in educational process, distance learning, physical training and sports, students, practical task, certification results.

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**ПРОБЛЕМЫ РЕАЛИЗАЦИИ ДИСЦИПЛИНЫ
«ФИЗИЧЕСКАЯ КУЛЬТУРА» В УСЛОВИЯХ ДИСТАНЦИОННОГО
ОБУЧЕНИЯ ВШТЭ СПБГУПТД**

Аннотация. В данной статье анализируется специфика обучения студентов по дисциплине «Физическая культура» в дистанционном формате, который появился в условиях пандемии.

Ключевые слова: инновационные подходы с применением компьютерных технологий в образовательном процессе, дистанционное обучение, физическая культура и спорт, студенты, практическое задание, результаты аттестации.

The trend towards globalisation of processes and phenomena is becoming increasingly important. This is also relevant to the field of physical education and sport. It is becoming evident that without the application of innovative approaches

using computer technology it is impossible to maintain a competitive level of performance of both teachers, coaching staff and managers of various sports organisations. It is important to bear in mind that the ability to use a personal computer is already an indispensable requirement of modern management culture.

The widespread use of information technologies defines qualitatively new opportunities in the organization of the educational process and, as a consequence, increases the efficiency of the educational process of a higher education institution as a whole.

At the same time, the information technology facilities available for Physical Education departments in many non-specialized higher education institutions in the Russian Federation are at a very low level; there are also frequent cases of irrational use of the existing computer equipment.

These problems became especially relevant with the issue of the Order of the Ministry of Science and Higher Education of the Russian Federation “On organisation of educational activities in organisations implementing educational programmes under the conditions of prevention of the new coronavirus infection in the Russian Federation” [1], all students and teachers were forced to completely change their usual mode and switch to distance learning. Obviously, such a situation turned out to be relevant for the Higher School of Technology and Energy of SPbSUITD (HSTE SPbSUITD) as well.

A characteristic feature of the discipline of Physical Education and Sport is that it is predominantly a “practical” discipline [2], which requires the fulfilment of a set of tasks in the respective academic course working programme. One of the problems, which arises, is the difficulty of fulfilling the requirements of the discipline in unsuitable places for example at home.

It is known that games and competitive components of training sessions provide for the development of communication skills, teamwork skills and ensure healthy competition. Also, sports games contribute not only to the development of physical qualities (endurance, speed, strength, stability), but also to the development of moral and psychological qualities, stress resistance, and volitional qualities (courage, determination, perseverance, responsibility, confidence in one’s abilities) [3]. If physical exercise can be done at home and sent in as a video, team games, e.g. volleyball, basketball, or just working with a ball are difficult to practice to the full extent.

Hence, the next problem is the increased workload on the teachers when checking the assignments completed by the students. The most prominent examples of this problem are the video reports that students send in as a proof that they have completed their assignments. Each report can be 3 to 15 minutes long, and teachers need to review each one in order to give an objective assessment of the student’s performance. Consequently, this takes much longer than it would in face-to-face classes. During the classes in the gym teachers can check students en masse, which reduces the time spent quite a lot.

It should also be noted that the organisation and full inclusion in the system was gradual and did not allow all students and teachers to access the system at once.

Some groups of students started their assignments with delay. This further increased the deadline for all the work required for the credit.

Another problem is the level of preparation of teachers for the transition to distance learning. It is necessary to fully provide all the teaching staff with necessary equipment as well as train them to work with new hardware and software. There are older teachers at the department who do not have all the opportunities to quickly transition to the new style of teaching. Many of them have little understanding of current digital technologies, and despite the various seminars to prepare them for distance learning, the speed of teachers' working in this mode remains minimal [4].

A culture of self-learning, constant updating and "building up" of professional skills is therefore of particular importance. Active inclusion of the teaching staff in a variety of activities and training programmes as part of their professional development contributes to achieving these objectives. [5] It is important that this process is supported by the HEI management, as it ultimately affects the ranking of the institution itself.

As it is indicated by the results of HSTE SPbSUITD assessment in general and within the discipline "Physical Education" in particular, during the period of distance learning, the percentage of students who got their credit decreased compared to face-to-face learning. Full-time students are used to the contact with and control of the teachers. It is necessary to introduce new work regulations in the educational process, for positive learning in the independent work of students [6].

It should be noted that in order to solve the identified problems it is also necessary to introduce information and communication technologies into the educational process, including software and technical tools, organizational, methodological and training support designed to improve the effectiveness and accessibility of the educational process.

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INTERDISCIPLINARY APPROACH IN TEACHING A FOREIGN LANGUAGE IN A NON-LINGUISTIC UNIVERSITY

Abstract. The article discusses different interpretations of the concept of interdisciplinary approach to teaching a foreign language for special purposes in a non-linguistic university. The experiments carried out in St. Petersburg Forest Technical University showed that interdisciplinary approach interpreted as the basis for intergroup activity motivates students to master their hard and soft skills in team working, taking decisions, being ready to be responsible for their part of work in a team, solving professional problems in a complex, mastering the social skills and communicative strategies of interaction.

Keywords: interdisciplinary approach, foreign language for special purposes, non-linguistic university.

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МЕЖДИСЦИПЛИНАРНЫЙ ПОДХОД В ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ В НЕЯЗЫКОВОМ УНИВЕРСИТЕТЕ

Аннотация. В статье обсуждаются различные толкования понятия «междисциплинарный подход» применительно к обучению иностранному языку для специальных целей в неязыковом вузе. Эксперименты, проведенные в Санкт-Петербургском Лесотехническом университете, показали, что междисциплинарный подход, интерпретируемый как основа для межгрупповой деятельности, мотивирует студентов к совершенствованию их профессиональных и социальных навыков в процессе работы в команде, принятия решений, подготовки к тому, чтобы нести ответственность за их часть работы в команде, комплексного решения профессиональных проблем, совершенствования социальных навыков и коммуникативных стратегий взаимодействия.

Ключевые слова: междисциплинарный подход, иностранный язык для специальных целей, неязыковой университет.

Nowadays the goal of university students training is considered to be twofold: 1) to become really competitive at the labour market they should master the competences which their future professional life will be based on and 2) the educational process is to become life-long.

This standpoint dramatically changed the set of approaches to university students training in all subjects including foreign language for special purposes.

Inevitable process of globalization involving more and more spheres of human activity has made foreign languages an integral part of most professional spheres where university education is a starting point of a successful career. Foreign language is no more just an instrument for reading specialized literature – it has become one of the key elements of professional and intercultural communication. An approach to students training is the basis of teaching students any subject, a foreign language for special purposes (FLSP) being one of them. It is the approach which determines the strategy of teaching and the methods used. That is why the most prominent as well as modern scientists in pedagogy and methodology [1, 2, 3, 4, 5, 6] have paid to it so much attention. The communicative approach – the best-known and the widest used current approach to language teaching – puts the student in the center of educational universe and hence makes it necessary to analyze his/her demands to teach the student to become highly competitive at the labour market. That is the reason why interdisciplinary approach is being widely introduced into the process of teaching

students different subjects including a foreign language for special purposes. To analyze the methods based on the approach it is necessary to clarify what the term “interdisciplinary” implies in education.

The Oxford advanced learner’s dictionary gives the following definition of the term: “involving different areas of knowledge or study” [7, p. 809]. This interpretation was the basis for the interdisciplinary approach elaborated in the 60s of the XX century. The first stage of its elaboration was the study of scientific sources in order to analyze the specifics of the texts and draw conclusions on their special features both from lexical and grammar points of view. The approach is still interpreted by many teachers of EFSP this way. The best known forms of interdisciplinary approach implementation in the course of FLSP are quasi-professional activity: method of projects, quest method, etc. The key idea is that students work on some problems or take part in some activity connected with the professional sphere they will be working in. Long time teaching experience shows that the most active participants of quasi-professional activity carried out in a foreign language are the students with high level of the foreign language. It is they who are totally involved in the process while students of limited foreign language proficiency are often excluded from the activity. According to students surveys another reason for low activity and motivation is the feeling of doing something educational rather than professional requiring an absolutely different degree of responsibility and cooperation. This kind of work is very hard to organize in situations when students have not so many academic “auditorium” hours with home studying prevailing.

Suppose we look at the idea of interdisciplinarity from a different point of view: the Random House Dictionary of the English Language, besides a definition similar to that of the Oxford advanced learner’s dictionary, explains “interdisciplinary” as involving two or more professions, technologies, departments or the like, as in business or industry. If one thinks of the definition applied to university education it will lead him/her to an idea of organizing intergroup work involving not only groups of one and the same specialty but also students from other specialties within one university or several universities training students for one and the same industry/business. It would be logic to demonstrate students that their future professional sphere is formed and functions due to the efforts of different specialists and that no professional problem can be solved by specialists in a single sphere without taking into account everything this problem is connected with. There is a paradox: in our universities: we have absolutely everything to introduce this kind of interdisciplinary approach but it is not done. This is due to two problems:

1. Lack of the unity of specialties content. The thing is that the list of competences which should be formed to get higher education in any sphere is the same in all universities. But the programs written on the basis of these competences are absolutely different. It can be explained by tough competition between universities but from logical point of view it makes no sense. A surgeon, for example, should be taught according to not even similar but the same principles, methods and with the help of the same educational materials written, discussed and agreed on by

all universities training surgeons. Only this way standards are formed and supported and only this way true interdisciplinary approach can be introduced.

2. Another problem which makes interdisciplinary approach unproductive is a gap between the methods of its introduction used and real professional life which it is to be aimed at. Then the question is: what skills can interdisciplinary programs develop which traditional programs cannot? The most obvious idea is that these programs can help to change students' vision of professional problems: they can learn to solve professional problems in a complex, master the social skills and communicative strategies of interaction.

A good example of successful introduction of the interdisciplinary approach into university curriculum is InnoEvent organized in universities for students' teams to solve the real problems of the real companies in a very short period of time – one week only. In St. Petersburg Forest Technical University an attempt was made to introduce the Innoevent principles into the process of teaching English for special purposes. The idea was to make students from different institutes (the former faculties) work on some joint tasks thus showing them that they would work in one and the same sphere – forest industry. The first task concerned the park of the university. All in all 48 students took part in the first stage. At this stage students from a group of future managers were suggested an idea to carry out the university park marketing. The task was to think about the ways how the park could be promoted as an object of recreation. Then the students' suggestions were given to the students of two specialties the students of which are trained at the university – landscape architecture and forestry. There is no need to say that at all the three specialties different approaches are fostered: managers consider any object as a potential source of getting profit while future foresters and landscape architects comprehend the idea of the park use first of all from ecological and aesthetic points of view respectively. It is very important to stress that at the first experiment stage most part of the students wrote rather a composition on the topic. That was why, for example, 5 students from 17 in managers group suggested that building a metro station could be a good idea for the territory development and the students from forestry and landscape architecture groups responded to the idea in a standard way writing that metro station construction would be “very bad” for the park. Despite the expected formality of the answers given by the students, higher involvement of all students in carrying out the work was noticed if compared with their usual activity level. Having been warned that their works would be analyzed by the students of two other groups, students asked to check their works, did their best to make no grammar mistakes and actively used dictionaries to find the words they needed. Less active students numbered about 15 % (7 students).

Another project which is now at its initial stage is the creation of the university park flora catalogue in English. The key idea is to promote the university, acquaint students with the rich flora of the park and make students participating in the project work in a team on professional tasks. As far as it is now only a pilot project, a decision was taken to draw, make photos and write professional description of the most valuable and beautiful species. All of the species chosen will be marked on the

university park map. The catalogue is to include historical information. At present the group carrying out the project includes 2 students from forestry department, 3 students from the department of landscape architecture, 2 students from IT department. Their work will be assisted by teachers from the departments of botany, foreign languages and IT.

The experiment carried out at St. Petersburg Forest technical university is an initial attempt to introduce interdisciplinary approach in the process of teaching a foreign language for special purposes but some preliminary conclusions can be made:

1. The suggested variation of interdisciplinary approach introduction into educational process gives students an opportunity to master the skills which will be an integral part of their future professional life – ability to cooperate with different specialists working in the same industry; skills in team working, taking decisions, being ready to be responsible for their part of work in a team, solving professional problems in a complex, mastering the social skills and communicative strategies of interaction.

2. Sharing a task with the students from other groups being trained in one and the same specialty as well as different specialties makes all students participating more active and motivates them to work harder.

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INTERNATIONAL ACTIVITY OF THE DEPARTMENT OF FOREIGN LANGUAGES THROUGH THE EXAMPLE OF PARTICIPATION IN THE RUSSIAN-FINNISH EDUCATIONAL PROJECT

Abstract. This article examines the experience of intercultural communication between the students from HSTE (Saint Petersburg) and XAMK (Kotka), who specialize in heat power engineering. The authors describe the goals, objectives, stages and reporting forms developed for the project implementation, as well as the facilities necessary for creating presentations, video editing tools, etc. Eventually, seven video presentations were created, and a survey was conducted in order to analyze the level of intercultural awareness among the students and evaluate their experience of participation in such a project.

Keywords: international activity, cross-cultural competence, cross-cultural communication, non-linguistic university, project activities.

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МЕЖДУНАРОДНАЯ ДЕЯТЕЛЬНОСТЬ КАФЕДРЫ ИНОСТРАННЫХ ЯЗЫКОВ НА ПРИМЕРЕ УЧАСТИЯ В РОССИЙСКО-ФИНСКОМ ОБРАЗОВАТЕЛЬНОМ ПРОЕКТЕ

Аннотация. В работе рассмотрен пример осуществления межкультурной коммуникации студентов, обучающихся по направлению подготовки «Промышленная теплоэнергетика», с университетом прикладных наук Юго-Восточной Финляндии ХАМК. Авторами описаны цели, задачи и этапы реализации проекта международного сотрудничества, созданы формы отчетности для студентов, изучены материалы по созданию презентаций и видеомонтажу, различные интернет сервисы и другое. В итоге межкультурной коммуникации и совместной деятельности было создано семь презентаций, проведено анонимное анкетирование студентов с целью исследования уровня сформированности межкультурной коммуникации у них и личной оценке опыта участия в подобном проекте.

Ключевые слова: международная деятельность, межкультурная компетенция, межкультурная коммуникация, неязыковой вуз, проектная деятельность.

1. Why international activity is essential

The development of international activity at the Higher School of Technology and Energy is particularly relevant, as it is aimed at improving the quality of students' education, as well as the ranking of the university as a whole.

The development of international activities is greatly influenced by cross-cultural communication, which contributes to solving the problem of “fostering tolerance towards foreign cultures, awakening interest and respect for them, overcoming the sense of irritation due to the excessiveness, insufficiency or simply dissimilarity of other cultures” [1, p. 11].

The Department of Foreign Languages of the HSTE has repeatedly attempted to develop students' cross-cultural competence in the course of foreign language teaching. Every year the department hosts the Interuniversity Research and Practice Conference with International Participation “Dialogue of Cultures” which offers an opportunity for students from the leading universities of St. Petersburg and Boston University to give their presentations in English. One of the aims of this conference is to develop individuals who are ready for the interaction with the representatives of other countries. It should be noted that students enjoy making presentations and writing articles in English, they feel they belong to the global scientific community, they have an opportunity to share their knowledge and exchange experience.

Participation in international activities is also vital within the framework of competence-based approach to education and the requirements for training modern professionals formulated by FSES of Higher Education. According to FSES, the teachers' task is not only to develop students' general cultural and professional competences, but also the competences that are related directly to the subject area and associated with the ability to demonstrate this knowledge in a foreign language as well.

Owing to the cooperation with an educational community from a different country, students can develop self-control and self-determination, and what is more, intercultural competence. The student acts as an agent of intercultural communication, takes an active position, accomplishes his/her personal and educational goals. The basis for the formation of intercultural competence is the experience of intercultural activity and communication between the representatives of different cultures, whereby personal qualities are fostered, knowledge is acquired and skills are developed.

In the course of international communication students make an appeal not only to their disciplinary knowledge, but also learn how to conduct an intercultural dialogue and resolve controversial situations on the basis of mutual understanding and respect for the representatives of another culture.

2. Project start

The teachers of the Department of Foreign Languages M. A. Vasilyeva, K. A. Sechina, T. S. Sharapa set the following tasks:

- establishing contacts with colleagues from XAMK University and drafting a joint cooperation agreement;
- signing an order to organise the department's international activities and the possibility of carrying out these activities;
- development, analysis and implementation of proposals for improving the conditions for the realization of international relations;
- organization of work with the students aimed at international communication;
- elaboration of reporting forms, stages, goals and tasks and performance records; selection of facilities necessary for students and teachers' communication;
- correspondence with teachers from XAMK University, providing feedback to students.

3. Information about the project

After settling organizational issues, a separate community was created in VKontakte. This social network was chosen for several reasons. Firstly, it allows students from Finland to register easily and for free; secondly, it has a convenient interface for teamwork; thirdly, it makes it possible to add links, audio files and video materials, documents easily, in addition, it offers facilities for creating chats and conducting audio- and -video conferences.

The aims and objectives of the project included:

- creating conditions for international communication and exchange of primary professional knowledge between the students;

- developing teamwork skills;
- nurturing a tolerant attitude towards social and cultural differences;
- upgrading students' presentation skills.

This non-profit project was targeted at students specialising in heat power engineering and lasted throughout the autumn semester, 2020-2021. A total of sixty-five people were involved: four teachers (one teacher from Finland, three teachers from Russia) and sixty-one students (thirty students from Russia and thirty-one students from Finland).

The video presentation project was divided into several stages:

Stage 1 – “Getting acquainted, choosing the topic”.

All the participants were divided into seven groups with an equal number of Russian and Finnish students, after that chats were created for every group, tutors included. The groups were invited to videoconference in order to get acquainted and choose a topic for future work. Further, the participants posted the minutes of the meetings in a special topic on the discussion board in VK.

Stage 2 – “Working out a plan”.

In order to create a plan of the future video project, students were asked to “break down” the main topic into points so that each group member could choose the aspect s/he would work on. The reporting form represented a joint plan with a brief description and justification of each point.

Stage 3 – “Creating a scenario”.

According to the plan, each group compiled the text of the video presentation script using the Google Docs service, after which the finished text was checked in the plagiarism checker system of XAMK. The reporting form was the text of the script posted in the corresponding topic.

Stage 4 – “Making a final presentation”.

At the preparation stage each participant recorded his/her own video fragment, then the fragments were assembled into the finished video canvas.

Eventually, students created video presentations on the following topics: “Advantages and disadvantages of nuclear power production”, “Advantages and disadvantages of fossil and renewable energy”, “New and less obvious energy sources”, “The injuries at the production in heat and power engineering”, “The influence of harmful emissions on humans and the environment”, “Heat and power problems related to irrational use of resources”, “The role of pulp and paper industry in renewable energy”.

At each stage, participants received a number of instructions and feedback in the form of comments from the tutors.

4. The results of the project

All the groups submitted video presentations before the deadline. Nevertheless, only one group succeeded in making a structured video that corresponded to the stated topic, with each point of the plan consistently elaborated.

In general, students in different groups communicated quite actively and developed plans that formed the basis of the presentations.

However, in two groups the chatting was less successful: in one group, the students from Finland were quite reluctant; nevertheless, each participant completed his/her part of the work on time. The individual fragments of the final video were generally informative and elaborate, but the whole presentation was incoherent and unstructured, which can be explained by the lack of proper interaction. In another group the situation was quite the opposite: students from Finland were more active, the finished work was handed in on time by all the participants, but the final video was incoherent.

The group studying the impact of harmful emissions on the environment was the most consistent and thoughtful, probably because the main concept of the video was proposed and successfully implemented by Finnish students.

When assessing the presentation skills, we considered several key components: 1) oral activity (speech clarity and tempo, intonation, literacy); 2) textual component (the arrangement of the text on a slide, articulation of key ideas); 3) visual component (the wholeness of the visuals, inclusion of a video with the author making the presentation).

The speech of Finnish students was generally clearer, slower and better intonated, though in some cases the accent was noticeable. In terms of using text on the slides, some Russian students had difficulty in formulating central ideas, instead they included too much text, which was read out; in this regard students from Finland were more competent. It should be noted, that some Finnish participants included a box with their image in the video presentation. In general, the visual component depended on the editing tools selected to create the presentation.

5. General conclusions

In order to analyse the effectiveness of the project, we conducted a survey among the Russian-speaking participants. The questionnaire included fourteen questions aimed at assessing both the success of the intercultural communication within the project and the students' attitude to the project as a whole.

The results showed that only 36 % of the respondents define intercultural competence as "personal qualities which include a complex of intercultural knowledge, skills and characteristics that reflect his/her readiness for professional communication"; 44 % of the respondents put the focus on the communicative aspect and describe intercultural competence as "the ability to communicate successfully with the representatives of other cultures" and 20% define it as a respectful attitude towards other cultures.

At the same time, when assessing the components of successful intercultural communication the majority of the respondents (62 %) accentuate the axiological aspect (standards, values and behavior of representatives of another culture), 46% mentioned the linguistic component (knowledge of the language of the representatives of a different culture), and 42 % considered empathy and tolerance towards representatives of another culture important.

This shows the relevance of international activities for the universities, as it develops students' understanding of the need to be not only qualified specialists in

their own region, but also to be aware of the latest developments at the international level.

It is worth noting that only 50 % considered cooperation with Finnish students successful, with 65 % of the respondents indicating insufficient knowledge of English as a barrier to communication, the rest indicating lack of motivation, insufficient knowledge of the future profession and the culture of another country. Certainly, such results can be explained by the absence of international projects as such (except for the ones initiated by the teachers themselves) and consequently, by the insufficient experience in international communication.

As a result, 46 % of respondents interacted only with their compatriots, while only 31 % were actively involved in the project and 23 % were not interested in other participants.

Importantly, 65 % of the students questioned noted the relevance of this kind of activity in today's educational environment and found it interesting, 39 % would like to participate in this kind of activity more often, and 27 % recognize the need for international projects in education. It is rather embarrassing, that 34% indicated they did not need such projects, thus they did not appreciate the importance of gaining the experience of cross-cultural communication with students from Finland, this probably indicates the development of increased isolationism due to recent events.

Speaking about the role of the teachers in the project, 73 % of the students considered support and advice important, 23 % needed supervision and evaluation at every stage.

When analyzing the effectiveness of intercultural interaction between students from Russia and Finland, we should also take into account age-related, psychological and social differences. Since the concept of lifelong learning plays an important role in Finland as well as other EU countries, the age of full-time students can vary from 18 to 50 years and above. A large proportion of students are mature adults with a full-time job, family and education. The choice of future profession for this category is conscious, motivated and purposeful.

In Russia, the age of full-time university students is usually no more than 23-24, and many of them make their choice of profession under the influence of their environment; some are interested in higher education in general.

The most successful projects were those in which the older Finnish students participated: they often initiated communication in chats and had sufficient motivation and experience.

When assessing presentation skills, we should note that they were less formed among Russian students.

Thus, the outcome of the work done shows the necessity of developing an international cooperation program with XAMK University and emphasizes the importance of active participation of the Foreign Languages Department in the context of isolation, with no possibility to cross borders due to restrictions, etc. The results of the survey and the conclusions concerning the students' work throughout the project indicate insufficient experience in cross-cultural communication among the students of HSTE, different levels of formation of intercultural competence with

the focus only on communicative aspect, lack of effective presentation skills, age-related, psychological and social differences of the participating students due to different approaches to education in Russia and Finland.

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**FORMS OF EXTRACURRICULAR WORK OF AUMPP
LECTURERS AND STUDENTS IN SPHERE
OF CULTURAL AND EDUCATIONAL LEISURE**

Abstract. The article presents some forms of extracurricular work of AUMPP lecturers and students considered as parts of a single startup project which meets important social, cultural, historical and educational tasks in the field of leisure and tourism.

Key words: leisure, tourism, historical and cultural heritage, cultural values, educational process.

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ФОРМЫ ВНЕКЛАССНОЙ РАБОТЫ ПРЕПОДАВАТЕЛЕЙ И СТУДЕНТОВ СПб ГБПОУ «АУГСГиП» В СФЕРЕ КУЛЬТУРНОГО И ОБРАЗОВАТЕЛЬНОГО ДОСУГА

Аннотация. В статье представлены формы внеклассной работы преподавателей и студентов СПб ГБПОУ «АУГСГиП», которые могут рассматриваться как части единого проекта, отвечающего важным социальным, культурным, историческим и образовательным целям в сфере досуга и туризма.

Ключевые слова: досуг, туризм, историческое и культурное наследие, культурные ценности, образовательный процесс.

A difficult period of pandemics fortunately comes to an end. It's good anyway because now we can combine our lessons in live and distant formats. Moreover, we can start practicing some extracurricular forms of work by our lecturers and students in the sphere of cultural and educational leisure, especially those who study in tourism specialty.

Holding face-to-face meetings, online broadcasts and video conferences in libraries of St Petersburg promote librarians' work a lot as well as AUMPP students' and lecturers' activities being a good opportunity of real practice for students through forms of extracurricular work in the field of tourism.

The structure of activities. The program includes lectures on local history, devoted to Russian regions, virtual excursions, theme online meetings and consultations with library staff, specialists in the field of tourism, as well as holding special seminars, conferences and exhibitions.

All those activities promote many-sided covering of *actual topics* in the field of cultural heritage with using multimedia formats.

Goals and tasks:

- increasing cultural and educational services' quality, variety and effectiveness;
- providing Saint Petersburg cultural events availability for different social groups;
- involving children, young people, people of old age and disabled people in social and cultural activities;
- making the right conditions for improving cultural and leisure services for citizens, developing material and technical support in recreation and leisure sphere;
- demanding cultural and educational events;
- developing forms of social services in the field of culture;

- strengthening Saint Petersburg image as a cultural capital of Russia – a big modern city with a high cultural level.

Social meaning and practical value. Proposed activities contribute to the following:

1. Saving Russian and St Petersburg cultural and historical heritage in cultural sphere.
2. Promoting Saint Petersburg cultural achievements among the population of our city, country and abroad.
3. Showing the variety of creative processes.
4. Increasing of cultural heritage objects' educational meaning.

Cultural heritage based on generations' continuity can be considered as a sort of economic and social fund. On a par with natural resources it makes the basis for national self-respect and recognition our country with the world community.

Postindustrial civilization realized the highest capacity of cultural heritage, the necessity of its saving and effective using as one of the most important resources of world economy. Accumulation and saving cultural values can be considered as a basis of civilization development. Loss of cultural values is irreplaceable and irreversible. All losings in this sphere influence much the life of current and future generations, cause spiritual poverty and gaps in historical memory.

Saint Petersburg cultural area brings unique spiritual, intellectual and life experience, proposes quality education, the variety of cultural life forms and conditions for realization of creative capacity as well as provides conditions for social oriented economy.

Our activities based on *Federal Law* (from 9/03/2021) “On Basis of Tourist Activities in Russian Federation” accepted by the Government on 17/02/2021 [1], National Project “Culture” [2], National Project “Education” [3], National Project “Tourism and Industry of Hospitality” [4].

Work on potential tourists' leisure organization and those who have any restrictions to digital environment held by lecturers and students of Saint Petersburg AUMPP implements very important *social tasks*. *The main form of activities* is creating programs on esthetical, ethical and patriotic young people upbringing, leisure organizing, saving and developing historical and cultural heritage.

In the process of preparing such meetings lecturers note increasing students' interest to history, culture and national languages learning. It is closely connected with participating in city cultural events devoted to the Day of Russia, National Unity Day, Day of Slavic Writing and Culture and other important State holidays.

Connection with educational process. Proposed events *meet the tasks of practical training in tourism* considering AUMPP as an educational institution implementing training programs for specialists of appropriate qualification.

Preparing and holding events by students of AUMPP promotes the formation of a system of general, specific and personal competencies of future specialists who have enough theory basis and practical skills. This will increase their demand on contemporary labor market and provide the variety of forms of their future

professional implementation. Among possible directions we may point a lecturer's job, a scientific worker's, an expert's and an analyst's jobs, a job of a state and municipal employee, a job of a creative worker in mass media and public relationship, a job of a specialist in historical, cultural and educational tourism and a job of a specialist in tour operator and travel agency services.

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UNECON THEATRON – APPLICATION OF NEW DIGITAL TECHNOLOGIES IN LEARNING ENGLISH

Abstract. Many students felt lonely having started distant learning. One of the vital communication methods for them is usage of social networks nowadays. At our academic department we have set up a video hosting YouTube channel and an Instagram channel later on.

Keywords: distant education, YouTube channel, motivational video, Instagram, formation of personality, communication.

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UNECON THEATRON – ПРИМЕНЕНИЕ НОВЫХ ЦИФРОВЫХ ТЕХНОЛОГИЙ В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ

Аннотация. Многие студенты чувствовали себя одиноко, начав дистанционное обучение. Одним из важных способов коммуникации для них стало использование социальных сетей. На нашей кафедре мы решили запустить YouTube и Инстаграм каналы для размещения видеороликов студентов.

Ключевые слова: дистанционное обучение, YouTube канал, мотивационные видео, Инстаграм, формирование личностных качеств, коммуникация.

Nowadays the Internet is an integral part of a modern person. Thanks to it young people have been acquiring a number of skills vital for their future specializations. They learn to work in different search engines, they are able to cope with large amounts of data, and they can easily negotiate without physical ability to see or hear a partner. One cannot underestimate the role of the Internet in our lives. It is the place to get acquainted with new friends, find a job, both sell and buy and even meet your future spouse.

Taking into consideration the importance of such a social communication a modern teacher should be capable of using digital workplace to keep up with the times, be interesting to his or her students, and even manage these processes. What is more? A modern specialist should also teach the audience skills to be required by students' future employers. In our opinion, these skills should be worked out already at school as well as at universities and colleagues.

Creative agency "We Are Social" and social network management platform "Hootsuite" annually publish "Global Digital" report. It shows data and changes of the digital world.

According to their statistics at the beginning of February 2021 almost half a billion of new users were registered on social networks. 1,3 billion years were lost on the Internet last year; trillions of dollars were spent online [1].

A common user of the Internet spends there about 7 hours per day, that is 48 hours per week, and that is 48 % of our waking hours. We are online approximately the same time as we sleep. These are spectacular numbers! Schoolchildren and students do the same and even more.

The task of a teacher is to make smart use of the time spent on the Internet. The main reason for such great love to the Internet is data search. On the second place is communication with families, colleagues, friends.... News headlines are on the third position. This year social network search is the most popular. About 45 % of respondents inform that they use networks to buy something, find information about products and services. Knowing that it is easy to penetrate into students' world having appealed them to the same social networks use.

In March 2020 all Russian universities had to switch to either blended or distant education. St Petersburg State University of Economics was not an exception. We had a favor though as Moodle as a platform had already been properly applied. From the technical point of view we had no problems. But it was vital for us to proceed with dynamic and interactive English lessons as we have always done before. Also the majority of our students were all over Russia, connecting to our lessons from home and feeling lonely. We wanted them to feel as an integral part of the UNECON community.

Another key task was to assist our students in mastering new digital technologies which would be necessary to them in pursuing their future career.

Taking the virtualization of the modern society for granted [2], we made up a decision to launch YouTube channel of our Foreign languages academic department. According to statistics, social nets have become a reliable and popular source of communication of the youngsters with their friends, relatives, acquaintances [3].

Unecon Hackathon Youtube channel was warmly welcomed by our students and now we have over 9000 viewers.

We have divided our Youtube creative material into several playlists related to our teaching programme:

1. Motivational videos (Travel, Cross-cultural communication, Leadership and so on).
2. Culinary videos (Cultures and traditions, national cuisines).

3. Performances (working in groups, i.e. Zoom multicultural project team meeting).

4. Fairy heroes (success or failure stories by words of fairy heroes such as Rapunzel, Pinocchio, Cinderella etc.).

5. StandUp.

6. City video tours.

7. Reading poetry in English.

8. S2S (Students to students) sharing experience (how to start your own business, how to succeed in a job-interview, how to start trading, how to begin investing with the help of Tinkoff bank investments platform etc.).

9. Sketches (for example, bad or good job-interview).

10. Comedy videos (students on distant education, bright stereotypes).

11. Easy Grammar.

12. Teachers master classes.

Among the core tasks of such activities are:

- psychological assistance to public speaking,
- personal brand and image development,
- video editing skills,
- creative and design thinking development,
- English intonation practicing,
- nonverbal training.

Since January 2021 we have had our Instagram channel with posts divided into several categories such as: Informative (grammar and vocabulary, idioms, office jargon etc), Entertaining (quizzes, jokes), Personal (informal information on English teachers biography, hobbies and interests, interview with teachers), Advertising (update on events, conferences, seminars master classes), Coaching (time-management, overcoming crisis and panic at checkpoints period, 6 hats method of Edward de Bono, procrastination, comfort zones etc.).

Taking into account that the Internet now is a unique digital communication instrument and part of global community [4], we will definitely continue our both projects Instagram and Youtube coming back to the University classrooms.

New era forces us to accept new rules. On the one hand, communication became easier: it is possible to solve all issues via direct message, on the other hand, for successful business promotion people need new knowledge, new work conditions, new skills. Acquiring them by our student is our preliminary task. Digitalization helps us a lot in this process.

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A SUBJECT TEACHER’S TOLERANCE FOR STRESS AND CONFLICT

Abstract. This article considers tolerance for stress and tolerance for conflict as qualities which are necessary both for doing successful teaching activities and developing psychological preparedness for teaching activities.

Keywords: pedagogical activities, pedagogical situation, tolerance for stress, tolerance for conflict, psychological preparedness for teaching activities.

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СТРЕССОУСТОЙЧИВОСТЬ И КОНФЛИКТООУСТОЙЧИВОСТЬ УЧИТЕЛЯ-ПРЕДМЕТНИКА

Аннотация. Статья посвящена рассмотрению стрессоустойчивости и конфликтоустойчивости как важных качеств педагога-предметника, необходимых для успешного осуществления педагогической деятельности и во многом обуславливающих психологическую готовность для осуществления этой деятельности.

Ключевые слова: педагогическая деятельность, педагогическая ситуация, стрессоустойчивость, конфликтоустойчивость, психологическая готовность к педагогической деятельности.

Successful pedagogical activities are largely the result of the availability of psychological preparedness for teaching activities. Psychological preparedness for pedagogical activities, in other words, is one of the essential conditions for implementing these activities.

Psychological preparedness for pedagogical activities is carried out in the phase of academic and education training during the acquisition of the basics of initial experiences in a selected pedagogical profession and teaching career development [1, p. 9].

Tolerance for stress and tolerance for conflict are important professional qualities for subject teachers working at secondary schools. They belong to the integral elements of the psychological preparedness for pedagogical activities.

Pedagogical activities are directly linked with a variety of emotional states resulted from different reasons including various disagreements, debates and clashes. Therefore, teachers and educators have to be able to cope with stress, regulate and resolve conflicts.

According to L. S. Vygotsky, a perfectly organized education is only available in a perfectly created social environment. Humans' spiritual lives are full of struggle between expectations and reality and, having normal behavior, they live in a permanent conflict between themselves and the environment; and, in so doing, the productive work on human education in a socially useful direction is determined by sublimation, which is transformation and implementation of human aspirations and desires [2, pp. 232-241].

In essence, the existing models of teaching and learning foreign languages positioning speculatively organized pedagogical environments are of ideal vision. Violations of the rules of conduct in class and outside of class (e.g., being unprepared for classes, demonstrating a lack of work, doing no homework, missing classes, deliberately being late for classes, making attempts to disrupt classes and making

unfounded complaints about school teachers) and different reasons objectively hindering successful learning (for example, laziness, unwillingness to learn, striving to get a desired grade for an unfulfilled or poorly performed work) are not taken into consideration in such models.

Meanwhile, almost all foreign language teachers fell into different stressful and conflict situations linked with the implementation of their professional activities resulting from the aforementioned circumstances (we will gladly accept any reasoned objections to this statement!).

The effectiveness of current teaching and learning foreign languages is determined not only on the basis of the views of linguistics, pedagogy, methods of teaching foreign languages and linguodidactics, the corresponding approaches and learning conditions, first of all, teaching for effective communication, but also on the basis of the provisions of general and educational psychology, psychology of communication, psychology of teaching foreign languages and conflictology. The contradiction between the achieved level of development of knowledge, skills, abilities, the system of motives and the types of human connection with the environment is the driving force of the child's mental development. The development of a child is carried out from involuntary, impulsivity, situational behavioral responses and behavior in general towards its arbitrariness and controllability, and the growth of a critical attitude towards oneself in children is carried out gradually [3, pp. 15, 18].

Students learning in the same group can be different. They can be characterized by having different body of knowledge and skills and also psychological prerequisites for learning or psychological preparedness for school which is the necessary degree of mental development for mastering the educational program in a peer group. The structural elements of psychological preparedness for school are characteristics of effective learning such as motivation for learning, imaginative thinking, ability to accept learning tasks, graphic skill, introductory skills (elementary speech and learning skills and abilities), arbitrariness of activity regulation (in conditions of step-by-step teacher's instructions), learning ability (receptivity to the support in learning and training) [4, pp. 15-17].

In the conditions of current school situation foreign language teachers have different employment conditions. Secondary schools differ in terms of their status, traditions, achievements and reputation. A personal classroom can be assigned to a teacher, but he or she can also work in different classrooms (and not only in language classrooms). Language classrooms can differ both in terms of ergonomics and equipment including furniture, equipment and teaching aids).

There is a problem of decreasing the social and professional status of teaching profession [5, p. 2], which has a direct impact on the attitude of parents and, accordingly, their children or students to school teachers. There are lots of students who "do not respect teachers, they allow to be rude, make incredible demands ... It is high time to return its former prestige and respect to teaching profession" [6].

The aforementioned conditions and circumstances of pedagogical activities differ from those ideally imagined ones and can not only result in various emotional responses, disagreements and worries, but also cause emotional stress.

Emotional stress is associated with various worries and emotions of both negative and positive nature [7, p. 11].

Nowadays teachers are regularly exposed to negative emotions when interacting with students, their parents and school administration. Many students are in turn in the state of stress, which is caused not only by the difficulties in acquiring and assimilating information and the gap between accelerated physical development and lengthening of the period of social development, but also by fears of the teacher's dictate and his or her indifferent attitude towards the students. The teacher's dictate, indifferent attitude towards students, unfair practices of the teacher result in the appearance of neuroses in school students [8, pp. 30-31].

Tolerance for stress is the ability to control one's stress level and conduct one's behavior in a stressful situation. A person with a high level of tolerance for stress is characterized by sound judgements, he or she has good concentration skills, can see the situation for what it is, acts in accordance with a clear plan and is never confused and helpless, thinks rationally and positively, keeps cool, communicates easily, knows how to motivate and attract other people to cooperation, does not feel awkward when dealing with difficult people, easily adapts to circumstances and copes with himself or herself to stay in a good mood [9, pp. 23-34].

In view of the above, contemporary teachers have to be stress-tolerant which includes the abilities to control their own stress level, react to what is happening in a cool and deliberate way, try to choose the best solution to a particular problem and keep good relations with other people.

Stress can be both cause and effect of a conflict defined as a clash of opposite sides, opinions, forces [10, p. 5], times and cultures [11, p. 3].

Conflict interaction at school can sometimes have unpredictable, absurd and even dire consequences not only from a teacher's the point of view, but also from any sane person's opinion. Thus, according to the Kommersant (Коммерсантъ) newspaper, 27.11.2020 in Lyceum No. 2 in the city of Nalchik, an eighth-grade student's relative and his friend inflicted bodily harm on a history teacher as a result of disagreements "on one educational issue" and the aforementioned teacher fired shots at the attackers from his traumatic pistol. As a result, one of the attackers "sustained non-life-threatening injuries" [12]. The outcomes of this conflict situation were determined by unacceptable strategies of behavior chosen by its participants.

Pedagogical conflicts are taken for granted in educational activities, since they, like any social conflicts, are a precondition for social development. However, these conflicts should not be resolved by any coercive and, moreover, repressive methods.

Tolerance for conflict is the ability to manage conflicts in different conflict situation and to resolve conflicts. Therefore, a teacher, on one hand, has to know theoretical foundations of conflict management, typology and structure of conflicts [13, pp. 17-18] and, on the other hand, be ready to regulate and resolve school conflicts in a reasonable way [14, p. 4].

A necessary component of pedagogical communication in a conflict situation is the perception of communication partners, and the mutual understanding of the communication participants, established on the basis of positive interpersonal relations is a necessary component of a conflict resolution. Empathy is a means of understanding the emotional state of an interlocutor in the form of compassion and sympathy. A teacher is able to put himself or herself in the place of a student if he or she (the teacher) is able to analyze his or her judgments, assessments and actions objectively, understand and evaluate himself or herself correctly. In other words, a teacher has to have a developed ability to reflection (observing his or her mental space) [15, p. 61], [6].

Carrying out pedagogical activities, teachers use the only possible effective strategy of behavior in probable conflict situations which is implemented in open effective communication including active listening, tact, trust, cooperation and explanation [17, pp. 2, 3, 18]. This strategy excludes interactions of a conflict nature and creates the possibility of regulating and resolving conflicts, as the activities of the parties in conflict become manageable. The content of pedagogical activity is the transfer of existing knowledge, abilities, skills, spiritual and moral values, cultural ideas to students, the creation of conditions for the development of the personality of students aiming at preparing them for the implementation of socially significant activities. The continuity of pedagogical activities is an important condition for their successful implementation.

To what extent are future foreign language teachers ready to carry out these activities? 26 senior extra-mural students of Saint Petersburg University of Management Technologies and Economics majoring in Pedagogical Education ("Foreign language") have shared their thoughts and opinions on this matter in their essays.

The vast majority of these students have expressed a desire and willingness to work at school. Some of them are already working at secondary schools as English teachers.

According to the students, working with both children and adults, in both public or private educational institutions combined with tutoring is fascinating, and the place of work ultimately depends on a teacher's choice.

Work at school brings not only joys (working with children, a variety of forms and types of work, self-improvement, new impressions, achieving results, professional growth), but also difficulties, primarily associated with laziness and a lack of learning as well as biased attitudes of parents and school administration to the work of subject teachers.

The aforementioned difficulties are often linked with stressful and conflict situations resulting from violations of discipline in the classroom and at break time, poor performance of work in the classroom, badly done or undone homework, lack of motivation to learn, low interest in learning a foreign language, lack of psychological preparedness for school.

Most of the students are psychologically ready to withstand emotional and psychological stress, overcome stressful situations and resolve conflict situations

working at school, however, a certain part of the students did not express a strong desire to work at secondary schools due to their unpreparedness for school stresses and conflicts and susceptibility to the state of discomfort in the school atmosphere.

The students who have been working at school for more than three years write about their work with pleasure and interest, they love and respect teaching profession. At the same time, they note that stressful and conflict situations are regular at school and “sometimes they are at every step along the way”.

In conclusion we would like to quote from one of the students' essays: “A good teacher must possess such qualities and skills as tolerance for stress, endurance and self-control, quick reaction (especially in non-standard situations), tact and persistence. All these qualities and skills can be developed, the main thing is to have a desire to work in this profession”.

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ECO-CAMPUS IS THE WAY TO SUSTAINABLE DEVELOPMENT

Abstract. The FEE Eco-Campus is an international environmental education program with higher education campuses participating from all over the world. It is based on the Seven-Step Methodology ensuring the whole institution, all-inclusive,

student-led participatory approach, action-oriented curriculum, quality and value-based sustainability education, involvement of teachers, staff, students, and communities. It supports the principles of Education for Sustainable Development (ESD) and aligns with the Sustainable Development Goals.

Keywords: Eco-Campus, international programme, Green Flag, sustainable development, action-oriented participatory approach.

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ЭКО-КАМПУС – ПУТЬ К УСТОЙЧИВОМУ РАЗВИТИЮ

Аннотация. Эко-Кампус – международная программа по экологическому образованию, в которой участвуют кампусы со всего мира. Она основана на методологии семи шагов, обеспечивающей активное участие всего образовательного учреждения, всесторонний подход, основанный на участии студентов, учебную программу, ориентированную на конкретные действия, качественное и ценностно-ориентированное образование в области устойчивого развития, вовлечение преподавателей, сотрудников, студентов и местного сообщества. Она поддерживает принципы образования для устойчивого развития (ОУР) и согласуется с Целями устойчивого развития.

Ключевые слова: Эко-Кампус, международная программа, Зеленый флаг, устойчивое развитие, ориентированный на действия партисипативный подход.

Eco-Campus is one of the initiatives of the international Eco-Schools programme for Higher Educational Institutions implemented by the Foundation for Environmental Education worldwide [1].

The programme is a growing phenomenon, which encourages young people to engage with their environment by allowing them the opportunity to actively protect it. It starts in the classroom, it expands to the educational institution and eventually fosters change in the community. Through this programme, young people experience a sense of achievement at being able to contribute to the environmental management policies of their educational institutions, ultimately steering them towards certification and the prestige which comes with being awarded a Green Flag. The programme is an ideal way for schools to embark on a meaningful path towards improving the environment in both the university and the

local community while at the same time having a life-long positive impact on the lives of young people, their families, university staff and local authorities.

FEE Eco-Campus is an award programme that provides a framework to guide higher education institutions on their sustainable journey and model sustainability as an integral part of campus life while involving staff, teachers and the student body by empowering them to become forward thinkers and lead the way towards sustainable development.

Through an inclusive and action-based Seven-Step pedagogical approach, universities and students get involved, show commitment and engage for positive change. With comprehensive Seven-Step Methodology we facilitate the integration of sustainability measures within complex multi-level institutions. This fosters sustainability awareness in institutions in a way that links to everyday activities and curriculum and ties in with the operational requirements of a complex multi-use facility.

Besides the operational integration, FEE Eco-Campus is first and foremost an education programme that empowers students to lead for sustainability and endeavours to extend learning beyond the lectures to develop responsible attitudes towards the environment, culture and society and create value for the wider community.

The idea of implementing the Eco-Schools approach in universities was introduced to the National Operators Meeting by the representatives of Italy and Russia in 2003 and was adopted as a pilot version for those two countries. Later it was opened for all other FEE-member countries. The first university faculty in Russia awarded with the Green Flag was the Nature Sciences and Geography Faculty of the Irkutsk State Pedagogical University. It is still participating in the programme acting as an eco-hub for the whole region and uniting local eco-schools and eco-kindergartens in the efficient network implementing annually several joint projects for sustainable development.

The programme is based on the Seven-Step Methodology ensuring continuous improvement. The Seven Steps are: (1) forming the Eco-Committee; (2) carrying out the Environmental Review; (3) making the Action Plan; (4) Monitoring and Evaluation; (5) putting Links to the Curriculum; (6) Informing and Involving; and (7) producing the Eco-Charter [2].

The Sustainable Development Goals (SDGs) by the United Nations are the global blueprint of action for Sustainable Development. The 17 goals that were initiated in 2015 are targeting the most pressing issues in the world and aiming to alleviate poverty, hunger and inequality as well as environmental degradation. Providing quality education is a fundamental step towards sustainable development to raise awareness and allow everyone to learn regardless of gender, origin and income.

As higher education institutions encompass a wide array of disciplines, they can have a great impact on sustainable development through research, innovation, education and organisational decision making. Indeed, it can be said, that the SDGs will not be achieved without tertiary level educational institutions. There is detailed

information on the programme website about supporting the principles of Education for Sustainable Development (ESD) and aligning with the Sustainable Development Goals [3].

Almost two decades of the programme implementation prove that with a strong passion and deep conviction university students grow up to carry on the legacy of Eco-Schools to tertiary education where FEE Eco-Campus further supports them by fostering critical problem-solving skills, systems thinking and preparing them to become future decision-makers and tackle sustainability challenges in life and the workforce.

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EDUCATIONAL LINGUISTICS AS AN INNOVATIVE DIRECTION IN LINGUISTICS

Abstract. The present topic and purpose of the study is increasingly focused on the relationship between language and education, and is devoted to revealing a relatively new and interesting direction in modern applied linguistics – educational linguistics, describing it in language and education, showing the relationship of its components and main features, and determining horizons and prospects of educational linguistics. The relevance of the research is dictated by the need to systematize and combine

existing knowledge on the topic to present a unified picture of the modern educational space of the world community. In turn, practical significance can be shown in the use of the material in courses on methodology, theory and practice of English language learning, sociology and psychology, psycholinguistics and sociolinguistics. The result of this study is an illustration of the prospects for this field of applied linguistics in three main fields: theoretical and methodological directions, innovative research and new research areas.

Keywords: educational linguistics, transdisciplinary area of knowledge, linguistics and education, contiguous disciplines, innovative direction, applied linguistics and psycholinguistics.

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ОБРАЗОВАТЕЛЬНАЯ ЛИНГВИСТИКА КАК ИННОВАЦИОННОЕ НАПРАВЛЕНИЕ В ЛИНГВИСТИКЕ

Аннотация. Настоящая тема в большей степени сконцентрирована на отношении между языком и образованием. Целью исследования является раскрытие относительно нового направления в современной прикладной лингвистике – образовательной лингвистики, ее описание как со стороны языка, так и со стороны образования, демонстрация взаимосвязи ее составляющих компонентов и характеристике основных особенностей, определение горизонтов и дальнейших перспектив образовательной лингвистики. Актуальность исследования продиктована необходимостью систематизации и объединении имеющихся знаний по теме для представления единой картины современного образовательного пространства мирового сообщества. В свою очередь, практическая значимость может проявляться в использовании материала в курсах по методологии, теории и практике изучения английского языка, социологии и психологии, психолингвистике и социоллингвистике. Результатом данного исследования стала иллюстрация перспектив для этой области прикладной лингвистики по трем основным направлениям: теоретическое и методологическое направления, инновационное исследование и новые области исследования.

Ключевые слова: образовательная лингвистика, междисциплинарная область знаний, лингвистика и образование, смежные дисциплины, инновационное направление, прикладная лингвистика и психолингвистика.

In diverse academic fields and disciplines there is a constant tendency to specialize in something over and over again. However, in institutions, at conferences,

in journals and various publications the crossing of disciplinary boundaries is often not supported. Educational linguistics is a relatively new direction in linguistics. For the first time, American scientists started talking about this direction in linguistics in the 20th century. From the 1970s of last century educational linguistics has been developing in the direction of meeting demands of the modern world community.

As the desire in the global educational system grows to meet the growing desires of a diverse multilingual population when multilingualism is definitely socially and economically beneficial and preferable, the need to understand the relationship between language and education has become especially acute.

Educational linguistics was able to take the form of an interdisciplinary study of language issues and educational attitudes. The relevance of this paper is dictated by the integration of the world community, multilingualism, the request to interconnect different language groups in a single educational space and necessity to define and describe the transdisciplinary zone of interaction of various disciplines within educational and scientific institutions.

The research material offers theoretical and methodological tools in educational linguistics. The issues and topics that are included within educational linguistics are illustrated perspectives in three main threads: theoretical and methodological considerations, innovative problem-oriented research and emerging research areas.

In the middle of the 20th century the European Union was formed as a single alliance and the integration of the world community, unification of different national cultures into this society and the interconnection in a society took place. The necessity for training for different language groups in the same educational space created the background for the emergence of a common academic environment. The academic environment of contiguous disciplines such as communication study, humanities, linguistics, modern and/or classical languages and social sciences often are taught together at university departments. Intellectual abilities particularly in research are often associated with educational linguistics. Metaphorically speaking, educational linguistics is a fusion of multiple disciplines. Applied linguistics in English-speaking academy undoubtedly has strong historical and continuous links with education particularly with the second/foreign language. Psycholinguistics is another discipline that may underpin this statement as the study of formal grammar.

In 1999 Bernand Spolsky stated in the Concise Encyclopedia of Educational Linguistics that the growing role of educational linguistics is best defined by the intersection of language and education. On the other hand, educational linguistics can include branches of education that are directly related to the language and language competence of students. Thus, there is an ambiguity that educational linguistics includes both various branches of language education, as well as knowledge of linguistics and other branches relevant to language [1].

Educational linguistics is well known as an area located on the border of two different but at the same time related fields of intellectual research i.e. applied linguistics, psycholinguistics and education. Bernand Spolsky, a professor at Bar-Ilan University in Tel Aviv, wrote that educational linguistics explored those parts of

linguistics that were directly relevant to educational issues as well as those parts of education that were related to language [2, p. 2]. The issues of language learning and language teaching are often a priority i.e. in educational linguistics the basic point is always the practice of education and attention is directed to language learning and language teaching [3, p. 288].

The relationship between language issues, theoretical and methodological approaches contributes applied research in a particular context and reflects the nature of global processes in the world.

While some linguists have studied functions and use of linguistic forms in classrooms, others have researched language outside of educational institutions to understand language learning and language teaching. Despite extensive research into language learning, teaching pedagogy and classroom interaction there is an increasing interest in the historical, socio-cultural, economic and political contexts that influence such processes [3]. This is one of the indicators that the field continues to grow and develop.

Linguistics is a broad branch in which scientists perform systematic studies of language at various levels of conceptualization and application, some people study the language as an official system and others look at the language in its use. In practice, areas of study range from the pronunciation and intonation of words and phrases to the grammar of sentences in different types of texts (for example, legal texts or instructions for household appliances), dialogues in the classroom or communication between a patient and doctor or negotiations between a pilot and air traffic controller. Thus, linguistics in educational linguistics refers to every aspect of educational activity where a language is used.

Issues with education are no less complicated. Everyone has their own view of education. One can define education in terms of individual development or consider education in social terms i.e. learning takes place outside of formal education. A while back, many governments suggested looking at education in terms of economic efficiency. A good example is the constantly discussed matters of using Standard English (accepted ideal form of literary English) at schools with an emphasis on correct grammar as a necessary condition for improving the quality of education within the population.

In 1999 the Australian linguist Michael Halliday argued that “education means the ability of people to learn not only in the natural way in which we study our daily lives but also to learn in an organized, advanced and systematic way in accordance with general principles about what a person should know” [4].

However, even in this neat formulation there is no clear understanding of what constitutes a basic view of education. How well do we need to be sure that there is an understanding between what constitutes general principles and what people should know? One of the most influential British educational thinkers of the 20th century Lawrence Stenhouse said that education is a conscious, human-planned process that is aware of its responsibility and has a goal that involves choice and decision in the light of values [5, p. 60].

Education at school and university is ultimately related to these decisions and choices i.e. what knowledge and skills a person and society should have and can use. Such decisions and choices are also a signal for the possibility of change. The educational system in many countries with neoliberal economies such as in the UK and the US, for example, has undergone changes over the past 20 years related to the simplification of the curriculum and assessment of the success criterion. This has been written by many researchers of the problem [6, 7, 8, 9].

In many modern societies this choice is made by the Government and expressed as an educational policy on behalf of the citizens. However, “politics on behalf of the people” does not mean a complete agreement between lawmakers and the educational electorate, which includes students, teachers, researchers and administrative staff. And it is not assumed that the educational policy is the result of a general agreement.

Thus, educational linguistics in this light is a cross-cutting field where a diverse range of knowledge meets aspects of educational policy from linguistic disciplines. In 2006 Nancy Hornberger, a professor at the University of Pennsylvania and a researcher at the University of Maryland, first used the term “transdisciplinary area of knowledge” to apply to educational linguistics [10]. Paradigms of disciplines within different branches of linguistics and education will not necessarily lead to the conceptual development of educational linguistics.

Hornberger suggested that educational linguistics is the starting point in language education, correlating educational problems with a consistent approach that combines theory and practice, research and policy [10, p. 11]. Thus, extra-disciplinary issues such as policy and practice are interlinked. The integration of theory and practice, research and policy is a dynamic process.

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UTILISATION DE LA METHODE COMMUNICATIVE D'ENSEIGNEMENT A LA LEÇON DE FRANÇAIS

Annotation. L'article décrit l'expérience d'utiliser la méthode de communication d'apprentissage dans la leçon de français. La spécificité de cette technique repose sur une combinaison de méthodes d'apprentissage traditionnelles et intensives. Les experts estiment que la formation doit être organisée de manière à ce qu'elle soit similaire à ses qualités, c'était similaire au processus de communication. La méthode de communication développe toutes les compétences linguistiques: de la parole orale et écrite avant la lecture et l'écoute. L'auteur de l'article propose des exemples de leçons basées sur les principes de la méthode de communication. Les exercices offerts par l'enseignant visent à créer un régime de communication interactif, le développement de la pensée créative et critique des étudiants. Avec l'aide de techniques de communication, la barrière de la langue est supprimée, l'apprentissage de la grammaire se produit dans le processus de communication.

Mots-clés: Français, méthode de communication, structure de cours, compétences, activité de discours, motivation.

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THE USE OF A COMMUNICATIVE TEACHING METHOD AT A FRENCH LESSON

Abstract. The article describes the experience of using the communicative teaching method in the French lesson. The specificity of this methodology is based on a combination of traditional and intensive teaching methods. Experts believe that training should be organized in such a way that its main qualities and features are similar to the process of communication. The communicative method develops all language skills: from speaking and writing to reading and listening. The author of the article offers examples of lessons based on the principles of the communicative method. The exercises offered by the teacher are aimed at creating an interactive communication mode, developing students' creative and critical thinking. With the help of communicative techniques, the language barrier is removed, the acquisition of grammar occurs in the process of communication.

Keywords: French, communicative method, lesson structure, formation of competencies, speech activity, motivation.

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ИСПОЛЬЗОВАНИЕ КОММУНИКАТИВНОГО МЕТОДА ОБУЧЕНИЯ НА УРОКЕ ФРАНЦУЗСКОГО ЯЗЫКА

Аннотация. В статье описан опыт применения коммуникативного метода обучения на уроке французского языка. Специфика этой методики основывается на сочетании традиционного и интенсивного методов обучения. Специалисты считают, что обучение должно быть организовано так, чтобы по основным своим качествам, чертам оно было подобно процессу общения. Коммуникативный метод развивает все языковые навыки: от устной и письменной речи до чтения и аудирования. Автор статьи приводит примеры уроков, основанных на принципах коммуникативного метода. Упражнения, предлагаемые преподавателем, направлены на создание интерактивного режима общения, развитие творческого и критического мышления студентов. С помощью коммуникативных методик снимается языковой барьер, происходит усвоение грамматики в процессе общения.

Ключевые слова: французский язык, коммуникативный метод, структура урока, формирование компетенций, речевая деятельность, мотивация

La compétence communicative implique la capacité d'utiliser efficacement et adéquatement le système linguistique de la langue étudiée. La communication signifie que l'apprentissage doit être organisé de manière à ce que, du point de vue de ses qualités et traits fondamentaux, il soit similaire au processus de communication. La méthode de communication développe toutes les compétences linguistiques – de la parole et l'écriture à la lecture et à l'écoute. L'utilisation de la méthode d'apprentissage communicatif élimine la barrière de la langue.

Représentant de la méthode de formation communicative E.I. Passov dans son livre “Méthode de formation communicative d'activation intégrée” [1] a mis au point un processus d'apprentissage de manière à ce que, selon ses principales qualités, il en fait une priorité pour la communication des étudiants dans une langue étrangère. N.D. Galskova propose comme objectif principal d'apprendre une langue étrangère “la formation d'une capacité d'étude, de volonté et de désirs de participer à une communication interculturelle et à l'amélioration de soi dans la maîtrise des activités de communication” [2, p. 76-77].

On tâche d'expliquer les avantages de l'approche communicative pour former les compétences langagières aux apprenants. L'enseignant doit avoir la capacité de passer d'une personne enseignante à une personne qui discute. Il devient ainsi “un conseiller”, “un tuteur”. Il n'est plus “le maître” qui détient le savoir et qui n'autorise pas les interventions “des élèves” que lorsqu'ils sont interrogés. Il devient un chef d'orchestre, limitant ses prises de parole et encourageant une participation orale spontanée. “L'élève” quand à lui, change également de statut: il se transforme en “apprenant” en charge son propre apprentissage de manière autonome. En d'autres termes, le cours de langue vivante n'est plus centré sur le professeur mais sur l'apprenant.

Au stade actuel de l'enseignement des langues étrangères, la plupart des professeurs de linguistique considèrent que la communication est la plus efficace et critiquent les techniques traditionnelles qui fonctionnent selon le principe de la grammaire au vocabulaire, puis du passage à des exercices de renforcement. Les exercices créés artificiellement ne constituent pas un utilisateur de la langue et une personne apprenant une langue précisément grâce à cette technique sera plus silencieuse que de prononcer la mauvaise phrase. Et la communication, au contraire, est conçue pour “déchaîner le langage”.

L'approche communicative vise à personnaliser la langue et à l'adapter aux intérêts des étudiants. L'utilisation d'expressions idiomatiques, le langage de tous les jours ainsi que de l'argot est encouragée dans le cadre de cette méthode d'enseignement. La méthode basée sur la pratique prend en compte que nous faisons beaucoup de choses dans notre vie quotidienne, qui requièrent la communication. Par exemple: nous parlons de nos passe-temps favoris, nous avons des entrevues, nous nous racontons des ragots, nous discutons des problèmes de notre ville ou pays, nous

travaillons, nous pensons à nos aspirations, nous faisons des projets, nous achetons un service, nous parlons de nos sentiments, nous regardons des films et ensuite nous en discutons, nous nous plaignons ou donnons des conseils de santé, nous recommandons un produit ou achetons quelque chose, nous décrivons des lieux, nous parlons de notre passé ou racontons une histoire, nous donnons une opinion, et la liste continue infiniment.

Les leçons sont construites de manière à ce que, dans le processus d'apprentissage, toutes les explications soient expliquées à l'aide de phrases et de constructions familières. Vous pouvez également utiliser des expressions faciales et des gestes, enregistrements audio et vidéo, images, tableaux, photographies.

Le professeur donne la tâche :

1. Faites les phrases en employant ces clichés donnés :

Je sais que ...

Autant que je sache, ...

On dit que ...

2. “Remplacez les points” – L'exercice traditionnel pour consolider le vocabulaire nécessaire.

3. “Composez les phrases logiques”. Les phrases sont divisées en unités lexicales distinctes et disposées en désordre, séparées par des virgules. Tâches des élèves : faire des phrases sans oublier l'ordre direct des mots en français.

4. “Finissez les phrases”. Cet exercice est basé sur le vocabulaire des précédents et ne pose donc généralement pas de difficultés. C'est une transition à la suivante, associée à la compréhension du texte.

5. “Dites si c'est vrai ou faux”.

6. “Exprimez l'idée principale”. Le texte est divisé en plusieurs sous-parties. La tâche des étudiants: préserver le sens de chaque partie, mettre en évidence, par exemple, deux phrases principales. Il s'agit d'un exercice visant à réduire le texte, à le simplifier.

7. “ $1 + 2 = 3$ ”. Ceci est un exercice pour développer le texte. L'enseignant propose une phrase et les étudiants doivent en ajouter deux autres, qui ont un sens lié à la première.

8. “Décrivez ces images”. Plusieurs images thématiques sont proposées. Chacun représente un problème spécifique. Tâche des étudiants: utiliser les mots-clés proposés et une image pour révéler ce problème de discussion.

9. “Développez cette idée”. Cet exercice est une généralisation. La proposition qui doit être développée inclut tous les problèmes et problèmes déjà discutés.

On peut commencer la leçon en créant une situation dans laquelle les élèves dès les premières minutes devraient exprimer leur opinion ou partager les informations dont ils disposent. L'enseignant doit se comporter de manière à ce que les élèves veuillent lui poser quelques questions ou continuer la déclaration. Ainsi, les compétences pour construire des phrases interrogatives, le développement des compétences de dialogue sont développées. Ce sera le moment de l'organisation, de sorte que la classe est configurée pour travailler dans la leçon.

I. Au sujet “Mon appartement” / “Ma maison”, le professeur peut faire passer un message: “Aujourd'hui, j'ai rêvé de la maison de mes rêves!” Les étudiants commencent à poser des questions :

1. Comment est cette maison?
2. Combien d'étages a -t- elle?
3. Qu'est-ce qu'il y a au rez-de- chaussée?

Ainsi, les compétences pour construire des phrases interrogatives, le développement des compétences de dialogue sont développées. Vous pouvez suggérer à ce sujet de composer des énigmes sur des objets d'intérieur.

II. Au le sujet “Mon acteur préféré”, “Mon auteur préféré”, vous pouvez créer une leçon comme suit. Un groupe d'élèves lit un texte sur un acteur ou un écrivain, tandis qu'un autre groupe, à ce moment-ci, soulève diverses questions sur la vie de personnages célèbres, dont ils aimeraient recevoir les réponses. Ensuite, un dialogue est organisé entre les deux groupes.

1. Quand est-ce que cet acteur est né?
2. Où est-ce qu'il a passé sa jeunesse?
3. Où est-ce qu'il a commencé sa carrière d'acteur?

III. Au thème “Voyager à Paris”, on peut utiliser les types d'exercices suivants :

1. Solution de groupe des mots croisés sur les sites de Paris.
2. Travailler avec une carte de Paris.

Un élève est au tableau avec une carte de Paris, tandis que d'autres lui offrent une description de toutes les attractions de la ville. Cet étudiant doit les trouver sur la carte et les montrer.

Par exemple : C'est le musée le plus célèbre dans tout le monde (Le Louvre).

3. Rédaction d'une affiche publicitaire (travail en petits groupes).

Par exemple : les étudiants sont invités à effectuer la tâche suivante: “Imaginez que vous travaillez dans une agence de voyages à Paris. Quel slogan publicitaire proposeriez-vous pour attirer le plus de touristes possible dans cette ville merveilleuse?”

Les étudiants terminent la tâche en reportant leurs pensées sur l'affiche.

Par exemple:

1er groupe: “Visitez cette ville , la ville-musée!”

2e groupe: “Visitez Paris, la ville de beaux monuments historiques!”

3e groupe: “Visitez Paris , la ville de votre rêve!”

Ces exercices visent à créer un mode de communication interactif, à développer la pensée créative et critique des étudiants.

Au niveau intermédiaire le thème “Jeunesse” résume de nombreux sujets abordés dans les cours de langues étrangères et vous permet ainsi de répéter le contenu de l'apprentissage et d'enrichir le vocabulaire avec de nouvelles unités lexicales tirées de textes et de dialogues originaux. Les problèmes de loisirs, d'attitude envers la musique, la danse, le travail, l'amour et la politique ne laisseront pas les étudiants indifférents.

Une attention particulière est accordée au travail indépendant des étudiants en binômes et en micro-groupes. Les étudiants sont encouragés à travailler ensemble. Le travail à deux permet de parler français dans un arrêt informel. Le travail en groupe augmente la motivation des étudiants en leur donnant la possibilité d'échanger des idées et de s'entraider. Les étudiants sont invités à exprimer leurs propres opinions, leurs sentiments et à partager leurs expériences.

Les élèves effectuent des tâches difficiles qui développent la pensée: dialogue, interviews, description d'images, synthèse, échange d'opinions, réponses aux questions, telles sont les tâches les plus directes qui permettent aux étudiants de parler.

Le processus de communication est organisé de manière à ce que le succès des autres soit une condition du succès de chacun. La nouveauté offre la souplesse des compétences de la parole, sans laquelle le transfert est impossible, ainsi que le développement des compétences de la parole, en particulier son dynamisme, sa capacité à reformuler, le mécanisme de combinaison, l'initiative de la déclaration, le rythme de la parole et surtout la stratégie et la tactique de l'orateur.

L'approche communicative de l'enseignement des langues, qui met l'accent sur les savoir-faire langagiers, s'inscrit déjà d'une certaine façon dans la tradition pédagogique.

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**ANTIQUE – THE AGE OF ENLIGHTENMENT – MODERNITY: THE
LATIN LANGUAGE AND FEATURES OF THE TRANSLATION OF
SCIENTIFIC TEXTS OF THE XVIII CENTURY**

Abstract. The article represents the features of the translation of scientific and technical texts of the 18th century. It also demonstrates the importance of a basic knowledge of the Latin language, both in working with scientific terminology and in translating not a scientific text. Working with the texts of the 18th century, a translator needs to rise to the intellectual level of the translated author, who, according to scientific and educational traditions, possessed the entire completeness of cultural information of the antique period, including knowledge of classical languages. The texts of the Enlightenment turn out to be a common thread, *volens nolens*, encouraging the translator to explore the culture of the most ancient European civilization.

Keywords: Latin, scientific and technical translation, Greek-Latin terminology, Latin inclusions.

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**АНТИЧНОСТЬ–ЭПОХА ПРОСВЕЩЕНИЯ–СОВРЕМЕННОСТЬ:
ЛАТИНСКИЙ ЯЗЫК И ОСОБЕННОСТИ ПЕРЕВОДА НАУЧНЫХ
ТЕКСТОВ XVIII В.**

Аннотация. В статье рассматриваются особенности перевода научно-технических текстов XVIII в. и демонстрируется важность владения базовыми знаниями латинского языка как в работе с научной терминологией, так и при переводе ненаучного текста. Работая с текстами XVIII в., переводчику

необходимо подниматься до интеллектуального уровня переводимого автора, владевшего в силу научных традиций и своего образования всей полнотой культурной информации эпохи античности, включая знания классических языков. Тексты эпохи Просвещения оказываются связующей нитью, *volens nolens* обращающей переводчика к познанию в той или иной степени культуры древнейшей европейской цивилизации.

Ключевые слова: латинский язык, научно-технический перевод, греко-латинская терминология, латинские вкрапления

Scientific (scientific and technical) translation has its well-known features [see i. g. 1]. It is this type of translation that requires a linguistic erudition from a specialist and draws to the centuries-old intellectual experience of mankind. The tradition of using the Latin language as a source of international scientific communication is not least point.

One of the key aspects of scientific and technical translation is the translation of terminological lexicon. The main way to achieve this goal is to study the terminological field in the area, to which the translated text is attributed to. However, no matter how well the translator is prepared for this work, one cannot be insured against the fact that he or she will not come across a concept and a term for which he or she does not know the translation matching, especially in case of oral translation. To overcome this, a specialist must have the ability of descriptive translation when transferring a term, as well as the ability of creating a spontaneous term formation.

To develop the ability to extract a concept from a term, as well as to construct a term, it is necessary to learn the methods of terminological derivation. On the one hand, these methods are cohered with the methods of the general literary language. On the other hand, they have their own characteristics associated with the fact that a large number of terms are based on the use of term elements (TE). To a greater extent, this applies to terms built on the basis of the Greek-Latin TE, which are extremely productive in term formation. In many scientific metalanguages (linguistics, biology, medicine, geology, etc.), that kind of terms has a leading position. But even with a huge number of Greek-Latin terms, the number of TEs is very limited. For example, in medical or clinical terminology, there are about one and a half hundreds of the most frequent TE [2, p. 188-248].

When one is able to create a term based on TE, and also knows marking options (distribution by fields, semantic and spelling specification, establishing proper correlations) of term elements, the problem of extracting a concept from a term and of the issue of establishing its etymological definition (or motivational base) can be solved. Based on this, the problem of the spontaneous creation of a new correct term, according to a given model can also be resolved [3].

A deep learning of derivational models on a Greek-Latin basis is justified not only from the point of view of their wide use in specific metalanguages, but also in connection with the existence of universal (interdisciplinary, semantically stable terms in the terminology of various sciences) term elements. In addition, the Greek-

Latin TE, not belonging to any living language, belong to all languages, at least included in the European linguocultural area. That is why they represent a kind of international universal. So, using the Greek-Latin material on the synchronous word formation turns out to be one of the ways to master scientific terminology.

A higher degree of proficiency in Latin is required to work with texts created at a time when the Latin language was a tool of international scientific communication – a practice that almost left the broad scientific usage after the Enlightenment period. However, in the 18th century, the majority of scientific works were written in Latin (it is significant that the minutes of the Conference of the Imperial Academy of Sciences, as well as all official academic documentation, until October 16, 1766 were drawn up exclusively in Latin [4, p. 577]), and fluency in this language often determined the fact that even in texts written in national languages, learned people used Latin vocabulary quite often.

Latin inclusions can also be spotted in modern scientific text. However, working with Latin vocabulary in such texts does not require deep knowledge of the ancient language: this vocabulary includes terms that represent foreign inclusions, which do not require translation and do not affect the grammatical structure of the target language (TL) [5].

A different situation arises when working with texts of the 18th century, especially when non-terminological vocabulary is used as Latin inclusions. The 18th century attracts more and more attention of modern researchers. This is the era of the formation of the model of modern science and is extremely important for the history. More new names of scientists are discovered to world culture as pioneers in various sciences. One of such important people in the history of national and international science is the German natural scientist, Daniel Gottlieb Messerschmidt (1685–1735), who was invited by Peter the Great to Russia. In 1719 he was sent to Siberia for exploring its natural resources. D.G. Messerschmidt spent more than eight years in Siberian expedition [6] and from 1720 he wrote daily notes, which are an invaluable source on the history of the formation of the first scientific knowledge about the natural resources and ethnographic/linguistic diversity of Siberia. The diary is partially published [7]; the original is kept in the St. Petersburg Branch of the Archive of the Russian Academy of Sciences [SPbB ARAS. F. 98. L. 1. F. 1-5]. At the same time, in order to provide wider access of Russian scientists to diary information, translations of its individual parts have recently begun [8; 9]. It revealed the peculiarities of translation work with such texts.

The diary is written in German, but occasionally a large number of Latin vocabulary appears in the text. Like any educated person of that time, D.G. Messerschmidt was fluent in Latin, which was among his school subjects. Knowledge of Latin allowed him not only to read scientific works, but also to carry out correspondence [see published correspondence: 10], to write scientific works (among a number of prepared, but not published and stored in the archival fond of the scientist, the most important work – *opus magnum* – is a description of Siberia “*Sibiria Perlustrata*”, a facsimile edition of which was undertaken in 2020 [11]) and even try writing neolatin poetry [12]. The text contains a lot of Latin natural-

scientific terminology, sometimes includes quite extensive parts of zoological and botanical descriptions and even recipes for the preparation of medicines, compiled according to all the rules of the pharmaceutical record, which Messerschmidt, obviously, was able to do in a proper way because he was a doctor by education and original occupation [7, Bd. 1, S. 287; Bd. 2, S. 10, 35]. Meanwhile, the mentioned cases are those fragments of the text that do not cause difficulties when translated from German. The translator can work with such a text, without resorting to either phonetics or grammar of the Latin language, just transferring such Latin vocabulary into the target language as *nomina indeclinabilia*.

But there are other cases when a qualified translation of a text with Latin inclusions becomes impossible without understanding of the grammatical meaning of Latin words. An example of this is the diary notes from March 23, 1723: “*Sed hoc opus! Hic labor! Eines Mannes Werk, und zwar in deserta, wo keine subsidia literaria, weder vivi noch mortui doctores zu consultiren sind, möchte es vielleicht nicht sein, doch aber würde es zur andere Zeit anderen Gelehrten Gelegenheit und stimulos geben können, diesen laborem affectum geschickter auszuarbeiten*” [6, Bd. 2, S. 26 = SPbB ARAS. F. 98. L. 1. F. 2. P. 44-44 rev.].

The first two simple sentences are not difficult for translation because the translator of the German language is not faced with the task of translating inclusions of a third language. These two sentences can easily be transferred to the TL. Equally, the translation of Latin inclusions *in deserta* and *stimulos* into the TL does not cause any difficulties. These linguistic units do not in any way affect the grammar of the Russian sentence and can be transferred into it without understanding the grammatical form and semantics of Latin words: «*Sed hoc opus! Hic labor!* Это, очевидно, не может быть трудом одного человека, к тому же практически *in deserta*, <...>; но все же это могло бы в другое время другим ученым дать повод и *stimulos* <...>».

However, it would be useful to understand the grammatical form of the word *stimulos*. As you can see, Messerschmidt uses Latin expressions not in the nominative case, but according to the syntax of the Latin language. Therefore, the word *stimulos* is in the accusative case in his text. In this particular case, the syntax of the cases in the Russian and Latin languages coincides, therefore it is not necessary to change the form of the original Latin word. But in other cases, such a coincidence might not appear, and it might be necessary to change the Latin word form to comply with the grammatical style of the author.

The situation is different with other Latin expressions from this passage (*subsidia literaria, vivi <...> mortui doctores, laborem affectum*). These linguistic units require a grammatically correct construction in Russian, and, consequently, the translator's understanding of the grammatical meanings of these words. The German “keine” combines with the expression *subsidia literaria*, the predicate verb combines with *vivi <...> mortui doctores*, the pronoun “diesen” combines with *laborem affectum*. So, it is important for a translator to understand the gender and number of the corresponding nouns. Knowing that *subsidia* and *doctores* are plural, and the noun *labor* (from which the form *laborem* is derived) means a masculine noun «труд», provides the following translation: «<...> где нет никаких *subsidia*

literaria, ни *vivi*, ни *mortui doctores* не могут дать консультацию; но все же это могло бы в другое время другим ученым дать повод и *stimulos* исполнить этот *laborem affectum* более искусно».

Thus, working with the texts of the 18th century, the translator needs to rise to the intellectual level of the translated author, who, by virtue of scientific traditions and his education, possessed the entire completeness of cultural information of the era of antiquity, including knowledge of classical languages. The texts of the Enlightenment turn out to be a common thread, *volens nolens*, encouraging the translator to explore the culture of the most ancient European civilization in one degree or another. In this way, one of the researchers of the functional place of Latin in the modern world formulated the importance of this language: “Today the relevance of the Latin language should be substantiated not by its lost practical significance, but by its enduring importance to the spiritual culture of European civilization, by the possibility of touching the treasury of *res publica litterarum*” [13, p. 378].

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POETRY AS A REFLECTION OF GENDER RELATIONSHIP. CULTUROLOGICAL ASPECT

Abstract. The article was inspired by the hot discussion between university teachers and students on the most vulnerable subject concerning human relations – how opposite sex could be understood. The article tries to persuade the reader that it is a poet who is the expert in this field. Some answers to the ambiguous question “what is love” could be found in the poems of both the well-known authors and the modern ones. The examples of such verses are presented.

Keywords: man-to-woman relations, love affair, cultural background, gender, poetry, dialogue of generations.

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ОТРАЖЕНИЕ В ПОЭЗИИ ВЗАИМООТНОШЕНИЙ ПОЛОВ. КУЛЬТУРОЛОГИЧЕСКИЙ АСПЕКТ

Аннотация. В статье представлены результаты дискуссий между представителями разных поколений университетской среды – преподавателями и студентами – по вопросам взаимоотношения полов, любви, брака и их отражения в поэзии. Предлагается рассматривать поэта как эксперта, следуя советам которого, можно избежать многих ошибок. Приводятся примеры таких произведений.

Ключевые слова: взаимоотношение полов, поэзия на английском языке, диалог поколений, любовная лирика

From the point of view of a dialogue, a dialogue between generations, I must say that very often we try to teach our younger partners. The process of teaching is the process of transfer of any kind of knowledge, experience and rules of behaviour. In the sphere of education a teacher is definitely an authority, an expert in his/her subject. But sometimes there are situations when representatives of an elder generation think they may teach or even impose the way of behaviour in the sphere of relations. We (the elder ones) think that just the fact of being elder and more educated makes us the gurus in the field of feelings. Very often it's just an illusion.

Modern life is full of struggle, both literally and figuratively. I am not going to discuss any military affairs but will look at the kingdom of emotions, relations between men and women. And with a big share of confidence we may call such relations a battle. I want to stress also that abuse, humiliation and physical or emotional attack are not discussed here. We speak about psychological aspects of this important part of our life and more precisely – about love. "Love is all we need".

To begin with, I want to say that I agree with those who say that understanding of the opposite sex is impossible. And it's not only due to that fact that to understand another person overwhelmingly is impossible. A woman can understand another woman and a man can understand another man. But not up to the end! And as far as "man-to-woman" relations are concerned I have to admit that neither age nor experience will help in understanding the mystery of it.

It is like living in a foreign county as an adult: you can become fluent in the language, you can steep yourself in the culture, you can know all verses of the national anthem; but no matter how hard you have worked to assimilate yourself,

there will always be a joke you don't get, a children's TV star you don't recognize, a word whose inner core of meaning still eludes you. Unless you were born here you never wholly belong. So, what should we do in this respect? If we can't live without love?

That said it is worth getting to know the enemy *before* you sleep with him or her. As they say in the army, “Time spent on reconnaissance is never wasted”. You wouldn’t buy a house without inspecting every room, and yet we make emotional investments *all the time* without even checking the cellar.

Only poets can really go behind enemy lines undetected. So, we may presume that poetry is an intelligence service and the data it provides to their readers are of the highest order. Nowadays, bookshops, talkshows and magazines are full of advice on how to win the next skirmish in the battle of the sexes. But in the end after reading a lot of pages you still don't understand how men evade commitment. It is only Byron's couplet from "Don Juan" that can really enlighten you:

Man's love is of man's life a thing apart.

Tis woman's whole existence

The court, camp, church, the vessel, and the mast;

Sword, grown, gain glory, offer in exchange

Pride, fame, ambition, to fill up his heart,

And few there whom these cannot estrange;

Men have all these resources, we but one

To love again, and be again undone [1].

I hope that it is clearly seen I look at the subject of “sex combat” with gentle humour: no sarcasm, moral teaching or humiliation of these or those. I also do not deny the importance of psychology specialists. Nevertheless I have no doubt that poets have already been in any kind of complicated situations concerning sex war, suffered through it and then written the poem. You may spare yourself the psychobabble or consult the master or guru in “love affairs” or – just take some poems and find the answer. So, it’s up to you to decide what way to choose.

Generally, the relationships between a man and a woman develop gradually and with emotional temperature. I say “generally” because there are exceptions as well as there are no “general” men and women. Sometimes poets try to warn us about bitter feelings that love may cause. If you want to save your souls from the sufferings read the verses of Dorothy Parker “General Review of the Sex Situation” with attention and you may never need to place yourself directly in the line of fire [2]:

Woman wants monogamy;

Man delights in novelty.

Love is woman's moon and sun;

Man has other forms of fun.

Woman lives but in her lord;

Count to ten, and man is bored.

With this the gist and sum of it,

What early good can come of it?

If you can learn to “drift like a man [or woman] in a mist/ Happy enough to be caught/ Happy to be dismissed” by Frank O’Connor [3] you will find that you will become irresistible to the opposite sex, waiting for *you* to ring *them*. The trouble is that those people who are, in Shakespeare’s phrase, “the lords and masters of their faces”, are probably born not made. We all know the rules really, but it’s like driving when you are drunk: you wouldn’t do it when you were sober.

But if you forgot to put on your flak jacket read another poem by Dorothy Parker [4]. It may not yet be too late to retreat with honour.

On Being a Woman

Why is it, when I am in Rome
I’d give an eye to be at home.
But when on native earth I be,
My soul is sick for Italy?
And why with you, my love, my lord,
Am I spectacularly bored,
Yet do up and leave me – then
I scream to have you back again?

I think most women would probably agree with Dorothy Parker about what we really want. But any man reading this poem should stay alert. You do not get complacent because what women say they want and what they really want is not necessarily the same thing at all. It’s really for us to know and you to find out.

We may call poetry to be the field guide to unarmed combat. The authors teach us how to be irresistible to the opposite sex. If you want to be adored then read Margaret Atwood’s “Siren Song” and act accordingly. There is no more potent weapon in the seduction arsenal than to make someone feel that only they can help. But beware, this is strong stuff, so be careful what you wish for it is much easier to turn them on than to turn them off [5].

Siren Song

There is the one song everyone
would like to learn: the song
that is irresistible:
the song that forces men
to leap overboard in squadrons
even though they see the beached skulls
the song nobody knows
because anyone who has heard it
is dead, and the others can’t remember.

I will tell the secret to you
to you, only you.
Come closer. This song
is a cry for help: Help me!
Only you, only you can,
you are unique
at last. Alas
it is a boring song
But it works every time.

I have to admit to a certain amount of bias when writing this article, I am woman after all, but I think there are many poems written for the man who genuinely wants to understand women, as well as there are poems for women looking for enlightenment on men. I am just not sure if any man apart from some occasional poet really wants to get too far inside the female psyche. Women, though, can’t *bear not*

Intimates

Don't you care for my love? she said bitterly.
I handed her the mirror, and said:
Please address these questions to the proper person!
Please make all requests to head-quarters!
In all matters of emotional importance
please approach the supreme authority direct –
So I handed her mirror.

But women should be prepared for the consequences; they may not like it when they get there I mean the male mind. As Wendy Cope puts it in «*Defining the Problem*» [7]:

And nevertheless once in a while everyone could be “the more loving one”. The kind of people who let their answering machine pick up on principle don’t know what they are missing.

Eeva Kilpi [8].

On Love

Love's thrice a robber, however you take it:
He's desperate,
 sleepless,
 and he strips us naked.

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Being involved in love involuntary we still keep thinking that there are some things in this battle that we can influence, there's something depending on our will. Even the most sorted woman has days when she thinks that if she lost 4-5 kg, had blonde curls, thinner ankles and had worn more sunscreen when she was younger, then all her romantic difficulties would evaporate. But the matter is that he fell for the way you are now, not for the person you would quite like to be some day. There's a brilliant "Love Poem" by John Frederick Nims. I'll cite the first and the last verses of it:

My clumsiest dear, whose hands shipwreck vases,
At whose quick touch all glasses chip and ring,
Whose palms are bulls in china, burs in linen,
And have no cunning with any soft thing

.....

Be with me, darling, early and late. Smash glasses –
I will study wry music for your sake.
For should your hands drop white and empty
All the toys of the world would break.

John Frederick Nims [10].

There's also a well-known sonnet¹³⁰ by William Shakespeare [11]:

My mistress' eyes are nothing like the sun;
Coral is much red than her lip's red;
If snow be white, why then her breasts are dun;
If hairs be wires, black wires grow on her head.
I have seen roses damasked, red and white,
But no such roses see I in her cheeks,
And in some perfumes is there more delight
Than in her breath that from my mistress reeks.
I love to hear her speak, yet well I know
That music hath a far more pleasing sound;
I grant I never saw a goddess go –
My mistress when she walks treads on the ground.
And yet by heaven, I think my love as rare
As any she belied with false compare.

A vast majority of poems are devoted to the period when the battle's lost or won. Both parties can perceive the result of the battle differently. For someone marriage is considered to be the happy ending, but the counterpart thinks he or she is betrayed. I want to stop here as many fairy tales are finished with a wedding ceremony, but with some advice both for men and women, which is really helpful if both parties follow it.

“A Word to Husbands”

To keep your marriage brimming,
With love in the loving cup,
Whenever you're wrong, admit it;
Whenever you're right, shut up.

Ogden Nash [12].

“Fireworks Poem”

Write in the fire across the night:
Some men are more or less all right.

Wendy Cope [13].

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**LES TERMES CULTURELS RUSSES ET UKRAINIENS EN
FRANÇAIS DANS LE ROMAN PAR TATIANA KLETZKY-PRADER “LES
MYOSOTIS D’UKRAINE”**

Annotation. Le but de cet article est de montrer l’emploi des termes culturels russes et ukrainiens dans la langue française. L’auteur décrit les approches de l’étude des termes culturels dans la langue française et russe et souligne la différence de la définition des réalias dans les traditions linguistiques. La partie pratique représente la classification des termes culturels et l’analyse des moyens de leur traduction sur le matériel du roman par Tatiana Kletzky-Prader “Les myosotis d’Ukraine”.

Mots-clés: un realia, un terme culturel, un référent, la traduction des réalias, la classification des termes culturels.

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**RUSSIAN-UKRAINIAN REALIA IN THE FRENCH LANGUAGE
(BASED ON MATERIAL OF THE NOVEL BY TATIANA KLETSKY-
PRADER “UKRAINIAN FORGET-ME-NOTS”)**

Abstract. The aim of this work is to show how Russian and Ukrainian realia are used in the French language. The author describes the concept of realia and emphasizes the differences in its interpretation in French and Russian. The practical part gives a subject classification of Russian and Ukrainian realia as well as the means of rendering them in French, based on the material of the novel by Tatiana Kletsky-Prader “Ukrainian Forget-me-nots”.

Keywords: realia, cultural term, referent, rendering realia, realia classification.

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**РУССКО-УКРАИНСКИЕ РЕАЛИИ ВО ФРАНЦУЗСКОМ ЯЗЫКЕ
(НА МАТЕРИАЛЕ РОМАНА ТАТЬЯНЫ КЛЕЦКИ-ПРАДЕР
«УКРАИНСКИЕ НЕЗАБУДКИ»)**

Аннотация. Цель данной работы – показать употребление русских и украинских реалий во французском языке. Автор статьи описывает понятие «реалия» и подчеркивает различия в подходах к ее пониманию во французском и русском языках. В практической части представлена тематическая классификация русских и украинских реалий, а также способы их передачи на французский язык на материале романа Татьяны Клецки-Прадер «Украинские незабудки».

Ключевые слова: реалия, культурный термин, референт, передача реалий, классификация реалий.

Plusieurs ouvrages sont consacrés à l'étude de la notion "realia", ainsi qu'à la classification des realias et aux moyens de leur traduction. Parmi les linguistes il faut noter S. Vlahov, S. Florine, O. Romova, E. Erofeeva, N. Fenenko M. Ledereret, A. Chesterman et d'autres [1,2,3,4,5,6].

À la différence des scientifiques russes et bulgares qui nomment réalialia "localisme", "lacune", "espace", "barbarisme", "vocalbe sans équivalent" et traitent réalialias comme "des mots (et des expressions) qui désignent des objets étrangers à la vie d'un peuple et qui nécessitent une approche particulière pour leur traduction parce qu'ils n'ont pas de correspondance exacte dans d'autres langues" [1], les linguistes français considèrent que réalialia c'est un référent, fait culturel et l'appellent "vocalbe local", "vocalbe à valeur culturelle", "terme culturel", "termes qui désignent des réalialités" [5].

Dans cet article pour désigner réalialia nous employons "terme culturel".

Malgré les divergences de vues sur la définition du terme réalialia, il a deux fonctions principales dans la fiction: nominative (nomination des objets et des phénomènes qui n'existent pas dans une culture) et stylistique (création de l'atmosphère unique).

Le but de notre recherche est de présenter la classification et les moyens de traduction des termes culturels russes et ukrainiens dans le roman par Tatiana Kletzky-Prader "Les Myosotis d'Ukraine". Ce roman a été publié en 1994 en France et décrit la vie et les mœurs du peuple ukrainien avant la révolution de 1917.

Comme résultat de l'analyse nous avons découvert plus de 150 termes culturels sans compter les noms propres. Certains d'entre eux comme par exemple, **borstch**, **blinis**, **kvas**, **pirojki** et beaucoup d'autres sont fixés dans les dictionnaires bilingues

mais nous avons rencontrés ceux qui sont créés par l'auteur: **starinki** ou vieilles histoires, **skazitel** ou **diseur de bylines** chants épiques de la vieille Russie, **possadka** plantation. Un phraséologisme russe traduit par l'auteur est présent dans le texte: Tracez un boeuf tant qu'il vous plaira, vous n'en tirerez pas une goutte de lait.

La plupart des réalias représente les noms des plats et des boissons (25 mots). Presque tous les réalias sont accompagnés de définitions et de commentaires culturels: **borstch** potage russe à base de chou, de betterave et de crème aigre, **chtchi** soupe aux choux aigres, **kacha** bouillie de sarrasin mondé, **tvorog** fromage blanc, **koutia** bouillie maigre servie avant le réveillon pour faire patienter les estomacs, **vatrouchki** pâtisseries feuilletées au fromage blanc et à la crème, en français talmouses, **javoronki** alouettes au pluriel, des alouettes en pâte, **boubliki** craquelins, **kalatchiki** petits pains en forme de cadenas rapportés de Kharkov, **varéniki** beignets à la confiture, **kvas** boisson alcoolique russe obtenue par la fermentation de l'orge, **blinis à la crème**, **paskhi**, **paskha** gâteau de Pâques cylindrique coiffé de meringue, **koulitchi**, pluriel de koulitch: autre nom de paskha, **pissanki** ou oeufs-messages, **zakouski** (entrées), **kapousta** chou, **kapousta à la saumure** choucroute, **izioumes** raisins secs, **omul** poisson de rivière pêché en Sibérie, **pertzovka** (eau-de-vie poivrée), **zoubrovka** – meilleure des vodkas, un luxe, parfumée à l'herbe de bison, **slivova** huile d'olive, **tchaï** thé mot chinois.

20 termes culturels décrivent le statut social ou l'occupation: **barine** (seigneur, maître), **tsar**, **tsarine**, **barynia**, **kazatchok** (petit commissionnaire de village), **korobéïnik** marchand de boîtes, **loukasch** rabatteur, **natchalnik** gendarme, **junker** élève-officier issu de famille aristocratique, **skazitel** ou **diseur de bylines** chants épiques de la vieille Russie, **bogatir** héros de l'épopée russe, **niania** nourrice, **svaha** une marieuse professionnelle, **moujik**, **babi**, pluriel de baba, paysanne, **stara-baba** vieille paysanne, **brâtoushka** Petit Frère, **katzap** sobriquet méprisant pour désigner un paysan Petit-russien, **staroste** maire de la commune.

Le lexique lié avec la religion orthodoxe joue un grand rôle dans la description de la vie avant la révolution (19 termes). Les nominations du Dieu: **Bog**, **Bog tout puissant**, **Issous-Christos**, **Bojé moï** Mon Dieu, **Mater Bojia** Mère de Dieu. Les prières: **Christos Voskressé!** "Christe est ressuscité!", **XB** "Christe est ressuscité!" en slavon, **Slava bogou!** Dieu soit loué!, **Bojé Pomilouï!** Seigneur, aie pitié de nous, **Spassi Bojé** Dieu, sauve-nous. La place où les orthodoxes mettent les icônes dans leurs maisons reçoit trois nominations: **coin sacré**, **coin d'honneur**, **coin rouge**. D'autres mots de l'église et de la religion: le nom de l'icône "**Christ triste des Carpates**", **pope**, **popik** pope, par dérision, **Batiouchka** père, ici en parlant du prêtre, l'école de **Batiouchka/pope**, **le post** ou Grand Carême, **eau bénite** possède la vertu de guérir tous les maux y compris ceux de l'âme. L'auteur du roman utilise la description et la transcription pour présenter les dissidents faisant partie du mouvement d'opposition religieuse aux réformes du patriarche russe Nikon: "**vieux-croyants ou raskolniki**".

La vie politique et sociale est représentée par 17 réalias: **socialisme**, **communisme**, **marxisme**, **kolkhose** en URSS, coopérative agricole de production, **l'odinokié** le solitaire, **ouriadniki** policiers ruraux, **l'Okhrana** police secrète du tsar,

le parti bolchevik, tovarichtchi camarades, au pluriel, **des troupes blanches, les Blancs, les Rouges, les Verts ou les Frères des bois, l'ukase, le papier officiel, Mir** (conseil municipal), 'des âmes' des serfs.

L'auteur utilise beaucoup les realias qui nomment les phrases de la vie quotidienne (15): **Dobri vétchèr!** Bonsoir, **Dobro outro!** Bonjour, **Spaciba!** merci, **Davaï!** En avant! Hue!, **Stoï** Halte!, **Prostitié!** Pardonnez! **Tiché** Plus bas!, **Stara!** la vieille!, **Svinia!** cochon, **Dourak** (imbécile), **Merzavitz!** Salaud!, **Sobâka!** Chien!, **Douratchok** diminutid de dourak qui signifie imbecile. ici jeu de carte du nigaud, **Bayouchki-bayou, Ad da tchort!** (juron signifiant Enfer et demon).

L'intérieur et l'extérieur de **khata** maison de pisé est décrit à l'aide des réalias suivants: **stolovaïa** salle-à-manger, **pogrib** glacière extérieure aménagée dans la terre selon le principe de la marmite norvégienne, **dvor** cour, **kiziaki, pitch** nom donné à ce type de poêle dans la region de Kharkov, **soundouki** coffres en bois dans lesquels étaient rangés vêtements et couvertures. Au singulier: soundouk, **korobki** boîtes, au pluriel, **samovar, un balai de brindilles de bouleau.**

Les vêtements et les chaussures traditionnels russes sont représentés par neuf termes culturels: **lapti** (sandales de tille), **valinki** (bottes de feutre), **fourachka** casquette, **chapka** bonnet de fourrure, **chapka à oreilles, touloupe** veste courte de peau retournée ou non, mais sans manche, **caftan, sarafane** longue robe d'apparat de couleur vive des paysannes, sans manches, avec ceinture, et retenue aux épaules par des bretelles, **kakochnik** diadème.

Les liens de parenté (8 mots): **mama** (mère), **babouchka** (grand-mère), **baboussia** (petite grand-mère), **didouss** (diminutif de Grand-père), **papotchka** (Petit Père), **diadia** (tonton), **ditichki** petits enfants, **kouma** terme désignant une commère, mais surtout utilisé pour nommer la marraine.

Les noms des personnages de la mythologie slave sont traduits en français au moyen de la transcription mais leurs définitions présentent un intérêt particulier: **Domovoï** (le génie bienfaisant protecteur de la famille), **Dvorovoï** (génie de l'extérieur), le Domovoï c'est celui qui dedans! Dehors c'est le Dvorovoï, **Koniouchnik** 'ce vieillard échevelé, au corps velu et pourvu d'une queue, était le collègue du domovoï. Génie bienfaisant mussé là-haut parmi les poutres, il veillait à tout sans être vu. On savait pourtant qu'il existait, puisque l'on trouvait parfois la queue d'un cheval tressée, le pied d'un banc cassé, un seau renversé; ou, comme c'était le cas en ce moment, les abreuvoirs pleins (génie des écuries et des étables dans l'ancienne religion païenne vouant un culte au dieu Péroun), **Baba Yaga** (hideuse sorcière au long nez et au menton crochu. Elle loge dans une cabane mobile sans porte ni fenêtre montée sur des pattes de poule et gardée par un énorme chat noir aux yeux ronds, qui éblouissent comme des phares! En principe elle ne sort que de nuit. Mais si on l'invoque, elle accourt aussitôt par la voie des airs, à cheval sur un mortier, le pilon dans la main droite pour s'ouvrir le passage, et un balai dans la gauche pour effacer ses traces), **Roussalki** (ondines).

Les objets de la vie quotidienne ne sont pas rares dans le texte: **garmochka** petit accordéon, **charmanka** vieil orgue de Barbarie importé par les allemands, **claviacorde** ancêtre du piano, **tchoubouk/chibouque** pipe à long tuyau, **machorka**

tabac de qualité inférieure, **tarantass**, voiture à quatre roues si basse qu'on voit tout de suite ce qui est posé à l'intérieur, **sanka** luge au singulier, **sanki** luges au pluriel, **dvoïka** (attelage de deux chevaux), **troïka** (attelage de trois chevaux), **knout**.

Les loisirs: **skaska** conte au singulier, **skaski** contes au pluriel, **starinki** ou vieilles histoires, **hopak** danse ukrainienne, **koliadki** chansons rituelles chantées autrefois la nuit de Noël, **pir** festin.

La nature et les occupations de l'homme: **tchernoziom** terre noire propice aux céréales, **possadka** plantation, **proroub** (trou dans la glace par lequel on fait boire le bétail/une profonde cuvette creusée à la hache), **razliv** Grandes Crues, **raspoutitsa** période où la terre est encore gelée en profondeur.

L'analyse des moyens de traduction des termes culturels russes et ukrainiens dans le roman a montré que le plus souvent, l'auteur fait recours à la translittération (**baboussia**, **charmanka**, etc), la transcription (**Spaciba!**, **Merzavitz!**, **skazitel**, etc) et la calque (des troupes blanches, les Verts ou les Frères des bois, vieux-croyants, 'des âmes', diseur de bylines). Dans certains cas l'auteur utilise la traduction approximative (l'école de Batiouchka) et l'explication (un balai de brindilles de bouleau).

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**L'ATTITUDE DES INTELLECTUELS FRANÇAIS DE GAUCHE À
L'ÉGARD DE L'URSS DE 1930 À 1970: L'EXPÉRIENCE DU DIALOGUE
DES CULTURES**

Annotation. Dans cet article, il s'agit de contacts entre les intellectuels français de gauche (à cette époque-là J.-P. Sartre était leur représentant le plus influent) et les écrivains soviétiques.

Mots-clés: les intellectuels français de gauche, les écrivains soviétiques, le dialogue des cultures.

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**THE ATTITUDE OF THE FRENCH LEFTIST INTELLIGENTSIA
TOWARDS THE USSR BETWEEN 1930 AND 1970: THE EXPERIENCE OF
THE DIALOGUE OF CULTURES**

Abstract. The article deals with the formation and evolution of the French leftist intelligentsia's attitude towards the Soviet Union between 1930 and 1970.

Keywords: French left-wing intelligentsia, Soviet writers, dialogue of cultures.

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**ОТНОШЕНИЕ ФРАНЦУЗСКОЙ ЛЕВОЙ ИНТЕЛЛИГЕНЦИИ К
СССР С 1930 ПО 1970: ОПЫТ ДИАЛОГА КУЛЬТУР**

Аннотация. Статья описывает отношения между представителями французской левой интеллигенции (в то время самым влиятельным их представителем был Ж.-П. Сартр) и советскими писателями.

Ключевые слова: французская левая интеллигенция, советские писатели, диалог культур.

Pour les intellectuels français, il y avait deux lignes de la connaissance avec la vie culturelle de notre pays: soit en lisant la littérature russe et soviétique, soit en accumulant ses propres impressions, ce qui présentait de sérieuses difficultés en raison du “rideau de fer”. Pendant le dégel de Khrouchtchev, le rideau de fer a été légèrement entrouvert pour les intellectuels français de gauche, ce qui leur a permis de constater les changements dans la vie culturelle de notre pays liés à la mort de Staline.

L'évolution de l'attitude des intellectuels français à l'égard de l'Union Soviétique on peut comprendre en se référant aux mémoires de Simone de Beauvoir, compagne de Sartre, qui s'est trouvée parmi ceux qui, pendant le dégel, étaient proches de nombreux écrivains soviétiques et qui, avec la permission personnelle de Khrouchtchev, ont visité non seulement Moscou et Léninegrad, mais aussi de nombreuses républiques soviétiques.

Dès 1930, l'Union Soviétique intéresse sérieusement Simone de Beauvoir et Sartre, c'est pourquoi ils lisent toutes les œuvres des auteurs jeunes soviétiques, traduites en français. On leur recommande le roman d'anticipation de Zamiatine, “Nous autres”; et cet ouvrage leur prouve que l'individualisme survit à l'Union soviétique, mais c'est, selon de Beauvoir, une épreuve équivoque, car l'accent et le dénouement du livre ne laisse rien à l'espoir. Sans doute Zamiatine n'aperçoit-il pour lui-même d'autre alternative que la démission ou la mort.

“Cavalerie rouge” de Babel peint les douleurs et les absurdités de la guerre en petits tableaux désolés.

Vers les années 30, en Union Soviétique, les grands feux allumés en Octobre de 1917 s'étaient depuis longtemps éteints, et ce qui s'élaborait là-bas, aux yeux de Sartre et de Beauvoir, c'était “une civilisation des ingénieurs”. Mais tels romans que “Rapaces” d'Ehrenburg et “La Volga se jette dans la Caspienne” de Pilniak leur découvrent dans la construction socialiste, par-delà les soviets et l'électrification, une difficile et parfois tragique aventure humaine. Selon leur avis, un pays qui produit cette littérature et au cinéma des chefs-d'oeuvre tel que “Cuirassé Potemkine” et “Tempête sur l'Asie” ne se réduit tout de même pas à “une civilisation d'ingénieurs” provoquant le rejet des intellectuels.

En 1955, à Paris, Simone de Beauvoir rencontre fréquemment Ilya Ehrenburg, qui lui parle de son roman “Les Mandarins”. Ce gros roman valut à Simone de Beauvoir le prix Goncourt et met en scène des intellectuels de gauche oscillant entre le communisme et le refut de tout engagement. Selon Ehrenburg, à Moscou, bien que l'histoire d'amour ait semblé inutile, le roman a été commenté favorablement. Il a ajouté qu'il est tout à fait impossible de traduire ce livre en russe.

En effet, en Russie, le sort de ce roman a été très malheureux: le roman “Les Mandarins” n'a été publié qu'en 2002. Nos lecteurs ont reçu ce livre avec un énorme retard, mais il n'a pas perdu son importance.

En 1956, Sartre et de Beauvoir concluent que le visage du monde socialiste a

radicalement changé: au XX Congrès du parti, Khrouchtchev proclame que la guerre n'est plus inévitable, qu'un dépérissement pacifique de l'impérialisme et un triomphe de la classe ouvrière sans lutte armée sont possibles; il parle également du droit de chaque pays à trouver sa propre voie vers le socialisme. Cependant, l'étonnement a été encore plus fort que l'espoir lorsque le rapport de Khrouchtchev a été connu en Occident. Tout le monde a été déconcerté par la dureté des accusations portées contre Staline, ainsi que par leur soudaineté. Selon de Beauvoir, personne, ni en Union Soviétique ni à l'étranger, n'a encore trouvé d'explication satisfaisante à l'ère stalinienne. Simone de Beauvoir partageait l'attitude de Sartre à l'égard de Staline : le rôle pratique du dirigeant soviétique, sa contribution réelle à la socialisation leur semblent encore mal définis.

En 1962, Sartre arrive à Moscou pour participer à un congrès du Mouvement de la Paix, et de Beauvoir l'accompagne dans ce voyage. Dans son discours à ce congrès, Sartre a abordé les problèmes de la culture. Selon lui, le peuple soviétique ne devrait pas rejeter toute la culture occidentale sans exception, mais essayer d'une certaine manière l'intégrer. Depuis son intervention de juillet 1962, Sartre était considéré par l'Union des écrivains de l'U.R.S.S. comme un interlocuteur valable. Quelques intellectuels soviétiques souhaitaient poursuivre un dialogue avec Sartre. C'est l'une des raisons pour lesquelles Sartre et de Beauvoir ont fréquemment visité l'Union Soviétique, y passant chaque été jusqu'à 1966. Ils se sont fait des amis en Russie, parmi lesquels Ehrenburg et Dorokh, dont de Beauvoir se souvient avec émotion dans son livre "La force des choses".

En 1963, un congrès de la Communauté européenne des écrivains se tient à Léninegrad, avec Sartre et de Beauvoir parmi ses membres. Simone de Beauvoir raconte dans ses mémoires que les écrivains soviétiques ont commencé par trainer dans la boue la littérature occidentale, en particulier Proust, Joyce, Kafka. Ils défendaient leur réalisme socialiste contre ces "décadents". Le ton des autres séances était plus modéré mais il n'y avait pas entre l'Est et l'Ouest aucun échange: c'était un dialogue de sourds. Les Français étaient les représentants les plus actifs de l'Occident, ils défendaient le "nouveau roman". Les orientalistes, sauf Tvardovsky et de deux ou trois autres écrivains, se prononçaient tous en faveur d'une littérature qui pourrait "embellir la vie des gens". Fedine a comparé l'écrivain à un aviateur qui doit conduire ses passagers à bon port. Alors Rob-Griev lui répond que le roman n'est pas un moyen de transport et l'écrivain, par définition ne sait pas où il va. Mais les délégués soviétiques reprennent indéfiniment la comparaison de l'écrivain avec le pilote.

Afin d'éviter que le congrès ne se termine par un échec total, Surkov a demandé à l'improviste à Sartre, au cours de la dernière séance, d'en tirer des conclusions cohérentes. Sartre s'en est bien tiré et a été très applaudi. Plus tard, Surkov a obtenu de Khrouchtchev qu'il reçoive une délégation de la Communauté des écrivains européens dans sa résidence personnelle en Géorgie.

Comme Khrouchtchev a invités Sartre et de Beauvoir lui-même, ils supposaient qu'il leur ferait preuve d'hospitalité. Pas du tout. Il les a invectivés comme s'ils avaient été des suppôts du capitalisme.

Ils ont eu une autre surprise: tous les journaux ont fait des commentaires élogieux sur leur rencontre.

En 1967, Sartre et de Beauvoir refusent d'assister au Congrès des écrivains soviétiques: sinon, ils auraient pu donner l'impression d'approuver la condamnation de Sinyavsky et de Daniel et le silence auquel Soljenitsyne a été condamné. Mais seuls les événements en Tchécoslovaquie les ont poussés à rompre définitivement avec l'Union Soviétique.

En résumé, nous pouvons dire, reprenant ainsi les mots de Beauvoir elle-même, que la Russie intéressait et intriguait alors les intellectuels français, mais – hélas ! – ils étaient enchantés par l'Amérique, dont ils condamnaient le régime politique, et l'Union Soviétique, où ils accumulaient de l'expérience, qu'ils admiraient, les laissait indifférents. Que peut-on ajouter ici?

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L'ÉCRITURE INCLUSIVE: FÉMINISATION DE LA LANGUE FRANÇAISE

Annotation. L'acticle est consacré a l'introduction de l'écriture inclusive en France. L'écriture inclusive prescrit accorder en genre et en nombre les fonctions, grades, métiers et titres. Il est conseillé par le Haut Conseil à l'égalité entre les femmes et les hommes de respecter les règles de l'écriture inclusive: doubles flexions, emploi des termes génériques, point milieu, usage des mots épicènes, l'accord à la majorité, accord de proximité, ordre alphabétique dans la double flexion. Il est interdit d'employé la langue inclusive dans les documents du gouvernement français. On n'accepte pas l'écriture inclusive comme la prononciation de cette langue ne correspond pas à son écriture, cette nouvelle mode orthographique peut rendre la langue plus complexe et difficile. Le langage inclusif n'est pas obligatoire à utiliser, toutes ces formes ne sont pas prescriptives.

Mots-clés: écriture inclusive, langage inclusive, langage non sexiste, langage neutre, féminisation, genre, Académie française.

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INCLUSIVE WRITING: THE FEMINIZATION OF THE FRENCH LANGUAGE

Abstract. The article deals with the issues connected with the implementation of inclusive writing in France. The process of feminization of language implies the introduction of ways to denote professions that did not have the forms of feminine gender previously. Language transformations affected proximity agreement and the concord of the majority of nouns, adjectives and verbs. The attempt of the countrywide implementation of inclusive writing was not fully supported by the French Government. Currently inclusive writing is not obligatory. The High Council for Gender Equality urges to use it.

Keywords: inclusive writing, inclusive language, gender-neutral language, feminization, gender, the French Academy.

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ИНКЛЮЗИВНОЕ ПИСЬМО: ФЕМИНИЗАЦИЯ ФРАНЦУЗСКОГО ЯЗЫКА

Аннотация. Статья рассматривает вопросы, связанные с внедрением инклюзивного языка во Франции. Процесс феминизации языка включает введение в язык обозначений профессий, которые ранее не имели форм женского рода. Языковые преобразования коснулись согласования по близости и согласования по большинству существительных, прилагательных, глаголов. Попытка повсеместного внедрения инклюзивного письма не нашла официальной поддержки у французского правительства. Сегодня инклюзивное письмо не является обязательным. Высший совет по вопросам равенства между мужчинами и женщинами призывает его использовать.

Ключевые слова: инклюзивное письмо, инклюзивный язык, гендерно-нейтральный язык, феминизация, род, Французская Академия.

L'écriture inclusive qu'on appelle encore le langage neutre ou le langage non sexiste signifie la représentation égale des femmes et des hommes dans la langue. Ses principes touchent à la fois l'orthographe et la grammaire.

La circulaire sur la féminisation des titres a été prise le 11 mars 1986 [1]. Elle **prescrit** accorder en genre et en nombre les fonctions, grades, métiers et titres. On écrit *présidente, pompière, écrivaine, chroniqueuse, professeure, intervenante*. Ce principe “répond à une attente de la part d’un nombre croissant de femmes qui souhaitent voir nommer au féminin la profession ou la charge qu’elles exercent”. L’Académie française qui a adopté ces modifications mais pourtant a rencontré quelques cas particulièrement épineux. Il existe au moins trois possibilités d’écrire le mot *auteur* au féminin: *auteure, autrice, auteuse*. Les académiciens ont souligné que la forme *autrice* “n’est pas complètement sortie de l’usage et semble même connaître une certaine faveur”. Le mot *chef* peut ainsi s’écrire au féminin de cinq façons différentes: *la chef, chève, chèfe, cheffesse* et *cheftaine*. Dans tous ces cas difficiles, il n’y a pas une forme plus juste qu’une autre. Le terme *agente* rencontre toujours des résistances de la part des femmes travaillant dans ce domaine.

Dans le secteur militaire les mots suivants sont apparus: *caporale, sergente, commandante, colonelle* et *générale*. Le corps de la marine n’a pas été touché par ces modifications. Ici on emploie toujours le *quartier-maître* et le *premier maître*. Il faut ajouter que toutes ces formes ne sont pas prescriptives.

En 2015, le Haut Conseil à l’égalité entre les femmes et les hommes, a publié un guide qui recommande de respecter l’égalité des sexes et les principes de la langue neutre et non sexiste.

Deux ans après, un manuel scolaire, rédigé sur les règles d’écriture inclusive, a provoqué une grande polémique en France. Un groupe de professeurs et académiciens demandaient d’interdire cette initiative qui entraînait la complexité inutile du français. Cette appellation a suscité un vif débat dans la presse.

Le Haut Conseil à l’égalité entre les femmes et les hommes recommande à utiliser la double flexion: un groupe de personnes doit être énuméré au féminin et au masculin à la fois. Par exemples: *les maires et les mairesses, les auteurs et les autrices, les conducteurs et les conductrices*. Si on choisit la double flexion, il est aussi important de respecter l’ordre alphabétique: *les femmes et les hommes*, comme la lettre f précède la lettre h. Un autre exemple: *les plombières et les plombiers*. Ici la lettre e précède la lettre s.

Il est conseillé de choisir des termes génériques, universels. Au lieu de dire *les enseignantes et les enseignants*, on peut préférer parler du *corps enseignant*. L’écriture inclusive déconseille d’utiliser la locution *les droits de l’Homme*. Au lieu de cette formule sexiste il faut plutôt choisir les termes *droits humains* ou *droits de la personne humaine* comme ici les termes sont neutres, englobantes et réunissantes. Il faut toujours choisir des mots neutres, par exemple le peuple, le corps professoral, un être humain.

Pour éviter le double flexion et rendre le texte moins lourd il est aussi possible d’accumuler le tout dans un seul mot. Pour le faire, le point médiant ou le point milieu est utilisé. Le point médiant qu’on met à mi-hauteur des lettres entrecoupe les mots qui sont à la fois au masculin et au féminin. L’écriture des mots avec un point milieu est construite selon la formule: racine du mot + suffixe masculin + le point milieu + suffixe féminin. Voilà des exemples tirés de presse française avec les points

milieux: *Cher·e·s lecteur·rice·s, déterminé·e·s à écrire différemment?, Français·e·s divisé·e·s, Prêt·e·s à utiliser l'écriture inclusive?* L'académicien Michael Edwards, un amoureux de la langue française, poète, professeur, philosophe et traducteur franco-britannique, s'écrie en voyant le texte d'écriture inclusive: Comment lire ce charabia [2]?

Le Haut Conseil à l'égalité entre les femmes et les hommes favorise l'usage des mots épiciens. Ce sont les mots hermaphrodites qui ne varient pas selon le genre, par exemple *un·e élève, un·e membre, un·e fonctionnaire*. Désormais il vaut mieux dire *les membres* au lieu de *collaborateurs* comme *membre* marche bien avec *une* et *un* à la fois.

Cette nouvelle mode d'écriture touche aussi la grammaire. Il est conseillé de respecter la règle de la proximité. Ici il s'agit que l'accord traditionnel se fait selon la primauté masculine. D'après les règles de l'écriture inclusive les accords des adjectifs se font avec le nom le plus proche. Voilà un exemple: *les garçons et les filles sont belles*. Cela signifie que les accords se font avec les mots les plus proches. La professeure émérite de littérature française Eliane Viennot souligne que jusqu'au XVIIe siècle la règle de la proximité prévalait [3].

Voilà les exemples tirés de livres anciens où on voit que les accords des conjugaisons se font selon la règle de la proximité. Jean Marot écrivait en 1506: *L'homme et la femme est même créature*. L'écrivain et philosophe Voltaire en 1723 écrivait: *La trahison, le meurtre est le sceau du mensonge* [3].

Tout comme dans le cas précédant, on accepte l'accord à la majorité en renonçant la primauté masculine. Son principe est le suivant: l'adjectif ou le participe s'accorde en genre avec le nom dont le nombre domine: *trois filles et un garçon sont arrivées, trois garçons et une fille sont arrivés*.

L'Académie française a pris la position contre l'écriture inclusive [4]. Les immortels l'ont considérée *un péril mortel pour la langue*. Ils croient que cette nouvelle mode orthographique peut rendre la langue plus complexe et difficile. L'académicien Gabriel de Broglie s'est confié au Figaro: "Cette écriture n'est pas française. C'est imprononçable. Cela gêne la lecture et surtout, cela ne répond nullement à la demande des femmes. C'est une erreur totale" [5]. Certains s'interrogent si ceux qui ont un trouble de la lecture et de l'écriture (les personnes dyslexiques) et aveugles pourront utiliser cette forme de langue ou bien elle sera trop compliquée.

Le gouvernement français est définitivement contre l'écriture inclusive. Dans la circulaire du 21 novembre 2017 sur les règles de féminisation, le Premier ministre Edouard Philippe a demandé ses ministres de ne pas employer l'écriture inclusive, "en particulier pour les textes destinés à être publiés au Journal officiel de la République française"[6].

Un autre académicien Loïc Depecker, le délégué général à la langue française partage la décision du Premier ministre et explique les raisons d'être contre [7]. D'abord, il croit que ces reformes font un décalage entre la langue orale et la langue écrite. Il déclare qu'il faut plutôt simplifier la langue orale pour qu'elle se fonde de la meilleure façon possible sur la langue orale. Deuxièmement, l'écriture inclusive

produit une complexité supplémentaire, comme il faut mettre des points un peu partout. Et enfin, la prononciation de la langue inclusive ne correspond pas à son écriture et vice versa.

En plus, Depecker pense que les auteurs de l'écriture inclusive ont pour but de rapprocher le genre naturel et le genre grammatical [7]. Pourtant, en français, comme en russe, le genre grammatical souvent ne correspond pas au genre naturel. Le masculin et le féminin dans la grammaire française ne sont pas liés à l'espèce humaine. Par exemple, on dit *une recrue* pour un jeune homme qui vient de commencer son service militaire, *une ordonnance* pour le soldat attaché au service d'un officier.

À présent le langage inclusif n'est pas obligatoire à utiliser, mais le Haut conseil à l'égalité entre les femmes et les hommes le favorise vivement.

La langue inclusive est-elle seulement l'affaire des femmes féministes? Cette langue non sexiste est aussi utilisée par les personnes LGBT. L'écriture inclusive leur donne la possibilité de se présenter dans la langue française. En français il n'y a pas de genre neutre et ici il fallait toujours se déterminer comme un homme ou une femme. Ceux qui se croient de genre fluide, par exemple les transgendres ou les intersexes choisissent désormais la formule *Je suis satisfait-e* sans déterminer le genre.

Y a-t-il l'écriture inclusive dans les autres pays? En France on a plus de mal à adopter la langue neutre que dans les autres pays. En Angleterre, ces changements se produisent également mais sans vif débat. On ne dit plus en anglais *chairman* mais *chairperson*. L'écriture inclusive est utilisée et plus répandue au Canada, en Suisse et en Belgique.

L'écriture inclusive est entrée dans la vie moderne et la langue. Il est déjà impossible de la manquer. Seul le temps nous le dira si l'écriture inclusive va effacer les règles anciennes et deviennent la partie constante de la langue ou bien va rester à la mode de courte durée.

Le délégué général de la langue française, Loïc Depecker, en répondant au Figaro a dit qu'on ne peut pas préjuger l'évolution de la langue et seules "les multiples interactions que l'on peut avoir tous les jours dans des discours vont nous amener à faire bouger notre langue" [7].

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DIE SEMANTISCHE STRUKTUR DER AUSDRUCKSMITTEL DER DICKE IN DER DEUTSCHEN GEGENWARTSSPRACHE

Anmerkung. Der Artikel ist den Ausdrucksmitteln der Dicke in der deutschen Gegenwartssprache gewidmet. Es geht um die Adjektive *dick* und *dünn* und das Substantiv *die Dicke*. Das semantische Hauptmerkmal der Struktur von den oben genannten Ausdrucksmitteln ist „Abstand zwischen zwei Punkten“, was für alle Ausdrucksmittel der linearen Ausdehnung charakteristisch ist.

Schlüsselwörter: die Dicke, dick, dünn, das semantische Hauptmerkmal, die semantische Struktur, lineare Ausdehnung, die denotativen Unterschiede.

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SEMANTIC STRUCTURE OF MEANS OF EXPRESSING THICKNESS IN MODERN GERMAN

Abstract. The means of expressing thickness in the modern German language are considered in this article: the noun *die Dicke* and the adjectives *dick* and *dünn*. The major semantic feature of these means is “the distance between two points”, which is characteristic of all the means of expressing linear dimension.

Keywords: thickness, thick, thin, semantic sign, semantic structure, linear dimension, denotative differences.

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СЕМАНТИЧЕСКАЯ СТРУКТУРА СРЕДСТВ ВЫРАЖЕНИЯ ТОЛЩИНЫ В СОВРЕМЕННОМ НЕМЕЦКОМ ЯЗЫКЕ

Аннотация. Данная статья посвящена средствам выражения толщины в современном немецком языке. Речь идет о прилагательных *dick* и *dünn* существительном *die Dicke*. Основным семантическим признаком структуры выше названных средств выражения является «расстояние между двумя точками», что характерно для всех средств выражения линейной протяженности.

Ключевые слова: толщина, толстый, тонкий, основной семантический признак, семантическая структура, линейная протяженность, денотативные различия.

Zu den Ausdrucksmitteln der Dicke in der deutschen Gegenwartssprache gehören die Adjektive *dick*, *dünn* und das Substantiv *die Dicke*. Das semantische Hauptmerkmal der Struktur von den oben genannten Ausdrucksmitteln ist „Abstand zwischen zwei Punkten“, was für alle Ausdrucksmittel der linearen Ausdehnung charakteristisch ist.

Die Struktur der Ausdrucksmittel der Dicke wird durch das semantische Merkmal „Punkte eines Objekts“ charakterisiert, da die Dicke nur beim Beschreiben einzelner Objekte gebraucht wird.

Bei der Bestimmung der Dicke eines Objekts wird der Abzählenspunkt nicht fixiert, er kann einer von zwei sein. Das semantische Merkmal „der unfixierte Abzählenspunkt“ ist deshalb in der semantischen Struktur der Dicke vorhanden und gehört zu den integralen semantischen Merkmalen der genannten Ausdrucksmittel und auch Ausdrucksmittel der Länge, der Breite, des Abstands zwischen Objekten, für die Ausdrucksmittel der Tiefe und der Höhe ist er aber ein Differenzialmerkmal.

Die Abzählensrichtung ist auch bei der Bestimmung der Dicke von Objekten unfixiert. Sie kann beliebig sein – vertikal oder horizontal in bezug auf den Menschen. Das bedingt in der semantischen Struktur von den Ausdrucksmitteln der Dicke das Vorhandensein des semantischen Merkmals „die unfixierte Abzählensrichtung“, das als ein semantisches Integralmerkmal für die Struktur der Dicke, der Länge, des Abstandes zwischen Objekten dient und als ein Differenzialmerkmal für die anderen Ausdrucksmittel der linearen Ausdehnung:

Der Teich war mit einer dünnen Eisschicht bedeckt.
Bretter von verschiedener Dicke.

Die denotativen Unterschiede werden durch das semantische Merkmal „der Abstand zwischen zwei gegenüberliegenden am wenigstens entfernten Oberflächen des Objekts“ bei dem Beschreiben von dreidimensionalen ununterbrochenen Objekten fixiert und „Querschnitt der größten Dimensionen“ bei der Charakteristik von Zylinderobjekten.

Die Differenzierung der Ausdrucksmittel der Dicke hängt von dem Vorhandensein oder dem Fehlen in ihrer semantischen Struktur des semantischen Merkmals „die Größe des Abstands“ ab, das für die Struktur von den Adjektiven *dick* und *dünn* eigen ist, zum Unterschied von dem Substantiv *die Dicke*, dessen Struktur kein genanntes semantisches Merkmal hat. Die weitere Differenzierung der Adjektive *dick* und *dünn* wird durch das Vorhandensein des semantischen Merkmals „größer als das Vergleichsobjekt“ in der Struktur des ersten semantischen Merkmals, in der Struktur des zweiten semantischen Merkmals durch das Vorhandensein des semantischen Merkmals „kleiner als das Vergleichs-objekt“ bedingt:

Die Grundmauern sind zwei Meter dick.
Er lehnte sich an eine mächtige Kiefer, deren untersten Ast,
dick wie Alma im Gürtel, ... über das Wasser hing.

Das semantische Merkmal „größer als das Vergleichsobjekt“ wird beim Adjektiv *dick* in den nächsten Situationen neutralisiert: in den Wendungen mit *wie dick*, in den Wortverbindungen: *doppelt so dick wie*; *halb so dick wie*; *einmal (zweimal usw.) so dick wie*; *ebenso dick wie*; *so dick wie* und beim Gebrauch mit den Dimensionsangaben:

Das Brett ist nur einen Zentimeter dick.

Für die semantische Struktur des Substantivs *die Dicke* ist das Fehlen des semantischen Merkmals „die Größe des Abstands“ eigen, wovon der Vorzugsgebrauch des genannten Substantivs mit den Wörtern *groß*, *gering* usw. oder mit den Dimensionsangaben zeugt.

So ist die semantische Struktur der Ausdrucksmittel der Dicke in der deutschen Gegenwartssprache mit zwei Sememen des Adjektivs *dick*, mit zwei Sememen des Adjektivs *dünn* und zwei Sememen des Substantivs *die Dicke* dargestellt. Die Sememen der Adjektive *dick* und *dünn* unterscheiden sich von der Semema des Substantivs *die Dicke* durch das Vorhandensein des semantischen Merkmals „die Größe des Abstands“ und das Fehlen des genannten semantischen Merkmals in der Struktur des Substantivs. Die Differenzierung der Sememen des Adjektivs *dick* von den Sememen des Adjektivs *dünn* ist durch die weitere Zerlegung des semantischen Merkmals „die Größe des Abstands“ in die semantischen Merkmale „größer als das Vergleichsobjekt“ (eigen für die semantischen Strukturen des Adjektivs *dick*) und „kleiner als das Vergleichsobjekt“ (eigen für die semantischen Strukturen des Adjektivs *dünn*) bedingt.

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„LENORE“ VON G. A. BÜRGER IN DARSTELLUNG DER KÜNSTLER

Anmerkung. In diesem Artikel werden die Ansätze der europäischen und russischen Künstler zur Darstellung der literarischen Handlung der Ballade von Gottfried August Bürger „Lenore“ (und der damit verbundenen literarischen Übersetzungen ins Russische von W. A. Schukowski, die mit einer geprägten nationalen Bildhaftigkeit gekennzeichnet sind) in den malerischen und graphischen Werken analysiert.

Schlüsselwörter: G. A. Bürger, W. A. Schukowski, Ary Scheffer, Frank Kirchbach, K. P. Brüllow, A. N. Nowoskoltsev, Romantik in der Literatur, Romantik in der bildenden Kunst.

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GOTTFRIED AUGUST BÜRGER'S "LENORE" IN THE INTERPRETATION OF ARTISTS

Abstract. This article analyzes the approaches of European and Russian artists to the interpretation of the literary plot of the ballad by Gottfried August Burger "Lenore" (and associated literary translations into Russian, made by Vasilii Zhukovsky and having a pronounced national imagery) in paintings and graphic works.

Keywords: Gottfried August Bürger, Vasilii Zhukovsky, Ari Schaeffer, Frank Kirchbach, Karl Bryullov, Aleksandr Novoskoltsev, romanticism in literature, romanticism in the visual arts.

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«ЛЕНОРА» Г. А. БЮРГЕРА В ИНТЕРПРЕТАЦИИ ХУДОЖНИКОВ

Аннотация. В данной статье анализируются подходы европейских и российских художников к интерпретации литературного сюжета баллады Готфрида Августа Бюргера «Ленора» (и связанных с ней художественных переводов на русский язык, выполненных В. А. Жуковским и имеющих ярко выраженную национальную образность) в живописных и графических работах.

Ключевые слова: Г. А. Бюргер, В. А. Жуковский, Ари Шеффер, Франк Кирхбах, К. П. Брюллов, А. Н. Новоскольцев, романтизм в литературе, романтизм в изобразительном искусстве.

Die Ballade von Gottfried August Bürger „Lenore“, die 1773 geschrieben wurde, hatte bei den Zeitgenossen einen großen Erfolg und wurde sofort in vielen europäischen Ländern, unter anderem in Russland beliebt. Die Ballade ist ein Standardwerk der Romantik mit einiger Neigung zum Mystizismus und zur Furchtbarmode. Bürger, der sich selbst „Dschingis Khan in Ballade“ [1, s. 300], nannte, benutzte in seinen Werken Motive der Volkslieder und Volkssagen und führte diese in den modernen sozialen Kontext ein.

Der deutsche Dichter des 18. Jahrhunderts Gottfried August Bürger begann seine schöpferische Tätigkeit mit der Nachahmung von Rokoko-Dichtern und wurde

bald zum Apologeten der Ideen „Sturm und Drang“. Unter Benutzung der Handlungen und der Gestalten aus der Folklore schaffte er ein für die deutsche Literatur neues Genre der ernsten Ballade, indem er Elemente des Wunderbaren, Geheimnisvollen, Irrationellen einführte. Der Zeitgenosse Bürgers Schiller schrieb über ihn: „Und hier müssen wir gestehen, dass uns die Bürgerschen Gedichte noch sehr viel zu wünschen übrig gelassen haben, dass wir in dem größten Teil derselben den milden, sich immer gleichen, immer hellen, männlichen Geist vermissen, der, eingeweiht in die Mysterien des Schönen, Edlen und Wahren, zu dem Volke bildend herniedersteigt, aber auch in der vertrautesten Gemeinschaft mit demselben nie seine himmlische Abkunft verleugnet. Hr. Bürger vermischt sich nicht selten mit dem Volk, zu dem er sich nur herablassen sollte, und anstatt es scherzend und spielend zu sich hinaufzuziehen, gefällt es ihm oft, sich ihm gleich zu machen“ [2, s. 113-114].

Die Handlung von „Lenore“ stellt eine Überarbeitung der schottischen Volksballade „Treueid“ dar, die von Percy in der bekannten Anthologie „Denkmäler deren altertümlich englischen Dichtung“ („Reliques of Ancient English Poetry“, 1765) eingeschlossen wurde. Die Handlung von „Lenore“ spielt die seit Urzeiten der Folklore gut bekannten Gestalten und Archetypen um: die junge Frau Lenore wartet auf ihren Geliebten aus dem Kriegszug und macht sich darum Sorgen, dass er ums Leben kommen oder einer anderen Frau begegnen konnte.

Lenore fuhr ums Morgenrot
Empor aus schweren Träumen:
„Bist untreu, Wilhelm, oder tot?
Wie lange willst du säumen?“ -
Er war mit König Friedrichs Macht
Gezogen in die Prager Schlacht,
Und hatte nicht geschrieben:
Ob er gesund geblieben [3].

Die Mutter versucht Lenore zu trösten und sie zur Geduld und Demut vor Gottes Willen aufzufordern. Die junge Frau ist doch unerbittlich und warf dem Gott Herzlosigkeit und Gleichgültigkeit ihr gegenüber vor. Sie liebt ihren Verlobten, sie betrauert seinen Verlust und lässt ihre Gefühle aus:

„O Mutter, Mutter! Hin ist hin!
Verloren ist verloren!
Der Tod, der Tod ist mein Gewinn!
O wär ich nie geboren!
Lisch aus, mein Licht, auf ewig aus!
Stirb hin, stirb hin in Nacht und Graus!
Bei Gott ist kein Erbarmen.
O weh, o weh mir Armen!“ [3]

Ihre Anrufungen wurden erhört, in der Nacht kommt ihr Geliebter auf dem Pferd und nimmt sie in fremde Länder mit, dabei spielt er ziemlich offen auf sein jenseitiges Wesen an:

„Wir satteln nur um Mitternacht.
Weit ritt ich her von Böhmen.
Ich habe spät mich aufgemacht,
Und will dich mit mir nehmen.“

<...>

„Sag an, wo ist dein Kämmerlein?
Wo? Wie dein Hochzeitbettchen?“ –
„Weit, weit von hier! – Still, kühl und klein! –
Sechs Bretter und zwei Brettchen!“ [3]

Es ist zu bemerken, dass die Reitergestalt ein wichtiger Archetyp in vielen Kulturen ist, wie auch die Gestalt des toten Verlobten (die in der mündlichen Volkstradition üblich war), der keine Ruhe in dem Grab findet und unter den Lebendigen herumschweift. In „Lenore“ ist das ein Soldat, der im Siebenjährigen Krieg gestorben ist. Der Reiter in der Umgebung von Geistern und jenseitigen Wesen reitet stürmisch zusammen mit Lenore zum fernen Grab. Die junge Frau bemerkt immer noch keine Gefahr.

„Graut Liebchen auch? – Der Mond scheint hell!
Hurra! die Toten reiten schnell!
Graut Liebchen auch vor Toten?“ –
„O weh! Laß ruhn die Toten!“ [3]

Am Ende verwandelt sich Wilhelm in Skelet und die Hauptpersonen finden sich auf dem Friedhof vor dem geöffneten Grab. Und die Geschöpfe der Nacht tanzen auf ihrer „Hochzeitsfeier“, fordern zur Demut und Ergebenheit vor dem Gott auf. Die Kirchenvertreter nannten dieses Ende irrgläubig und griffen nach dem „Amoralischen und Gottesfeindlichen“ in der Ballade [1, s. 301].

Den russischsprachigen Lesern hat einer der Überväter der Romantik in der russischen Dichtung W. A. Schukowski mit den Balladen von G. A. Bürger bekannt gemacht, indem er „Lenore“ auf Russisch sofort in drei Varianten umdichtet hat („Liudmila“ (1808), „Swetlana“ (1812), „Lenore“ (1831)). „Lenore“ stellt eine dem Original am nächsten kommende Variante dar, und die zwei anderen – eine freie Umdichtung mit Benutzung der russischen nationalen Motiven, was ein Tribut der damaligen Zeit war. Die Vorbereitung auf die 200. Gedenkfeier des Romanow-Hauses, der Krieg mit Napoleon und der nachfolgende Sieg trugen zum Ausbruch des nationalen Bewusstseins in der russischen Gesellschaft am Anfang des 19. Jahrhunderts bei.

Viele Maler beeilten sich auch zur Ballade von G. A. Bürger Stellung zu nehmen. Auf den Bildern, Stichen und malerischen Werken kann man sehen, wie der mystische Reiter auf dem Pferd in der Nacht in Luft rennt, den Boden kaum berührt und die sinnliche Frau umarmt.

Der französische Maler der holländischen Herkunft Ary Scheffer (1795 — 1858) beruft in seinem Schöpfungsfertum auf malerische Abbildung der Literaturhandlungen, unter anderem von G. A. Bürgers „Lenore“. Auf seinem Bild „Lenore – Rückkehr des Heers“ (1829) ist der Anfang der Handlung dargestellt: Lenore trifft das vom Krieg rückkehrende Heer, findet aber ihren Verlobten nicht. Um sie herum herrscht frohes Getümmel: die Menschen armen sich um, begrüßen sich erfreulich, blasen Trompeten. Nur Lenore steht allein, Hände gespreizt. In der Mitte der frohen Wirre muss sie nachtrauern. Die Mutter versucht wahrscheinlich sie zu trösten, es genügt aber nicht. Seiner Komposition nach ähnelt das Bild einer Theaterinszenierung; die Handlung ist auf den Vorder- und Mittelgrund konzentriert, der Hintergrund ist sehr zusammengefasst und undeutlich, als ob er ein Teil des Bühnenbilds wäre.

Auf seinem anderen Bild „Die Toten reiten schnell“ (1820er Jahre), dessen Name ein Zitat aus dem Gedicht von G. A. Bürger ist, erscheint ein Reiter im Harnisch vor den Zuschauern, der auf dem mit verhängten Zügeln reitenden Pferd mit der halbnackten Frau sitzt, die sich wegen Wind, Nachtkälte und Dunkelheit kauerte. Der Pferdschwanz, das Haar der Frau und die Federn auf dem Helm des Ritters flattern fast waagrecht – dieser Griff soll eine besinnungslose Bewegung der Personen in einem dunklen Nachtraum zeigen, die zusammenfassend dargestellt wird. Bei genauer Betrachtung kann man aber auf dem Leinen halbtransparente Figuren bemerken, die die Wanderer begleiten und zusätzliche ängstliche Untertöne zur Narration beibringen.

Auf der Illustration von Frank Kirchbach wird der Zeitpunkt dargestellt, wenn der Reiter durch das Tor des Friedhofs reitet; sein Körper hat sich schon in Skelet umgewandelt, die Frau neben ihm ist der Ohnmacht nahe, der Teufelpferd jagt in vollem Galopp, trockene Bäume stehen den Weg entlang wie Geister, als ob sie ihre Hände zum Himmel in einem einheitlichen rituellen Impuls gehoben hätten; der Schädel in der Nische am Eingang fordert auf sich auf Tod zu erinnern. Und in der Ferne sieht man den Schattenriss einer Kirche, der an Gottes Willen unerbittlich erinnert, dem man sich unterordnen soll. Die Ideen der Romantiker vereinigten sich erfolgreich mit der Philosophie des Symbolismus, deswegen erwidert dieses 1896 geschaffte Werk die gesellschaftlichen Anforderungen weiter.

In der russischen bildenden Kunst (im Unterschied zur Literatur) hat die Gestalt des auf dem Teufelpferd durch den Nachtwald reitenden mystischen Reiters mit der schönen Frau kein Echo gefunden. In dem graphischen Erbe von K. P. Brüllow erregt Aufmerksamkeit das Werk „Der Traum der Großmutter und der Enkelin“ (1829), auf dem zwei schlafende Frauen – eine alte und eine junge – dargestellt sind. Die Großmutter träumt von ihren eigenen Liebesgeschichten der Jugend, ihre Lage ist mit Befriedung voll. Der Traum der jungen Frau ist mit Emotionen reich: Sie sieht, wie der geharnischte Reiter auf dem schnellen Pferd die junge halbnackte Frau umarmt, die sich an ihn von Angst kuschelt, und durch den Friedhof in Mondlicht durchläuft. Mit gutartiger Ironie weist der Maler auf den Unterschied des Denkens von zwei Generationen, zwei Weltanschauungen, zwei

Ideologien in der Kunst, Klassizismus und Romantik – hin, deren Konfrontation im ersten Drittel des 19. Jahrhunderts besonders aktuell war.

Wenn man von dem Schöpfungsfertum von K. P. Brüllow spricht, kann man auch sein Werk „Wahrsagende Swetlana“ (1836) erwähnen, dessen Motiv aus der Ballade von W. A. Schukowski „Swetlana“ stammt, die 1812 nach der Idee der Ballade „Lenore“ von G. A. Bürger geschrieben wurde. L. V. Fedotova weist zu Recht darauf hin, dass „die Richtung, in der der Dichter ein ausländisches Werk verarbeitete <...> sich in die literarische Tatsache des russischen nationalen Selbstbewusstseins umwandelte“ [4, s. 151]. Die Hauptperson des Werks ist die russische junge Frau Swetlana, die in Sehnsucht nach dem Geliebten erfahren will, wo er ist, und dazu nach Wahrsagen greift. W. A. Schukowski beschreibt in Detail dieses mystische Ritual. Bald bekommt die Frau eine Antwort: der Verlobte kommt zu ihr und nimmt sie auf dem Pferd ins Ferne weg. Für Swetlana endet die Wanderung aber ziemlich glücklich: sie erweckt sich und versteht, dass es nur ein Traum war. Auf dem Bild von K. P. Brüllow sehen wir also eine Frau vor dem Spiegel, die sich wahrscheinlich nur vorbereitet ihre Frage zu stellen. Brüllows Swetlana hat einen naiven, rotwangigen, etwa bedenklichen Blick. Während die Frau auf dem Bild von Aleksander Nowoskoltsev („Swetlana“, 1889) provokativer, selbstsicherer und fest entschlossen aussieht ihr Schicksal zu erfahren (was am ehesten dem Weltbild um die Wende vom 19. zum 20. Jahrhundert entspricht).

Das literarische Erbe von G. A. Bürger hat wesentliche Spuren in der europäischen künstlerischen Kultur hinterlassen. Seine Ballade „Lenore“ ist weltweit bekannt, unter anderem in Russland. Da die Handlung der Ballade von G. A. Bürger auf den Gestalten der Volksfolklore gebildet wird, scheinen die Versuche von W. A. Schukowski den Inhalt der Originalballade unter Benutzung der russischen folkloristischen Volksmotive frei zu interpretieren zweckmäßig zu sein. Die furchtbare Geschichte der Leidenschaft, die zum Tode führt, die Dramatik, die stimmungsvolle, dynamische, bildhafte Narration haben dieses Werk populär bei der jungen Generation der romantisch gesinnten Menschen. Während des ganzen 19. Jahrhunderts schafften die Maler künstlerische und graphische Abbildungen zu dieser Ballade. Man kann aber vermuten, dass diese Handlung in der freien nationalen Interpretation von W. A. Schukowski für russische Maler von großem Interesse ist. In den Werken der russischen Maler tritt also nicht die furchtbare Wanderung auf dem im Himmel reitenden Pferd, die auf den Friedhof endet, in den Vordergrund, sondern eine Möglichkeit „exotische“ Details der russischen Innenausstattung und der Nationaltracht einer altrussischen Frau zu beschreiben.

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