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PAPERS IN ENGLISH

RUBRIC

«PEDAGOGY»

THE PREVENTION OF BAD HABITS AMONG OLDER ADOLESCENTS

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Abstract. This article discusses the problem of using bad habits. The article examines the harmful habits and reveals the main reasons for the beginning of use. The analysis of the results is presented.

Keywords: bad habits, smoking, alcohol, drugs, prevention, addiction, teenagers.

In modern society, a real threat to human health is bad habits, as well as prevention, so that there is no such threat. These bad habits are especially widespread among young people. Most teenagers do not notice these addictions, which are bad for them.

The problem of the use of bad habits has traditionally attracted the attention of society and researchers. Such scientists as A.A. Alexandrov, P.G. Grankin, L.M. Shipitsina, B.M. Levin, A.G. Makeev and L.P. Nikolaevna made a great contribution to the development of general theoretical problems of the use of harmful habits of adolescents and its prevention. It is necessary to note the works of domestic researchers who noted the role of school problems in the occurrence of the use of bad habits - A.A. Alexandrovich, I. Akhmetova, A.G. Makeev, N.K. Smirnov, V.N. Yagodinsky. All of the above determines the relevance of the topic and the problems of the study at the socio-pedagogical level.

These types of bad habits are spreading in the world. Alcohol actively affects the unformed body, gradually destroying it. With the constant use of alcoholic beverages, a dangerous disease develops – alcoholism. [2]. The main problem, which is that alcoholic beverages may contain a large amount of toxic substances. These toxic substances lead to poisoning, disease, and even death. The main principles that encourage them to be acquainted with alcohol for the first time are the desire to "be like everyone else" in the company of friends and just curiosity. [4]. Of great importance in the education of a teenager's correct attitude to alcohol is the family. The example of parents convinces better than any words.

Smoking is also a common type of bad habit. It leads to nicotomania, which destroys the respiratory center of the brain. [5]. Scientists have found that for every few seconds in the world, a person dies from diseases that appear because of tobacco use. About 90-95% of people suffer from lung cancer, 20-25% of cardiovascular diseases. Smoking tobacco slows down the reaction, reduces physical strength, spoils vision, and slows down sexual potency. [3]. The main principles that encourage them to use tobacco for the first time are the desire to look like an adult.

The abuse of narcotic drugs has become disastrous. Drug use leads to severe disorders, primarily of the mental and physical functions of the body. [1]. Additional complications occur with contact with dirty needles and syringes, which leads to intravenous infections. Drug addicts often have purulent skin lesions, inflammation of the veins.

It is necessary to carry out prevention against bad habits so that a persistent aversion to harmful substances is formed not only in adolescents, but also in adults. Teenagers and adults should be aware of all diseases that may occur after the emergence of bad habits.

Having conducted a study based on the municipal general education institution "Krasnoyarskaya school №1" in the town. Krasnaya Yaruga, Belgorod region for 2019, after analyzing the results, we made the following conclusion: the main reason for the beginning of the use of toxic substances is the influence of people with whom a person communicates.

Facts were found that indicate that toxic substances harm not only the young person who uses toxic substances, but also the entire society.

So, the use of toxic substances is not only a problem of an individual, it is a problem of the whole society.

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PORTFOLIO AS A MEANS OF CUMULATIVE EVALUATION

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Abstract. In connection with the introduction of the new Federal State Educational Standard (FSSES), new requirements for the content of the school education system and, as a result, for the results of mastering the basic educational program appear. Assessment is still formal, performs only the function of external control of the mastery of subject knowledge, skills and abilities of students by the teacher, does not contribute to the formation of self-esteem, self-control of students. At the same time, as the FSSES involves monitoring and evaluating not only subject knowledge, but also meta – subject relationships at all stages of the educational process, the purpose of this article is to present the results of the study of the introduction of the portfolio as a means of cumulative assessment in high school.

Keywords: assessment, evaluation, cumulative assessment, portfolio.

Nowadays, the assessment performs the function of controlling subject knowledge, skills and abilities, which does not contribute to the formation of a child's self-esteem and self-control of educational achievements. At the same time, the Federal State Educational Standard assumes the control and evaluation of not only subject knowledge, but also meta-subject connections at all stages of the educational process. In addition, the teacher should strive to improve the objectivity of the assessment, combine traditional and innovative means of control [1]. The analysis of the current state of education shows that there is a contradiction between the need to prepare students for life in conditions of a different type of socio-cultural development and the system of relations, in particular, the system of evaluating learning outcomes. A new type of development involves changing the type of culture and thinking of people, interaction on the principles of humanism and new relationships [2].

The relevance of the study is due to the globalization of the modern world, new requirements for the content of school education and the results of the development of the basic school curriculum. The assessment system is still based on subject-object relations, which does not allow developing students' independence and responsibility, internal motivation of activities and teaching.

According to the definition of B.G. Ananyev, assessment is a process or activity associated with the teacher's assessment of the intellectual, mnemonic, perceptual and motor activity of a student. K.V. Bugaev in his article on academic performance systems noted that the existing world experience regarding assessment scales is very diverse - A.P. Ivanov, A.V. Morozova note that currently many scales of knowledge assessment are used-this adds uncertainty. Pedagogical practice has come to the conclusion that the existing systems of assessment scales for schoolchildren are not quite perfect. The need to modernize the control and evaluation system has been long overdue, which is well understood by the Russian pedagogical community." One of the modern assessment tools is the portfolio [1].

The portfolio is:

1) the "achievements folder", aimed at increasing the student's own importance, and reflecting his success.

2) systematic and specially organized collection of works used by the teacher and students to monitor the knowledge, skills and attitudes of students [3].

A portfolio is a way of accumulating and evaluating a student's individual achievements in a particular academic period. This assessment tool is a student's report that allows you to see a holistic image of educational results, identify the student's learning, creative and communicative abilities, as well as predict individual progress and the ability to apply the acquired knowledge, skills and abilities. To characterize the child's personality, his portfolio may include:

- a selection of children's works that demonstrates increasing success, the volume and depth of knowledge, the achievement of higher levels of reasoning, creativity, reflection;
- folder "Written works in the Russian language»;
- reader's diary;
- mini-studies and projects;
- assessment sheets and report cards;
- materials of the final test and the results of the final work;
- certificates, commendations, certificates and diplomas that characterize the extracurricular activities of the student, etc. [4].

The portfolio is designed to systematize the accumulated experience and knowledge, to better define the directions of their development, to facilitate assistance or advice from teachers or more qualified specialists in this field, as well as to make a more objective assessment of their level of knowledge.

The following portfolio functions are distinguished:

- diagnostic (records changes and growth of students ' knowledge over a certain period of time);
- goal setting (supports learning goals);
- motivational (encourages the results of the child's activities);
- informative (reveals the full range of student achievements);
- developing (ensures the continuity of the development and learning process from year to year);
- rating (shows the range of skills and abilities) [3].

We conducted a study and found out the attitude of students to the rating system, the study was conducted on the basis of the MKOU Secondary School No. 1. Ostrogozhsk, Voronezh region. The total number of subjects was 30 people.

To determine the portfolio as a means of cumulative assessment, we used the questionnaire "The impact of assessment tools on the quality of education".

The first question that we will consider is the percentage of students for whom the portfolio is an important assessment of their knowledge. The survey results are shown in Figure 1.

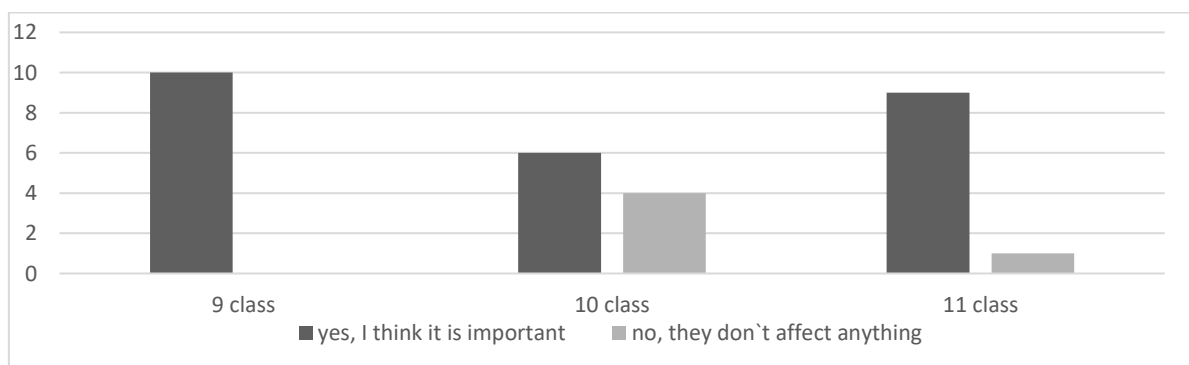


Figure 1. Results

Thus, 100% of students from the 9th grade have a portfolio. 60% of students of the 10th grade have certificates, commendations, diplomas and certificates that characterize their educational activities, and 40% believe that this type of assessment does not affect the quality of education. Students of the 11th grade are 90% convinced that such a means of evaluating their academic achievements will not affect the quality of their knowledge.

Having studied modern assessment tools, we found out that the components of certificates and commendations that characterize the student's educational and creative personality cannot reflect the full picture of the work that the student does to fill out his portfolio.

It is impossible to accurately determine the skills, abilities, and level of intellectual development from certificates. Thus, the diagram in Figure 2 reflects the opinion of the students of the 9th, 10th and 11th grade on this issue.

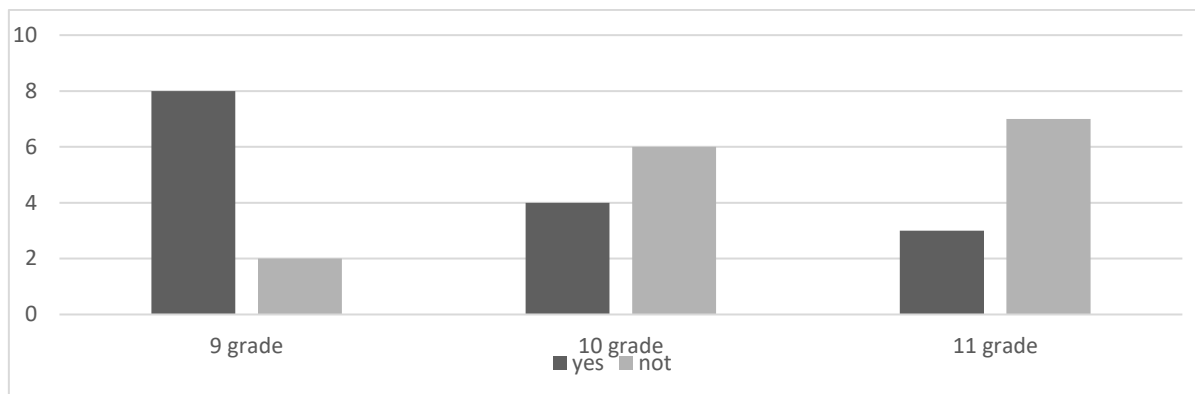


Figure 2. Diagram

80% of 9th grade students believe that a portfolio can fully reflect the holistic image of a student. 20% are convinced otherwise. High school students are proponents of the view that the portfolio does not sufficiently reveal the identity of the student. In the 10th grade, 60% are convinced of this, and in the 11th grade – 70%.

The next question that we considered is what components are included in the portfolio of students of the 11th grade. The analysis of the results is shown in the diagram (Fig. 3).

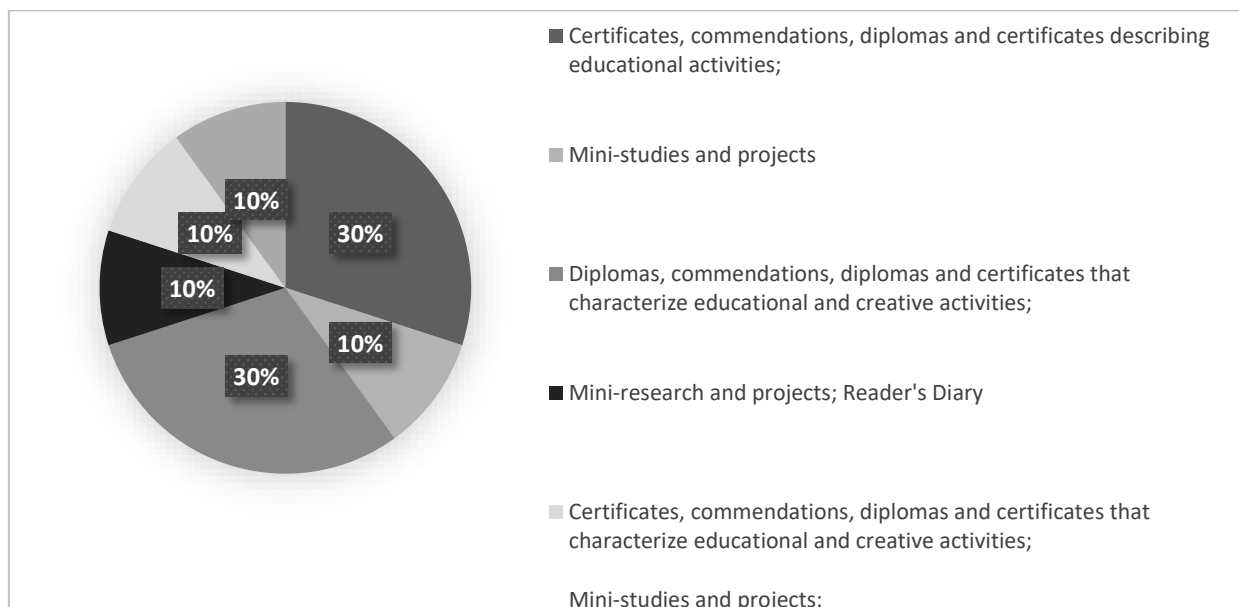


Figure 3. Analysis of the results

According to the survey, 30% of students in the 11th grade are sure that the assessment of their education is diplomas and diplomas, and 30% are convinced that the portfolio should include more diplomas and diplomas that characterize the creative activity of the student. 10% have mini-studies and a reader's diary in their portfolio. 10% are satisfied with only mini-research and projects. 10% have in their "achievements folder" certificates of appreciation and appreciation for success in training, research and projects, as well as certificates of appreciation for the creative activity of the student.

To summarize our research, we can say that the portfolio is one of the most acceptable means of evaluation. This type of assessment of learning outcomes should not be the main one, but it should be present as one of the assessment tools.

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BULLYING IN SCHOOLS: EDUCATIONAL PREVENTION

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Abstract. The problem of bullying prevention in school is considered in this article: the essence, types and conditions of bullying among teenagers are revealed; the features of educational bullying prevention and practical recommendations for school teachers on educational bullying prevention are considered.

Keywords: bullying, school bullying, abuse, forms of bullying, «victim», «abuser», educational prevention, anti-bullying program.

The problem of school bullying is one of growing dimensions and is of tremendous concern to teachers, parents, and many of the children themselves.

Bullying is a constant, intending terror, aggressive harassment of one of the members of the group by another, while the disparity forces of the aggressor and the victim can be traced.

According to the research of foreign scientist D. Olweus, about 17.5 % of boys and 16% of girls face school bullying 2-3 times a month, and 12% boys and 7% girls are the aggressors of bullying [1]. Bullying by physical means was more common among boys. In contrast, girls often used more subtle and indirect ways of harassment such as slandering, spreading rumours, and manipulation of friendship relationships. Nonetheless, harassment with non-physical means – by words, in particular - was the most common form of bullying among both boys and girls. An additional result was that boys carried out a large part of the bullying to which girls were exposed. More than 50 percent of bullied girls reported being bullied mainly by boys. An additional 15-25 percent said they were bullied by both boys and girls. The great majority of boys, on the other hand - more than 80% - were bullied chiefly by boys. According to the reports from the Organization «VOZ», 44% children of 11-year-olds and 27% teenagers of 15-year-olds face aggression at school in Russia.

Bullying is popular in various countries and its research is conducted by scientists, teachers and psychologists from the United States, Denmark, Japan, Russia, Finland, Canada, etc.

Initially, the problem of school aggression was considered by Scandinavian scientists (A. Pokas, P.P. Rolland, D. Olweus, P.P. Heinemann) in the late of 70s XX century. The first name for bullying was «mobbing», which mean collective terror against one person, which disrupted the general activity of the class [3] (currently, it meaning one of the forms of violence committed by a group of young people).

The term «bullying», introduced by D. Olweus: «A student is bullied or victimized when he or she is the target of repeated and periodic negative actions by one or more students» [1].

In the 1990 s, foreign scientists: D. Lane, E. Roland, E. Munte, and others systematized general knowledge about bullying [4]. Russian scientists (O. Malantseva, V. Petrosyants, M. Nechaeva, I. Berdyshev, etc.) began to consider the problem of «school bullying» later, in the 2000s.

A broader concept was introduced by E. Roland: «Bullying is a prolonged physical or mental violence by one or a group of persons against a person who is unable to protect himself in the current situation» [4].

Bullying is a form of interaction with different types of behavior. It has the structure of a conflict with different specific features [5]: repetition/ duration, intention, abuse of advantage, infliction of harm, physical and psychological both.

The main members of bullying: «Victim», «Abuser», «Supporters and followers», «Indifferent observers», «Possible protectors».

Basis factors for bullying: problems in the family, the conflict environment, the difference between child and the rest, the absence and reluctance of school teachers to control the relationship of students, the broadcast of violence in the media.

Preventive work is carried out by a class teacher among students, since bullying has group factors (A.V. Petrovsky, A.S. Makarenko, N.A. Novikova, etc.). [2] This form of work helps to create such characteristics of interaction between children as activity, mutual support, etc.

In summary, there are several important factors or dimensions that must be considered and addressed in anti-bullying work but I am very confident that systematic work along these lines will produce good and lasting outcome results.

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UNIFIED STATE EXAM AS A MEANS OF EVALUATING STUDENTS ACADEMIC ACHIEVEMENTS

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Abstract. In connection with the introduction of the new Federal State Educational Standard (FSSES), new requirements appear for the content of the school education system and, as a consequence, for the results of mastering the basic educational program. Evaluation is still formal in nature, performs only the function of external control of the mastery of subject knowledge, skills and abilities of schoolchildren on the part of the teacher, does not contribute to the formation of self-esteem, self-control of students. The purpose of this article is to present the results of a study on the implementation of the rating system of education in high school.

Keywords: exam, control methods, assessment, impact of assessment, quality of teaching.

Nowadays, the assessment performs the function of controlling subject knowledge, skills and abilities, which does not contribute to the formation of a child's self-esteem and self-control of educational achievements. At the same time, the Federal State Educational Standard assumes the control and evaluation of not only subject knowledge, but also meta-subject connections at all stages of the educational process. Besides, the teacher should strive to improve the objectivity of the assessment, combine traditional and innovative means of control.

The relevance of the study is due to the globalization of the modern world, new requirements for the content of school education and the results of mastering the basic school curriculum. In educational institutions, the system of evaluating students is being improved, students are involved in control and evaluation activities, and self-control is being developed.

N.V. Seleznev believes that the assessment can be called the definition and expression in conventional signs-points, as well as in the teacher's value judgments of the degree of assimilation of students' knowledge, skills and abilities established by the program, the level of diligence and the state of discipline.

As you know, the quality of education is constantly being modernized, which entails the search for an effective assessment. To do this, along with traditional assessment tools, such as tests, homework, tests, it is necessary to use innovative control methods, which are testing, monitoring, modular training, etc. One of these is the Unified State Exam. Since 2001, our country has been conducting an experiment on the introduction of a single [2].

State Examination (USE) for school leavers and those entering higher educational institutions. Control and measurement materials for various subjects include three levels of complexity of tasks. The total number of tasks ranges from 25 to 70 for each academic discipline.

Part A includes tasks with a choice of answer. The format of these tasks is not complicated and is aimed at testing the knowledge of practical material, formulas, definitions, etc. In comparison with the tasks of Part B and C, they are evaluated to a lesser extent.

Part B is an open type of task. The student constructs the answer to the question himself. These tasks are more complex, so they are evaluated by a higher coefficient than the tasks of part A.

Part C assumes a detailed response. This can be solving a mathematical problem or writing an essay. The tasks of this part test the ability of graduates to reflect, to reason on a given topic, to formulate and correctly express their thoughts in writing [2]. The Unified State Exam has a number of advantages over other types of assessment, such as:

- Objectivity. In the Unified State Exam system, there is no teacher who evaluates the level of the student, so you can exclude the human factor.

- Reliability. Modern processing of control and measurement materials assumes the accuracy of testing, because tasks that are rejected by experts are not allowed for the exam.

- Admission to several universities at the same time. Thanks to this assessment system, a graduate can apply to several educational institutions at the same time and not pass the entrance exams, if this is not required [1].

We conducted a study and found out the attitude of students to the Unified State Exam, the study was conducted on the basis of the MKOU SOSH

No. 1 g. Ostrogozhsk, Voronezh region. The total number of subjects was 30 people.

To determine the impact of the Unified State Exam and the Main State Exam as a means of assessment on the quality of education, we used the questionnaire "USE and OGE as an assessment of the quality of education".

After the students completed the questionnaire, we established the students' opinion on the acceptability of the assessment forms, and also found out the students' attitude to the innovations of the Unified State Exam. The results of this study are presented in Figures 1 and 2.

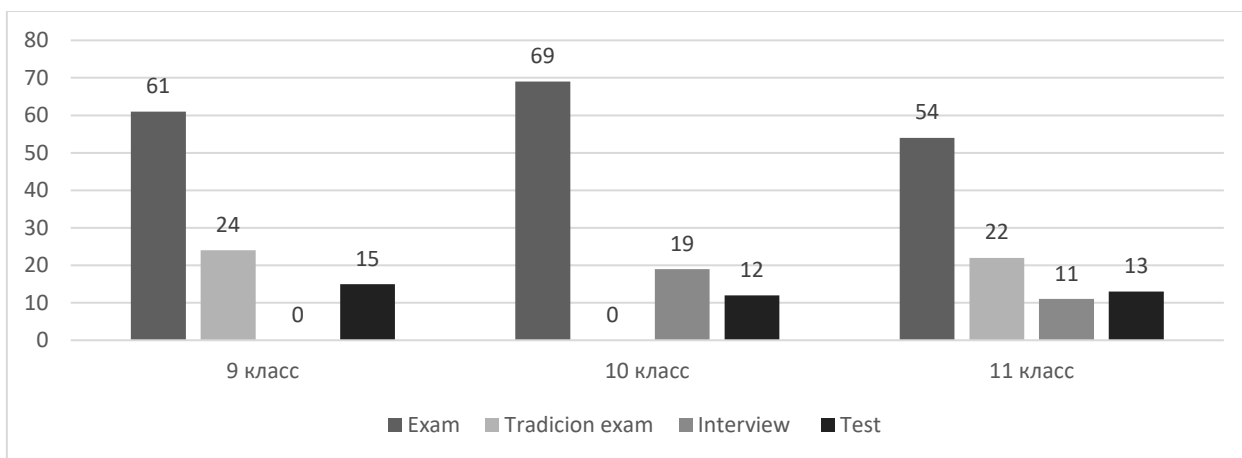


Figure 1. The most acceptable form of assessment according to the students' opinion

This diagram shows that 61% of the 9th grade students surveyed are convinced that the Unified State Exam is the most acceptable form of evaluating academic achievements. 24% believe that the assessment of the student should be in the form of an exam on tickets, and 15% - testing. Students of the 10th grade also consider the Unified State Exam to be the most acceptable assessment of their academic achievements (69% of respondents), 19% want their knowledge, skills and abilities to be evaluated by an interview, and 12% of tenth graders-by testing. The surveyed students of the 11th grade are 54% satisfied with the assessment tool in the form of the Unified State Exam, 22% believe that their knowledge, skills and abilities can be evaluated by an exam on a ticket, 11% are convinced that only an interview can reveal them as an educated person, and 13% consider testing to be the most acceptable form of assessment. We believe that this result is due to the erudition of students on the Unified State Exam.

We found out how middle and high school students feel about the innovations of the Unified State Exam.

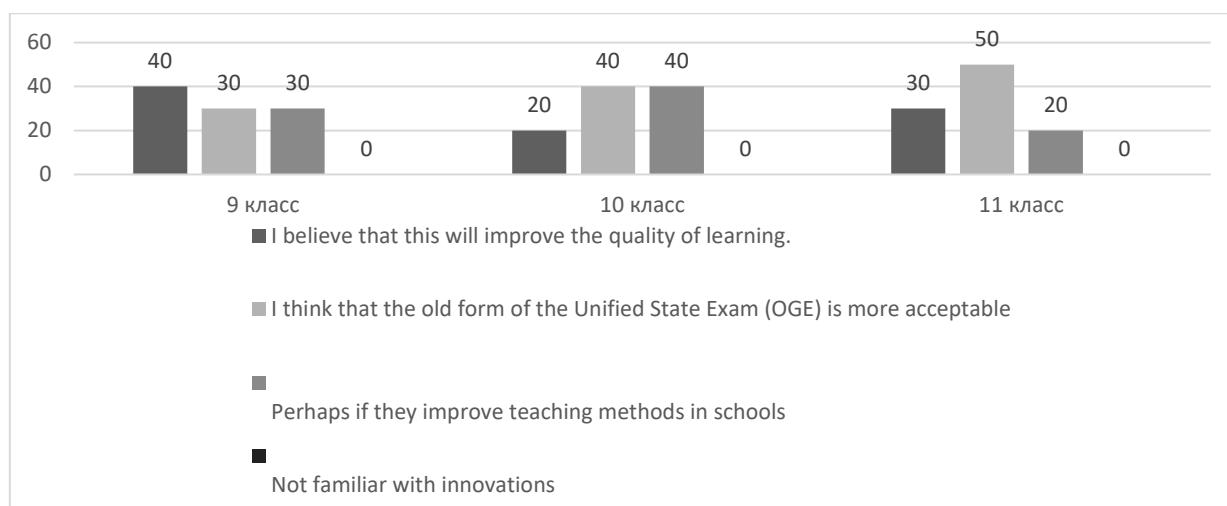


Figure 2. Students ' attitudes to the innovations of the Unified State Exam

Based on the analysis of the diagram, it can be concluded that 40% of the surveyed 9th grade students believe that the innovations of such an assessment tool will improve the quality of learning. 30% of students in the same class consider the old form of the Unified State Exam more acceptable. 30% consider these innovations possible if the teaching methods in schools are improved. Students of the 10th grade think otherwise. Only 20% of respondents are sure that the innovations of the exam will increase the performance of students. 40% are students who consider the old form of the exam more acceptable, and 40% are students who are convinced of the possibility of innovations provided that the teaching methods in school are improved. The surveyed students of the 11th grade are only 30% sure that the transformation of the Unified State Exam will improve the quality of their learning, on the contrary, 50% are convinced of the acceptability of the old form of the exam and 20% are sure that such innovations are possible only after improving the teaching methods of the material. Also based on this.

It can be concluded that 100% of the surveyed students in each class are familiar with the transformations of the Unified State Exam. It should be noted that in the modern education system, the teacher rarely manages to combine traditional and innovative assessment tools. In this regard, we have developed methodological recommendations that allow teachers to improve the quality of learning. Here are some of them:

1. It is necessary to be able to combine traditional and innovative control tools in the classroom.
2. It is important to improve your skills by studying additional literature in the form of teaching aids, thereby improving the methodology of teaching the material.
3. The technical equipment of the class should be considered when selecting controls.

Summing up the overall result of our research, we can say that the Unified State Exam is the most acceptable means of assessing the educational achievements of schoolchildren, according to the majority of respondents. We also found out the attitude of students to the innovations of the exam and found that most of the surveyed students are not satisfied with the reforms of the Unified State Exam and consider the old form of passing more acceptable. The developed methodological recommendations will help the teacher to solve this problem.

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RUBRIC

«PSYCHOLOGY»

COMPARATIVE STUDY OF THE IMAGE OF THE IDEAL FRIEND AMONG SCHOOLCHILDREN AND ADOLESCENTS

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Abstract. This article deals with the problem of the image of the best friend at the present time. The article presents the results of an empirical study of the image of a friend (in a zoometaphore), the relationship to friendship and the need for affiliation in primary school and adolescence. The results indicate that there are differences between the images of the ideal friend at a given age. In particular, it was revealed that the image of the ideal friend is more formed in adolescents than in younger schoolchildren.

Keywords: the image of the best friend, primary school and adolescence, friendship, attitude to friendship, the need for affiliation.

The problem of the image of the best friend is currently gaining a very significant role in the life of our society. In our time, there are socio-cultural changes that have affected the younger generation. The Internet, the development of the show industry-this led to the emergence of new ways to communicate with friends, a new understanding of friendship as such [1,2].

Friendship was thought of a long time ago, back in the days of Aristotle and Plato. Closer to the present time, questions of friendship were interested in: F. Alberoni, I. Cohn, E.V. Yurkova, E.E. Mokhova, V.A. Losenkov, A.V. Mudrik, L. Ya.Gozman, D.I. Cohn, and others [3, 4].

E.E. Mokhova studied the age dynamics of ideas about a friend and friendship in primary school age. I. Kon was interested in the history of the problem of friendship development from antiquity to the present day, and also studied the psychological aspects of friendship. V.A. Losenkov studies the features of youth friendship and defines friendship as a total-personal relationship based on mutual sympathy and voluntary choice, intimate in nature, suggesting inner closeness, trust, frankness. Also T.A. Shkurko and G.V. Ryabokon studied the personal factors of friendly relations [5].

The aim of our empirical study was to study and compare the image of the ideal friend in primary school children and adolescents.

We have suggested that the image of the ideal friend in primary school and adolescence is different.

To achieve the goal and test our hypothesis, we used the following Belgorod methods: "Association test", the questionnaire "Attitude to friendship" and the method "Need for affiliation" by A. Mehrabyan in the modification of M. Sh. Magomed-Eminov.

The study was conducted on the scientific basis of the state municipal budget educational institution MBOU "Gymnasium No. 2" in Belgorod. The study involved students in grades 4 "B" and 6 "D". The total number of participants was 40 schoolchildren.

Now we turn to the questionnaire to analyze the hypotheses of the results. Initially, we compared the subjects' ideas about the image (in the zoometaphore) (Fig. 1).

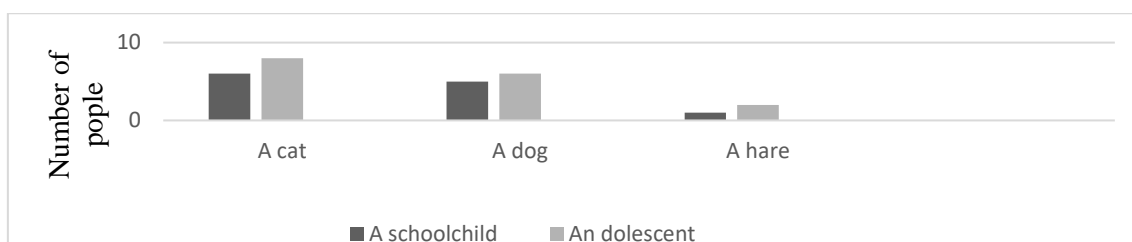


Figure 1. Ideas about the image of the ideal friend in primary school children and adolescents (in the zoometaphore)

In this diagram, for all three scales, it can be observed that the results of the responses of adolescents are higher than those of younger schoolchildren. This may be due to the fact that a teenager's relationship with a friend is becoming more and more adult. Teenagers were more likely than younger students to draw animals such as dogs, cats, and hares. This helps us to conclude that such qualities as loyalty, affection, and kindness are important for students in an ideal friend.

Next, we will consider the ideas about the image of a real friend in primary school and adolescence (in the zoometaphore) (Fig. 2).

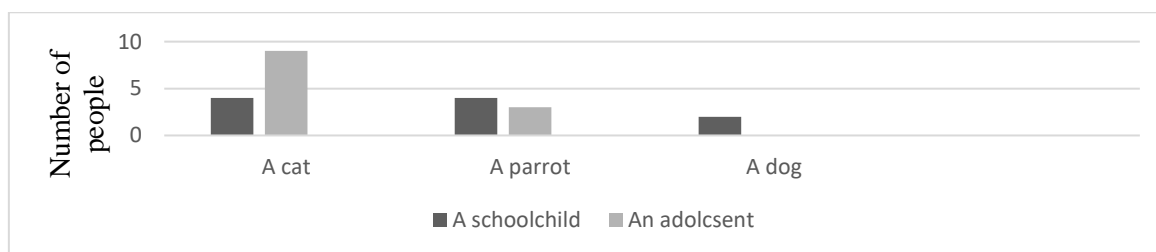


Figure 2. Representations of the image of a real friend in primary school and adolescence (in the zoometaphore)

On the first scale, you can see that most teenagers have the image of the ideal friend coincided with the image of the real one, they drew more cats. Younger students also have drawings of cats, as well as dogs, but in total their number is still less than that of teenagers. This leads to the conclusion that children in adolescence value their real friends more and see them as an ideal.

The second scale shows that younger students see their real friend in the image of a parrot more often than teenagers. This may mean that they have such qualities: imitation of others, demanding attention, talkativeness or excessive sociability.

The following diagram shows us the idea of the image of the anti-ideal friend in primary school and adolescence (in the zoometaphore) (Fig. 3).

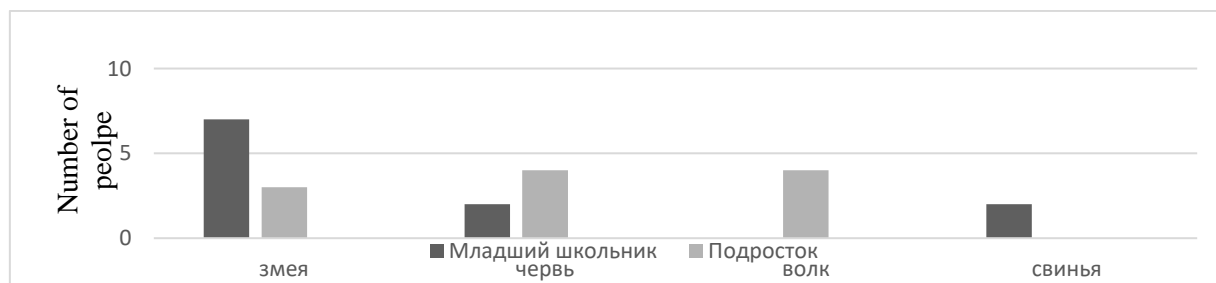


Figure 3. The image of the anti-ideal friend in primary school and adolescence (in the zoometaphore)

Consider the rows of primary school children. For them, the anti-ideal of a friend is associated with hissing, biting snakes, worms, and pigs. In the drawings, children depict them with large teeth, stinging tongues, which characterizes verbal aggression, in most cases — defensive (snapping/bullying,

rude in response to a negative appeal to him, condemnation, censure). The ranks of teenagers are at a lower level compared to younger students, there are also drawings of wolves with pronounced verbal aggression.

Children and adolescents are characterized by a drawing of a drawn mouth of a rounded shape (fearfulness, anxiety).

Thus, we can conclude that in adolescence, children are more attentive to their friends.

Next, we compared the results of the subjects according to the following method – "Questionnaire for identifying attitudes to friendship". This questionnaire allowed us to compare the levels of attitudes to friendship of primary school students and adolescents. After systematization and analysis of the obtained data, it is possible to make a graphic image of the indicators obtained as a result of the research (Fig. 4.).

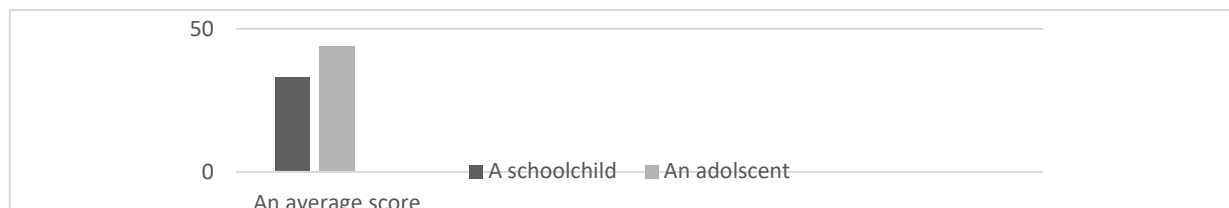


Figure 4. Attitude towards friendship among younger students and adolescents

In this diagram, we can see that the younger students are at the upper limit of the average level of attitude to friendship. Teenage students are at a high level. This may be due to the fact that in adolescence, friendship begins to occupy the first place in the lives of schoolchildren. At this age, children are more sensitive to their friends, more often begin to enjoy success, keep trust and respect the inner world of friends.

Thus, we can say that at the highest level of attitude to friendship are schoolchildren of teenage age. At the same time, the level of attitude to friendship in children of primary school age occupies the upper limit of the average value. This also allows us to conclude that at this age, children value friendship and their friends.

The following method was used to diagnose the need for affiliation of A. Mehrabyan in the modification of M. Sh. Magomed-Eminov. It is designed to diagnose two generalized stable motivators that are part of the structure of affiliation motivation — the need for acceptance (to people) (NA) and the fear of rejection (FR). After systematization and analysis of the obtained data, it is possible to make a graphical representation of the indicators obtained as a result of the research (Fig. 5).

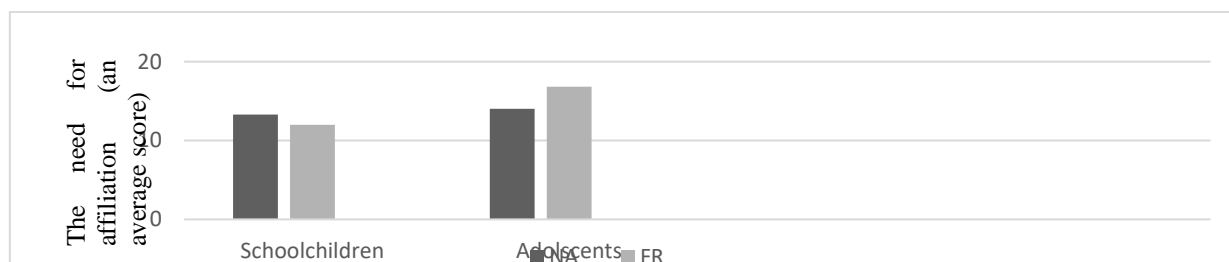


Figure 5. The need for affiliation in primary school and adolescence

The diagram clearly shows the differences between the scales in primary school and adolescence. According to the scale of primary school students, it can be concluded that the total number of points on both scales is approximately equal and is at an average level. This means that students have expressed, but not explicitly, the need for acceptance. On the scale of adolescents, we observe the opposite picture: the sum of the points on the scale of the need for acceptance (to people) (NA) is less than that on the scale of fear of rejection (FR). This indicates that the students expressed the motive of "fear of rejection". Such results may indicate the age characteristics of adolescence. It can also be related to the fear of responsibility, the fear of the unknown. After all, friendship and

communication is a complex mechanism in which a person's responsibility does not suddenly appear. It is developed over the years, from the earliest childhood. Responsibility is not only freedom, choice, but also the consequences that follow this choice.

Thus, we can conclude that on average, adolescents express "fear of rejection", which is associated with such reasons as age characteristics, closeness. Younger students find it easier to find a common language with their peers, they are open to communication.

Summing up, we can make a general conclusion that the image of the ideal friend in adolescents is more formed than in younger schoolchildren. For them, he is a support and support, for better or for worse, but at the same time they are less open to communication, closed to new acquaintances, it is better for them to sit at home than to spend time in a new company. For younger students, on the contrary, they are ready for everything new, but for them, the ideal friend is just any good person. Also at the highest level of attitude to friendship are schoolchildren of teenage age. At the same time, the level of attitude to friendship in children of primary school age occupies the upper limit of the average value. This also allows us to conclude that children in adolescence value friendship and their friends a little more.

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RUBRIC

«SOCIOLOGY»

THE IMPACT OF EMPLOYERS ' DEMANDS ON THE YOUTH JOB MARKET

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Abstract. The text of the article presents the results of the analysis of the study of the opinion of young people, according to the requirements that employers make for them.(on the example of the youth of the city of Belgorod)

Keywords: employer, employment, youth, difficulties, requirements of employers, peculiarities of youth

Young people entering the labor market for the first time are largely inferior to experienced workers in the competition for jobs, since young people do not have experience of correct behavior in the market; as a rule, there are no qualifications of the required level; there is no clear understanding of the laws of the processes occurring in the labor market. The main problem is the lack of clear ideas about the requirements of employers to them, which often leads to job losses. Although at the same time, young people have some competitive advantages over experienced workers: young people are more mobile when choosing and changing jobs, adapt faster to new conditions, and are predisposed to learning. Such a contradictory characterization of the youth labor resource explains the uniqueness of the situation in the youth labor market.

Despite the fact that this market, as a division of the general labor market, is influenced by the same laws and mechanisms, the establishment of equilibrium and deviation from it is largely due to the influence of unique factors that are characteristic only of the youth labor market. This creates a situation in which it is difficult for young people to find work.

This can be explained by the fact that young people in the process of finding a job are forced to compete on an equal footing with the older, more experienced generation, which, in addition to professional education, has a list of additional characteristics that increase its attractiveness to employers. These include, for example, long work experience, high qualifications, knowledge of the specifics of the activities and professional culture of organizations in specialized industries, and discipline. At the same time, the inherent creativity of young people, ambition, high learning ability, etc. they are not always competitive advantages in the labor market.

In conclusion, it should be said that the problem of youth employment will always be relevant, and the requirements of employers are a significant part of this problem. After all, everything in our world is interconnected with each other, it is not possible to look for the root cause of the problem because of the inclusiveness of the problem.

Not the desire of employers to hire young people can be understood, because such an employee either has little or no work experience at all. Not an experienced employee can cope with their job responsibilities worse and the employer will have to spend additional resources in the form of time, money, and effort in order to " acclimatize " the employee to the required level. In the future, this may be even more profitable, because it will generate the opportunity to " grow " a very effective staff for the needs of the organization, but no one can provide guarantees that this employee will not leave his workplace for various reasons. Therefore, very few companies can afford it.

Employers should understand that it is not reasonable to make absolutely the same requirements for all applicants, because everyone has different opportunities. Undoubtedly, young people, as inexperienced workers, have some disadvantages, but there are also valuable advantages that are just as important to appreciate.

It is necessary to create more comfortable conditions for the employment of young people and this should be done so that the employer himself wants to take young job seekers to his organization. Using the administrative apparatus of pressure on enterprises to oblige you to employ a certain number of young people is extremely inefficient, because then the employer will look for an opportunity not to hire young people, as the state will impose it on him to do this. The consequence of this will only be a decrease in the efficiency of business, as well as a biased attitude towards young people.

The solution that will help solve the problem is the introduction of tax incentives for small business organizations that take on a job applicant from young people. Thus, the demand for young professionals in the labor market will increase and an additional opportunity will be given for the development of small businesses, and stimulating the growth of the state's economy as a whole.

At the moment, young people remain the social group that is vulnerable and dependent on the surrounding circumstances and on the wishes of employers.

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SOCIAL IMPACT OF ADVERTISING ON STUDENTS

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Abstract. This article examines the social impact of advertising on the students of the National Research University "BelSU". This topic is relevant in the modern world, as advertising is a part of human life and can affect the consciousness and behavior of young people. Students, due to their age and life experience, are most exposed to outside influences, so it is worth studying this phenomenon and monitoring the content of commercials on television and on the Internet.

Keywords: advertising, student youth, social impact of advertising.

Introduction

At present, advertising is an integral part of the life of society and students, including, and it serves not only as a guide in the world of goods and services, but also as a translation of certain values, norms, attitudes and patterns of behavior [1].

Young people from among students face various kinds of advertising constantly, but very rarely absorbing positively colored information. Most often, commercials negatively affect students, forming attitudes that adversely affect their actions. I would also like to note that the translation of certain behavioral models leads to a stereotypical way of thinking of young people [3,4].

The study helped to study the social impact of advertising on the students of the National Research University "BelSU" at the age of 17 to 23 years. The total population was 9238 people [2]. But the sample population was determined to be 100 people. As a method of collecting information, we used a questionnaire in the form of an online survey. The questionnaire was developed using Google Forms and contained 16 questions.

The aim of the work is to identify the nature and degree of social influence of advertising on the behavior of students.

To achieve this goal, you need to solve the following tasks::

1. Study the views and opinions of experts on this issue.
2. Conduct a survey among young people from among the students of the National Research University "BelSU" on the topic "The social impact of advertising on the student youth".
3. Make an analytical report on the results of a sociological study.

To perform the research tasks, we used the method of an online survey using the Google Form service among the students of the National Research University "BelSU".

The main part

First of all, a question was asked that helped determine the young people's knowledge of the definition of advertising. According to the students of the National Research University "BelSU", 61% of young people are able to define the concept of "advertising". At the same time, 36% of respondents believe that they can define the concept of "advertising", but doubt it. The "no rather than yes" options (2%) and the "no" option (1%) received the fewest responses. Thus, 97% of respondents understand what "advertising" is and are able to define this concept.

The absolute majority of respondents prefer the "Internet" as a media – 100%, half of respondents also choose "Television" (52%). The least popular answer options among the students of the National Research University "BelSU" are "Magazines", "Radio", "Newspapers" – (19%), (6%) and (3%), respectively. It should be noted that 8% of respondents noted "Telegram". This shows that young people trust the modern messenger.

To identify the position of young people on the problem of controlling the content of commercials, the question was asked: "In your opinion, should the content of commercials be

controlled?". The majority of respondents (50%) believe that the content of commercials should be controlled," Rather should than not "was answered by 46% , and only 2% of respondents noted the options "Rather no than yes" and " No».

The survey also revealed that advertising is most likely or accurate (36%) and (34%) may affect the student's self-development accordingly. An equal number of students surveyed (13% each) believe that most likely or definitely advertising will not be able to help a young person improve their knowledge.

During the analysis, it was found that the majority of students are used to the existence of advertising, accept its role in the modern world and are neutral about it. Thus, we can conclude that advertising has an impact on the consciousness, values, worldview and behavior of a young person. It expands the knowledge of students not only about goods and services, but also about pressing social problems.

Conclusion

And in conclusion, it can be noted that the goals and objectives of advertising with a social subtext often overlap with the goals and objectives of other types of advertising, such as political and commercial. And so it is not easy to distinguish it among the various types and subspecies of advertising. The development and authority of social advertising has now grown so much that the largest commercial corporations conduct social advertising campaigns independently. The main difference between social advertising and commercial advertising is precisely in the goal. While commercial advertisers promote a favorable attitude towards a particular product or increase its sales, the purpose of social advertising is to attract attention to a social phenomenon.

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RUBRIC

«PHILOLOGY»

PROFESSIONAL ETHICS OF A JOURNALIST

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Paradoxes of development, searches, prospects. International principles proclaimed the right of people to receive truthful information, adherence to objective reality, respect for universal values and diversity of cultures, private life of citizens. They assumed the right of a journalist to refrain from work contrary to his convictions, refusal to disclose sources of information, as well as the right to participate in decision-making in those media outlets where he works. But within the country, compliance with these elementary rules has always been made dependent on political expediency. The professional ethics of a journalist, as an independent branch of scientific knowledge, in Soviet times was not. The reasons for this fact were first explained in 1991 in the author's monograph "The Professional Ethics of a Journalist. Paradoxes of development, searches and prospects.": "In the conditions of complete absorption of the press by the administrative-command party and state system, the professional ethics of a journalist was difficult to understand; institutional: non-negotiable instructions of the publisher, party discipline, fear of imminent sanctions for the slightest deviation from the requirements from above. Thus, the illusion of complete correspondence between the individual consciousness of members of the journalistic corps and what appeared from their pen was created, who did not ask, "the question: does the writer voluntarily or formally adhere to the principles that he carries out in his materials? Considering professional morality as a concretization of general moral principles in relation to the specific conditions of a particular type of activity, the author shows that" the enrichment of general moral requirements for professional meaning occurs insofar as in the process of work the specialist is faced with production problems that he cannot solve without making a moral choice. Such a choice, naturally, presupposes possession of the specifics of this type of labor. And therefore the moral problems of professional activity where they arose. were solved at first practically in the process of this activity, and were themselves considered as one of its aspects.

In comprehending these problems, the science of professional morality was formed. In the bosom of medicine, medical ethics and deontology developed, and doctors were engaged in them. In the field of pedagogy - pedagogical ethics. Judicial ethics were created by lawyers. Each particular ethics took shape as the profession itself developed and the experience of resolving specific professional difficulties accumulated in its depths. Therefore, any professional ethics can develop only at the junction of three areas: general ethics, the theory of a given type of activity and its specific experience. "

The author categorically opposes the abstract-mechanical understanding of the applied nature of professional ethics, when its only task is considered to be the study of specific conditions for the implementation of general moral requirements, depending on the originality of the profession. He asks the question: "Can professionalism and ethics, united with each other, become a source of fundamentally new knowledge? Or is the whole point of their symbiosis only in the translation

of common patterns into professional tracing paper? Does not knowledge arise here that is not reducible to general ethics? "

The author gives positive answers to these questions and therefore sees the second important function of professional ethics in the study of norms born of the specifics, in particular, of journalistic work and having no analogue in the general moral system.

In the activities of the journal, such norms, neolly, clearly contradict general moral principles as in medical or advocacy ethics (for example, "medical confidentiality" or the duty of a lawyer to defraud even contrary to the conviction is important in the interh of the client). In chni. The professional morality of the magazine, under certain conditions, allows the publication of material, the author of which does not speak with personal future foolishness, which, of course, contradicts the principles of truthfulness and objectivity. It also justifies the editor's intervention in someone else's headlessness by the author, when such heading is difficult.

Work in the press makes adjustments to the very hierarchy of moral values of the individual. In particular, the analysis of complaints against journalists revealed that among the moral qualities that are obligatory for representatives of this profession, readers put truth and impartiality first. The same result was given by a selective survey of the journalists themselves. But the opinion of the journalists coincided with the readers' opinion only in relation to this main characteristic. As for other moral qualities necessary for a print worker, the hierarchy of preferences was built differently among journalists than among readers.

BIBLICAL MOTIFS IN THE WORDS OF M.Y. LERMONTOV**Katerina Koval**

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Аннотация. Статья посвящена исследованию библейских мотивов в творчестве М.Ю. Лермонтова. В статье рассматриваются произведения поэта, в которых отражаются библейские образы, идеи, темы и сюжеты на примере стихотворений «Мой демон», «Ангел», «Чаша жизни» и поэмы «Демон».

Abstract. The article is devoted to the study of biblical motifs in the works of M.Y. Lermontov. The article examines the works of the poet, which reflect the biblical images, ideas, themes and plots on the example of the poems «My Demon», «Angel», «The cup of life» and the poem «Demon».

Ключевые слова: М.Ю. Лермонтов; лирика; библейские мотивы; религия; мировоззрение.
Keywords: M.Y. Lermontov; lyrics; biblical motifs; religion; worldview.

M.Y. Lermontov is one of the great writers in the history of Russian literature, who still remains an unsolved and not fully understood person. During his short life, the writer managed to write a large number of works, thereby leaving a large mark on world literature. Since the end of the XIX century, there has been a close interest of literary critics in the work of Lermontov, so you can observe an acute struggle of opinions and sometimes completely opposite ones. Researchers pay special attention to the reflection of biblical motifs in the works of the poet. I.S. Aksakov wrote that "Lermontov's poetry is the longing of the soul, which is sick from its own emptiness due to lack of faith and ideals" [Kotelnikov, 7]. Literary critic L.P. Semenov notes that the Bible helped the poet "in a difficult moment of life", and S.N. Durylin believes that "Lermontov at the end of his creative career gets tired of the demonic beginning in his soul and comes to writing "wonderful prayers" full of faith, hope and love" [Kotelnikov, 8]. Such different and contradictory opinions are not surprising, since in Lermontov's work the biblical motif is always perceived differently. In this regard, the purpose of this work is to find biblical motifs in Lermontov's works and prove that they originate from the Bible.

The whole life of the poet passed before the «creator of nature» or «creator of nature» eyes. Therefore, in lyrical works that reflect spiritual agitation or search, the evolution of the worldview of the lyric hero is given as a path to something holy or divine.

In the poem «My Demon» (1830-1831), the main motif is the motif of demonism:

Collection of evils is his element;
Between dark clouds he rushing off,
The fatal storms he loves with no end
And rivers foam and noise of oak groves;
(Translated by Anatoli Trojanowski)

The theme of demonism is rooted in the Bible, which tells of a fallen angel who went against the most high and was turned into a demon for this.

It is from this poem that Lermontov forms his own idea of demonism, which: «goes back to the Biblical mythology, the designation of the attitude to the world, the ultimate goal of which is the destruction of existing spiritual and material values, up to the conversion of the world into nothing» [Peskov, Turbin 1981: 137]. The poet later uses the theme of demonism in many works, including

the poem «The Demon» (1839), where Lermontov took the biblical legend about the spirit of evil as the basis for the plot:

His way above the sinful earth
The melancholy Demon winged
And memories of happier days
About his exiled spirit thronged
(Translated by Avril Pyman)

A demon is a negative character who, although able to perceive high emotions, deliberately refuses them and suppresses them in himself. He gains power over the soul not by annihilation, but by his restlessness, by striving for «images of perfection». He rushes between light and darkness, good and evil, just as the poet says, where light and darkness meet, there will be eternal enmity and war. We can say that the toss between good and evil in this work reflects the inner struggle of the poet himself.

Under the influence of the Bible, Lermontov also has the image of an angel. In the poem «An Angel» (1831), images are associated with religious symbols:

At midnight an angel flew high in the sky,
He sang his song, lovely and quiet,
The Moon, and the stars, and the clouds as well –
All heeded that song's holy bell.
(Translated by Eugene Kiselev)

It also describes and contrasts the two worlds – the earthly and the heavenly. In one there are «sorrows and tears», in the other – songs «about the bliss of sinless spirits». The soul of a person, which is carried by an angel (while singing paradise and God with unfeigned praise), to the earth is a sacrifice of the supreme will. Suffering awaits her on earth, and the angel will grieve in advance about what trials she will have to go through.

It can be said that the Angel and the Demon appear on a very large scale in the work of M. Yu. Lermontov. They are used not only as symbols, but also as «iconographic» characters.

The motif of anxiety and mental anguish, which are revealed through biblical symbols, is also present in the work of M.Y. Lermontov. In the poem «The cup of life» (1831):

We drink from the existence cup
With eyes that are closed tightly,
Its golden edges wet become
By tears ours undesignedly. <...>
Then we may see that empty is
The golden cup and too fast,
That drink in it is only dreams
And that dreams are not ours!
(Translated by Igor Skryagin)

The theme of the «cup of woe» also originates from the Bible. In various places, you can find such sayings: «The cup is in the hand of the Lord, the wine is boiling in it, full of confusion, and he pours out of it. Even its yeast will squeeze out and drink all the wicked lands» (Psalm 74.9.) «If it is possible, let this cup pass from me» (Gospel of Mark, 14:36). Through the image of the chalice, the poet shows how a person blindly lives all his life with illusions and dreams, but on his deathbed, when a person looks at his life path sensibly, he sees that he lived in self-deception, in empty illusions that were inspired by someone else. Analyzing the work of M.Y. Lermontov, it can be concluded that through the biblical motifs, the poet touches on the themes of superhuman power, inexplicable spiritual torments, the transience of life, the throwing of a person between good and evil. Religious motifs are presented in different ways in the poet's lyrics. It can be an image, a symbol, a name, a specific plot, an idea, or a quote taken from the Bible. Through the poet's lyrics, you can also see the contradictory attitude to religion. One work may have a God-fighting orientation, the other reflects reconciliation and unity with God and with the world.

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THE REASONS FOR N.S. GUMILYOV'S APPEAL TO THE AFRICAN THEME

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Abstract. This article will discuss the reasons for the poet – Nikolai Gumilyov's appeal to the african theme in his works.

Аннотация. В данной статье будут рассмотрены причины обращения поэта – Николая Гумилева к африканской теме в своих произведениях.

Keywords: romance, Africa, color, creativity, travel.

Ключевые слова: романтика, Африка, колорит, творчество, путешествие.

The legacy, personality, and fate of N.S. Gumilyov (1886-1921) - a poet of rare individuality-arouse interest. His work during the life of the author attracted charming novelty and courage, sharpness of feelings, excited thought, personality-courage and strength of spirit. But for many decades, Gumilyov's poems were not reprinted. His name was only occasionally mentioned. N.S. Gumilyov's worldview is based on romance. Almost all of Gumilyov's work is permeated with romantic motifs and images. Already in the first collections ("The Way of the Conquistadors "in 1905," Romantic Flowers "in 1908," Pearls " in 1910), there is an abundance of romantic, fairy-tale images. So in the first collection, the poet sings of a strong personality, the conqueror and conqueror of mysterious worlds. The very title of the collection "Romantic Flowers" contains romanticism as a fundamental principle in creating a picture of the world. This world is filled with fairy-tale characters (the night bear, the pale knight, various animals, etc.). This world, transformed by the imagination of N.S. Gumilyov, sharply stated with the reality surrounding the poet. V. Ya. Bryusov, who for a long time supervised Gumilyov, described the collection as follows: "Gumilyov's country is an island somewhere beyond the" whirlpool "and" bubbling foams of the ocean "... There are" groves of palm trees and thickets of aloe "around, but they are full of"mandrakes, flowers of horror and evil". Free wild animals roam the country: "royal leopards", "wandering panthers", "desert elephants", "light wolves", "gray bears", "boars", "monkeys" ... N. Gumilyov's heroes are either languid knights... or old conquistadors, or queens reigning over unknown peoples... or men "marked with the sign of the highest shame", or just wanderers in the deserts... And the amazing events of these amazing heroes take place in this world... " [Bogomolov 1990, 96].

The poet was not satisfied with the gray reality, and he tried to escape from the everyday reality of everyday life and find his ideal of life. Gumilev finds this ideal in Africa. Africa occupied a special place in the life and work of the poet. The desire for the unknown, sometimes fraught with dangers, accompanied Gumilev all his life. From an early age, he was attracted to the East, Africa, travel to tropical countries, and even the desire to get a sailing ship and sail it under a black flag.

As a child, Gumilev read a lot of adventure literature: the works of Jules Verne, Mayne Reid, Fenimore Cooper. All these books drew him to distant lands, attracted him with the romance of the feat. V.I. Nemirovich-Danchenko, in an essay dedicated to the memory of Gumilyov, recalled that the poet always longed for the sunny south, which inspired him with "tempting distances". "If one were to believe in the reincarnation of souls," the memoirist wrote , " one would recognize in him such a brave seeker of new islands and continents in the unknown expanses of the great ocean of time as Amerigo Vespucci, Vasco de Gama, a conqueror like Cortez and Vizarro... It would have been in its place in the Middle Ages. He was four hundred years too late to be born! A true paladin who lived in the mirage of great feats. He would have tried his strength in battles with fabulous giants, on fragile caravels in thunderstorms and storms, he would have overcome unknown seas" [Ivanov 1990, 167].

The creative imagination aroused in Gumilyov an unquenchable thirst for knowledge of the world. On his first trip, Gumilev visited only the cities of Istanbul, Izmir, Port Sand, and Cairo. But the experience left an indelible mark on the soul.

His wife, Alexandra Andreyevna Gumilyova, recalled: "The poet wrote to his father about this dream (to go to Africa), but his father categorically stated that he would not receive any money or his blessing for such an "extravagant trip" until he graduated from university. Nevertheless, Kolya, in spite of everything, set off in 1907, saving the necessary funds from the monthly parental salary... "[Kreid 1993, 231].

In 1906, after graduating from high school, Gumilev went to Paris, where he attended a course in French literature at the Sorbonne. Gumilyov was greatly impressed by the exhibition of paintings by Paul Gauguin, a French artist who lived most of his life on the islands of Tahiti. Gumilev devoted the article "Two Salons" to the work of Gauguin and even more excited by the dream of visiting the land that he had long dreamed of - in Africa. Secretly from his parents, he goes on his first trip, going to visit Istanbul, Izmir, Port Said, Cairo. Since then, Africa has occupied an extremely important place in his life and work. It filled his soul with new, extremely sharp impressions, strengthened his self-confidence, gave him rare sensations and images. During the second trip (1908) Gumilev visited Egypt, in the third he reached Abyssinia (1909), where he collected local folklore, transforming it into original songs ("Five Bulls", "Zanzibar Girls"). Why did Gumilyov choose Abyssinia for his wanderings and call it a magical land? This choice was not accidental. Gumilev, of course, was visited by such feelings. But he did not go to Africa to finish his poetry, but, on the contrary, to "find new words in a new environment." The most significant was the last, fourth trip. In 1913, the poet was the leader of an expedition sent to Abyssinia by the Russian Academy of Sciences; Gumilev brought back ethnographic collections from there. There is also Gumilev's "African Diary".

Even people close to the poet sometimes made fun of his "African" passions. In addition to poems scattered in various collections (the cycle "Abyssinian Songs", "African Night", etc.), Gumilev dedicated the book "Tent" (1921) to the African theme. In the poem that opens the collection, he wrote:

... Deafened by the roar and trampling,
Clothed in flame and smoke,
About you, my Africa, in a whisper
In heaven the seraphim speak...

After visiting Africa, the collection "Tent", the article "African Art", the poem "Mik", poems that were included in the collection "Pillar of Fire", "Alien Sky" were written.

Thus, we can single out the main reasons for N.S. Gumilyov's appeal to the African theme. First, the sea filibusters, the motives and the early and lifelong passion for travel and wandering. Secondly, the correlation with the fate of Arthur Rimbaud. But the most important reason is that N. Gumilyov was an "incorrigible" romantic who carried through his life devotion to his muse - the Muse of distant wanderings. Meanwhile, none of the Russian poets sang as he did, Africa, did not convey its unique color so visibly and unusually in relief.

LITERARY GAMES AND THEIR SIGNIFICANCE IN MODERN PEDAGOGY

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Abstract. The article is devoted to the study of literary games and their significance in modern pedagogy. The author notes that there are two types of literary games: reading and performing. Each of the types is described in detail with the use of examples. The article is intended primarily for teachers of literature, but it can be useful for both students and teachers.

Аннотация. Статья посвящена изучению литературных игр и их значению в современной педагогике. Автор отмечает, что существует два вида литературных игр: читательские и исполнительские. Каждый из видов подробно характеризуется с привлечением примеров. Статья предназначена, в первую очередь, для учителей литературы, но может быть полезна и для студентов, и для преподавателей.

Keywords: game, education, pedagogy, lesson, literary game, reading game, performing game.

Ключевые слова: игра, воспитание, педагогика, урок, литературная игра, читательская игра, исполнительская игра.

In the modern world, it is increasingly possible to hear negative reviews about the current education: a huge workload of schoolchildren, a large number of homework and extracurricular activities. Children get tired, lose interest in learning, stop reading, pushing literature as a subject to the background. Interest, in turn, is the driving factor in the implementation of any activity. It also plays an important role in the learning process, as it helps to reduce difficulties in the perception of educational material. This means that in order to motivate students' cognitive activity, a creative teacher's approach and a steady student's interest in new information are necessary. Especially in literature lessons, because not always and not every teacher manages to interest students in any work.

What exactly is meant by a creative teaching approach? One of these approaches can be a game. "THE GAME is one of the activities, the significance of which lies not in the results, but in the process itself. It promotes psychological relaxation, relieving stressful situations, and harmonious inclusion in the world of human relations. Play serves the physical, mental, and moral education of children.

The method of conducting a literary game is quite simple. The game can be held as the final stage of the study of a work, where the main goal is to sum up. And, conversely, it can be presented as a form of familiarization with the work. The game is also an intermediate stage in the study of the work. For example, the novel "War and Peace", which is large in content and not every student manages to fully study it. The game in this case can be a means of better assimilation of information, it will help the teacher to draw the attention of the student to the significant points in the work. In modern pedagogy, there are many types of literary games, each of which has its own specific purpose. All of them can be combined into two large groups: reading games and performing games. Reading games resemble sports in their structure, they are built on the basis of competition, students strive to show their reader's observation and attentiveness. Performance games are close to theatrical art. In reading games, you can distinguish vocabulary and stylistic, their basis is the artistic embodiment of the work in a word, facial expression, gesture, or stage action. There is no strict

boundary between these games. The fundamental criterion in these games is to read and study the literary text.

Among the reader's games, you can distinguish vocabulary and stylistic ones. Dictionary work is a common activity in the study of works. It will be interesting if it is built in the form of a game.

For example, the fable of I.A. Krylov "Quartet", studied in the 5th grade, requires an explanation of musical terms. And this can be done not by the teacher, but by the students. The winner of the game should be considered the one who is more accessible and interesting to explain these words. Naturally, for such a game you need home preparation.

Dictionary games can also acquire some features of performance games. In A.S. Pushkin's poem "Ruslan and Lyudmila" there is a lot of outdated vocabulary. Traditional dictionary work can be carried out as a game-competition for the best "connoisseur of antiquity". According to the terms of the game, you are supposed to find all the outdated terms yourself and clearly, accurately, as a real expert should, reveal the meaning of words. The class, naming the winner, should take into account not only the correct interpretation of the words, but also the form of presentation of the material: clarity of speech, tightness, concentration.

Stylistic games include games with scattered and incomplete text. For the first time they were introduced into use by M.A. Rybnikova. The game helps you to imagine how a poem is constructed, how important it is to use the correct, accurate, consistent lines of poetry. The game will require the text of a poem written line by line on separate pieces of paper. The game takes place with closed textbooks.

Another group of literary games is performing games.

Expressive reading is the most practiced form of creative play on literary material. But before the student speaks publicly, it is necessary to conduct three stages: preparation, analysis, training, and the performance stage: the first stage is characterized by mistakes that the teacher helps to correct; for the second stage, it is necessary to try to create an art environment, to organize the sympathetic attention of the audience. Before the class, students are allowed to speak only with a prepared reading; each student should feel responsible for their performance work, accordingly, reading by heart implies perfect knowledge of the text, otherwise the effort spent on remembering, stammering, pausing, etc., will cause an inevitable contradiction between the work and the feelings of the reader and listeners.

Face reading is a technique that has long become a traditional and favorite in the practice of teaching. But despite this, very often mistakes are made in the use of this technique: hasty distribution of roles, lack of preparation and monotony of reading. According to the observations of N.S. Stanislavsky, children's thinking has a developed imagination, respectively, the mechanism of action of children's "imagine as if...", "think if..." is such that it is worth saying them and fiction in children will come to life. Use this feature of children's faith in the power of conditional situations can be used in the preparation of expressive reading on the faces. So, when preparing to read the poem by A.S. Pushkin "Nanny", we can invite children to imagine the woman to whom Pushkin addresses. She was a close person to him, which meant that he had warm feelings for her. Next, we can invite children to read the poem as they would read it, for example, to their mother.

In intonation sketches, students perform different tasks:

1. Say the phrase with the right intention (joy, sorrow, resentment). In this case, the intention is determined by the teacher.

2. The student himself determines with what intention he will pronounce his phrase, and the students must unravel this intention.

3. The teacher reads the phrase, deliberately making an intonation error. Students should find it and explain how to read it correctly.

The introduction of intonation games in the lesson contributes not only to the intonation enrichment of speech, but can serve as a kind of preparation for the perception of the work, and will also be a training exercise before the expressive reading. Etudes of this kind can be found in manuals on expressive reading.

Etudes-improvisations also prepare students for performing activities. The essence of them is that students should act out some episode that the author has planned, but not depicted in detail.

Dramatizations are a complete type of performance game in which students must know the text of the work verbatim and act it out, inventing *mise-en-scenes* for this, combining their speech with facial expressions, gestures, and sometimes using costume details. This type of performance game is possible in lessons in grades 5-7.

Thus, games, as a pedagogical technique, are an effective means of studying literary works. Reading and performing games are complementary. They develop creative thinking, diction, improve memory, replenish vocabulary and involve students in the learning process.

Having considered the two types of literary games, we can note that there is no strict distinction between them. The fundamental criterion in these games is to read and study the literary text. But before you use any of the types of games, you need to take into account the class, the age of the students, the stage of the lesson. In the modern educational process, the use of game technologies is advisable, since due to the huge workload, children lose interest in literature, and the game serves as a means of psychological relaxation. The correct application of game technologies in the process of education and upbringing can significantly increase the effectiveness of educational activities, as well as make the pedagogical process less tedious, attractive and interesting.

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MAN AND NATURE IN THE STORY OF I.A. BUNIN "PINES"

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Abstract. This article is devoted to the consideration of the relationship between nature and man in the story of I.A. Bunin "Pines" from the point of view of the general philosophical laws of being, which fill this work. In the article, based on the analysis of the story "Pines", it is shown how, with the help of landscape sketches, the author illustrates the spiritual experiences of the hero, which reveal the coherence of the natural world and the human world, and in addition are a means of expressing the author's attitude to the world, in confirmation of this, quotes from the text are given. Also, special attention is paid to the question of the indissoluble connection of man with the cosmic world order, I.A. Bunin in his story leads to the idea that the earthly path of man from the beginning to the end of life is accompanied by the riddles of life and death, as evidenced by quotes from the work. The article is intended for a wide range of readers interested in the work of I.A. Bunin.

Аннотация. Данная статья посвящена рассмотрению взаимосвязи природы и человека в рассказе И.А. Бунина «Сосны» с точки зрения общефилософских закономерностей бытия, которые и наполняют указанное произведение. В статье на основе анализа рассказа «Сосны» показано, как с помощью пейзажных зарисовок автор иллюстрирует душевные переживания героя, которые раскрывают связность мира природы и мира человека, и вдобавок являются средством выражения авторского отношения к миру, в подтверждение этого приводятся цитаты из текста. Также, особое внимание уделяется вопросу о нерасторжимой связи человека с космическим мироустройством, И.А. Бунин в своём рассказе подводит к мысли о том, что земной путь человека от начала до конца жизни сопровождают загадки жизни и смерти, свидетельствуют этому также цитаты из произведения. Статья предназначена для широкого круга читателей, интересующихся творчеством И.А. Бунина.

Keywords: landscape, philosophy, nature, world order, man.

Ключевые слова: пейзаж, философия, природа, мироустройство, человек.

The theme of nature and man in many of the works of Ivan Bunin appears as the most important. The writer himself was convinced that man and nature are inextricably linked by the harmony of a single and common life: "...It is impossible to separate man from nature, because every movement of the air is the movement of our own life. We are one with nature. We are part of it. If you do not love nature, you cannot love and understand man" [Vantenkov, 157]. Nature and the surrounding world attracted I.A. Bunin's charm of its beauty and variability, struck the imagination of the writer with the scale and eternity of being, forced to look for their solution. In this regard, the purpose of this work is to consider the relationship between nature and man in the story of I.A. Bunin "Pines" from the point of view of general philosophical laws of being, which fill the story.

According to I.A. Bunin, the perception of everything beautiful that is on Earth helps a person to overcome longing, loneliness and experience a sense of joy and spiritual harmony. Therefore, it is no accident that landscape sketches in "Pines" are filled with deep philosophical meaning, emotional experiences and are often a means of expressing the author's attitude to the world: "Neither the village nor the forest can be seen because of a strong blizzard" [Bunin, 270]. It is on such a night that the narrator goes to the hut of the deceased Mitrofan. A sharp wind takes his breath

away, rips off his hat, and showers him with frosty snow. It seems that nature itself is saying goodbye to "a real forest peasant-hunter Mitrofan" [Bunin, 270]. He preferred a wise and quiet existence to the aimless bustle of the world and "lived all his life as if he were in the laborers of life" [Bunin, 270]. Reflecting on the deceased, the author asks the question: "And who knows – was he not right?" [Bunin, 270].

I.A. Bunin shows in the story such an ability to draw with words that the reader, together with the author, experiences a winter blizzard, admires its elements, and is overwhelmed with a sense of freedom. With the help of expressive language techniques, the writer managed to create a symphony of the winter forest, to convey its polyphony: "...The pines, which reign high above everything around them, respond to the hurricane with such a gloomy and menacing octave that it becomes scary in the village." "The forest sounds like the wind blowing through a thousand Aeolian harps, muffled by the walls and the blizzard." "The hum of the forest breaks out of the noise of the blizzard, like the hum of an organ" [Bunin, 271]. However, here it is worth noting that from the first pages of the story "Pines" nature and man seem to be opposed, but not everything is so clear. Initially, the contrast is carried out sequentially-through the entire first part of the story. There is a clear distinction between the natural world and the human world. "Evening, the silence of the snow-covered house and the noisy forest blizzard outside" [Bunin, 271]. The endless expanse of forest and snow is opposed by the quiet space of human habitation in the "fog of rest", slumber. And to the frosty wind – a hot bed. To the enchanted, wonderful, living forest, threatening a person with troubles – the fantasy world of an old shepherd about how one "creeper" lived and was.

However, it should be noted that a person can not fully comprehend the secrets of the existence of all living things, his earthly path from the beginning to the end of life is accompanied by the mysteries of life and death. Therefore, the writer of the story speaks with reverence of the funeral rite as a kind of sacrament, speaks of a prayer in which he hears "sorrow for the frailty of all earthly things and joy for a brother who, after an earthly feat, has passed into the bosom of infinite life" [Bunin, 272]. But neither reflection nor religion can console the hero. The "long earthen hillock of the grave "seems to the hero" sometimes a very ordinary pile of earth, sometimes significant-thinking and feeling." It seems to him that nature is interacting with him again in its own way. And, looking at this earthen hillock, the hero tries to catch "that elusive thing that only God knows – the secret of the uselessness and significance of all earthly things" [Bunin, 274]. Here the author of the story emphasizes this indissoluble connection with man with the great universe. The final lines of the story "Pines" helps to understand why I.A. Bunin calls this work exactly this way: "The distant, barely audible hum of the pines spoke with restraint and incessantly spoke about some eternal, majestic life...", about the life of nature. [Bunin, 274]. Here, the pine trees near Bunin symbolize eternity.

Thus, having considered the relationship between nature and man in the story of I.A. Bunin "Pines", we can conclude that this work is filled with general philosophical reflections of the author about the essence and purpose of man, as well as about the eternal unfading beauty of nature, as evidenced by the landscape sketches in "Pines", they are filled with a deep philosophical meaning and are a means of expressing the author's attitude to the world. Similarly, in his story, I.A. Bunin makes the reader think about the indissoluble connection of man with the immeasurable world order, that is, with nature, to show that she can "think", "talk", "feel sad" like a person. And finally, the writer leads us to the idea that the earthly path of man from the beginning to the end of life is accompanied by the mystery of life and death.

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