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APPLICATION OF ISA IN COMMERCIAL ORGANIZATIONS

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Abstract. *Currently, the actual problem of modern audit in Kazakhstan is the application of international Auditing standards. The law establishes that auditing in the Republic of Kazakhstan is accompanied by the same with the International standards of Auditing (ISA). Strict compliance with audit standards is the responsibility of the auditor, as the quality of all audit activities depends on it. In order to clearly understand why commercial companies in Kazakhstan need to apply ISA and what consequences this will entail; it is necessary to analyze a number of key aspects. In this regard, this article discusses the advantages of international auditing standards, their comparison with the earlier existing domestic standards, reveals the problems of their application in commercial companies of Kazakhstan, as well as the dynamics of the audit organization for the period 2019-2020. During the research methods were used: analysis, generalization, comparison, as well as statistical methods of research.*
Keywords*: international standards of audit, audit activity, reform of the audit system.*

Introduction. According to the law "On audit activity" dated 20.11.1998, audit activity is carried out in accordance with international standards of audit, which are mandatory for audit organizations, auditors, self-regulatory organizations of auditors and their employees, as well as standards of audit activity of self-regulatory organizations of auditors. On the territory of Kazakhstan apply international standards of audit adopted by the International Federation of accountants and recognized in accordance with the procedure established by the Government of the Republic of Kazakhstan [1].

The purpose of this article is to analyze the role of standards in the regulation of auditing, as well as the procedure for recognition and application of ISA in Kazakhstan, the problems of their application.

Research problem.
- to study the essence of international auditing standards;
- compare international and Federal auditing standards;
- identify problems of application of international standards in Kazakhstan.

The subject of the study is the differences between international and Federal audit standards and the main problems of transition to the international level.

The main sources on which the study was based, the regulatory framework, as well as specialized literature in the format of articles. The most interesting articles on the research problem are presented by such authors as A. A. Morozova, E. V. Kirilina [6], V. L. Minsk [3], L. M. Smith [9], A. A. Storozhenko [5]. They consider the relevance and problems of Russia's transition to international standards of audit; however, it is worth noting that the work does not address the problem of demand for audit services.

Research methods: generalization, comparison.

The scientific novelty of the study is as follows:
- the factors influencing the increase in demand for audit are considered;
- the main problem areas of implementation of ISA in Kazakhstan are highlighted, ways of their elimination are offered;
- the relevance of ISA implementation is considered;
- a study was conducted, according to the results of which the data were grouped and presented in the table.

I. The market of audit services in Kazakhstan is relatively young, because the first audit firm was registered 20 years ago, and the final formation of the market took a considerable time, during which several stages of its formation were passed. Over the past 25 years, the accelerated development of the world economy has been accompanied by globalization processes that have affected our country.At this time, firms felt the need for innovative development, improving the efficiency of economic activity to maintain competition with foreign producers and firms specializing in the provision of various services. For some organizations, there was a need for reporting in accordance with international standards, in addition, increased tax control by the state. These and other factors

have had a great impact on the increase in demand for audit-independent audits of accounting (financial) statements in order to Express an opinion on the reliability of these statements [7].

As a result, the revenues of audit organizations operating in the market increased (Fig. 1).
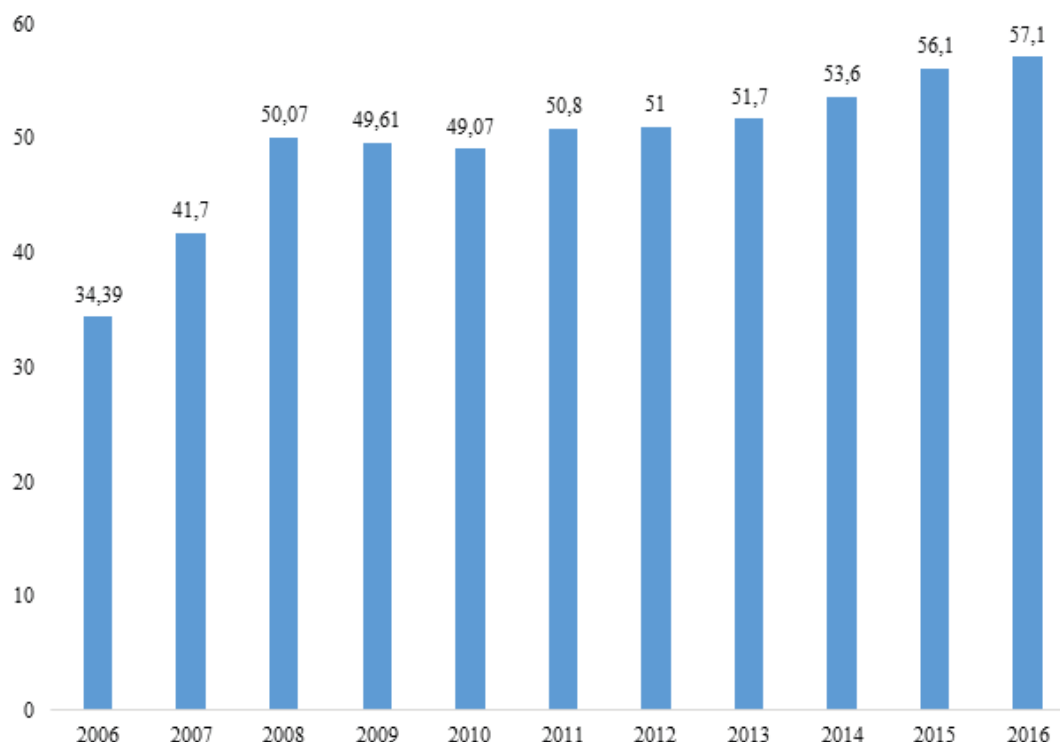
Fig. 1. Dynamics of income of audit organizations in Kazakhstan in 2006-2016 [8]

More than 75 percent of audit organizations have been working in this field for 10 years or more. And the volume of audit services rendered in 2018 increased by 2.1 times compared to 2017 and amounted to 139.2 billion tenge.

The amount of income of organizations currently has a direct impact on the audit obligations. Since organizations with assets (income)began to fall under mandatory audit.

Currently, the application of international standards of audit is a prerequisite for Kazakhstan, contributes to improving the quality of audit services and a high level of auditors. Strict compliance with audit standards is the responsibility of the auditor, as the quality of all audit activities depends on it.

In Kazakhstan, until 2001, international auditing standards were not officially recognized, and audit activities were carried out in accordance with national auditing standards. The reform of Kazakhstan's accounting system and its improvement according to IFRS standards require the adoption of international auditing standards as official documents.

The law of the Republic of Kazakhstan "About auditor activities" in edition of 5 may 2006 found that auditing in Kazakhstan is performed in accordance with International Auditing Standards, do not contradict the legislation of the country, published on state and Russian languages by the organization with written permission for their official publication in Kazakhstan from the Committee on International Auditing Practice under the International Federation of Accountants. This right is fully possessed by a professional audit organization-the Chamber of Auditors of the Republic of Kazakhstan, which is a full member of the International Federation of Accountants. [6].

Currently, 37 international standards on audit assignments and 13 provisions on international audit practice have been adopted. Each commercial and non-profit organization should have an internal control system.

Let's understand the concept of "international auditing standards". International auditing standards are documents that formulate uniform requirements, which ensure the appropriate level of quality of audit and related services [2].

International auditing standards (ISAS) are common international basic principles and standards that all auditors are required to follow in the course of their audit activities. International auditing standards are developed and published by the international Federation of accountants-a

professional accounting and auditing organization that unites members of more than 170 accounting and auditing national organizations and associations from 125 countries [10].

International auditing standards allow:
- achieve high quality inspection;
- establish uniform requirements for the audit procedure;
- understand the audit process to external and internal users;
- improve auditors ' skills and professional knowledge;
- to negotiate the auditor with the client;
- to provide communication of separate elements of audit process.

Features of international standards:

1) ISA is a method of process control. The main audit requirement is to ensure proper quality of performance in order to form an error-free opinion on the financial statements. The quality of the auditor's work is ensured by the implementation of all technological processes that must be described in order not to miss any operation. This means that the entire audit process should be regulated in great detail in order to avoid ambiguous understanding of what actions should be taken and in what cases;

2) the entry of our state into the international economic space, where sanctions have recently prevailed over economic laws, imposes certain obligations on Kazakhstan, limiting the opportunities for independent actions in the field of financial reporting and its audit;

3) there are problems of terminology and translation. Given the inevitability of applying the international methodology and organization of audit to all domestic enterprises that audit their accounts, it would be desirable that the official translation of the ISA was adapted to the Kazakh practice.

One of the negative consequences of the introduction of ISA in Kazakhstan is the problem with translation, or, in other words, the correctness of terminology. The ambiguity of some words gives the terms a slightly different meaning, hence the differences [5].

It should be noted that the introduction of international standards creates an ambiguous situation. Audit firms, which will not be able to move relatively quickly to these standards, are deprived of the opportunity to participate in competition with other companies, currently such risks are more exposed to small companies, individual practitioners, whose share in the total volume of audit organizations has a significant share.

Table 1. Distribution of audit organizations by scale of activity (in %)

Indicator	Small		Medium		Large	
	2017	2018	2017	2018	2017	2018
Share in the total number of audit organizations'	90,2	93,3	7,7	4,7	2,1	2
Share in total volume of rendered services	28,7	24,2	12,4	11,7	58,9	64,1
Share in the volume of services rendered audit's	20,2	23,8	10,8	10,9	69	65,3
Share of audit services in total volume of services rendered	55	50,8	42,7	45,2	2,3	4
Share in total number of clients, reporting which is audited	62,4	64,8	20,4	19,2	17,2	16
Share in the total number of audit organizations that have audited financial statements socially significant organizations	74,6	73,8	20	20,3	5,4	5,9
Share in the total number of audit organizations that have audited financial statements under IFRS	58,1	59,7	28,3	25,5	13,6	14,8
Share in total number of clients, reporting prepared in accordance with IFRS	21,2	27,2	20,6	19,6	58,2	53,2

As can be seen from table. 1, despite the fact that the share of small audit organizations is 93%, the total volume of services rendered is only 24.2%. In case of exit from the market of the majority of small audit companies there will be a tendency to monopolize the market of audit services by large companies.

According to the authors, the problems of implementation of ISAS can be solved through comprehensive monitoring of qualified ISAs auditors in order to determine the level of their

qualifications and assess the possibility of selecting participants from them, whose task will be to manage, train and coordinate the SRO with the new area of responsibility;

ISA in order to determine the level of their qualifications and assess the possibility of selecting participants from them, whose task will be to manage, train and coordinate the SRO with the new area of responsibility;

- creation of the SRO, whose area of responsibility will be the coordination of the implementation of ISA and monitoring its effectiveness. The functions of this SRO will include:

a) consulting assistance at the stages of formation of the system of work on ISAS in those companies that have not previously used international standards,

b) control over the price balance;

c) creation of the unified terminological reference book containing the correct translation of each ISA;

d) dynamic updating of ISAS by monitoring the original ISAS and implementation of appropriate adjustments;

e) providing explanations on controversial issues;

(e) implementation of a system of internships and exchange of experience.

Conclusions. Some conclusions can be drawn regarding the integration of international audit standards in Kazakhstan: new approaches to the interpretation of national standards are enshrined in international standards of audit, the results of audits for large oil companies will allow to reach a new level of attracting foreign investment for industrial production, the development of nano-technologies.

Adoption and use of international auditing standards in Kazakhstan will improve the quality of audit services and professionalism auditors, will increase the cost of auditing both at home and abroad. The auditors ' understanding of the principles of international standards takes the auditor's profession to a new level [4].

Summarizing, I would like to note that currently audit organizations need to harmonize international and national standards in order to strengthen their positions in the world market of audit services. The introduction of ISA will solve this problem, as well as a prerequisite for the application of international standards should be considered, first of all, as an effective tool for entering the international capital markets, as a new integrated approach to the formation of financial information.

The application of ISA in Kazakhstan marked a significant stage of development in the process of globalization of the world economy.

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THE ROLE OF THE INTERNAL AUDIT BASED INTERNATIONAL INTERNAL AUDIT STANDARDS IN UZBEKISTAN

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Abstract. *Adequately stable and profitable performance of a firm requires continuous control and regulation of particular performance indicators, management of potential risk and uncertainties derived from market conditions and regulatory framework in the economy. Weaknesses and threats in performance and financial profile of a firm are often identified through findings of internal audit which serves as an internal financial security and early warning system. Nowadays benchmarking and unification actions in internal audit principles and methods actively have been taken around the world due to expanding asymmetry and competition in the market. This article analyses the current and prospective condition of adoption of internationally recognized internal audit principles, procedures and methods in private sector of Uzbekistan's economy.*
Keywords: Internal audit standards, market, functions, financial statements, economy, risks.

Introduction. Traditionally, internal auditing function has been designed to help ensure reliable accounting information and to safeguard company assets (Spekle at al., 2005). Growing competition and barriers to market access have made companies be careful enough to keep their shares and to stay sound in the market by responding to risks of failure and hidden shock from systemic economic cycle by means of internal auditing. It facilitates the analysis of financial profile and probabilities of hazards from economic condition and regulatory framework. In consistent with developments in business climate, viewing the internal audit function as the most qualified group of professionals to support firm's stable performance with improved governance as well as facilitate key governance processes by monitoring the control and evaluating the operational effectiveness in financial profile.

In the context of transition economy and dynamic economic growth, businesses face great challenges in access to finance and market environment that they need to develop and grow (Hamdamov, 2015). Difficulties in transition process make firms more vulnerable to external shocks and hidden effects depending on the legislative and regulatory framework for business in the economy. Expansion of private sector and development of public private partnership requires stricter control over financial reporting, fiscal relations and risk management in firms as government acts as a supervisor and regulator in economy. In Uzbekistan internal audit has a growing horizon of development and spread on both mandatory and optional basis. Before national independence all firms were public and control over their performance and reporting was completely conducted under the principle and attitude towards public assets which had not pose a need for internal audit due to absence of market failure, market risk and strategic management. After introduction of market principles and private ownership, firms began analysing the market behaviour, evaluating potential risks, focusing on tax avoidance and profit maximization.

Literature Review. Internal audit issues have been a hot topic among business rounds and academia since 1970s. Researchers and scientists studied several aspects of internal auditing with wider focus on efficiency, relevance, globalization and organizational features. However, only a few academic studies have studied the internal audit standards and even fewer have dealt with the issue of adaptability and benchmarking of cross-border internal audit procedures. In 1980 Glazer and Jaenike found that audit performance according to internal auditing standards contributes significantly to the effectiveness of auditing. Ridley and D'Silva (1997) found in the UK that complying with professional standards is the most important contributor to added value of internal audit. In 2008 Institute of Internal Audit (IIA) published new internal audit standards and extended the scope of work by including attribute, performance and implementation measures. These standards require auditors to conduct auditing in compliance with accepted criteria for professional practice as internal audit activity evaluates and contributes to the improvement of risk management, control and governance using a systematic and disciplined approach.

Aaron and Sayag (2010) concluded that compliance with formal standards, as well as a high level of efficiency in the audit's planning and execution – improves the audit's effectiveness.

Analysis of Current Internal Audit Practices in Uzbekistan.

Over the years, there has been steady improvement in internal audit function from undue management influence in Uzbekistan despite comparatively later adoption of legislative basis. In 2000, Government Act on Audition was adopted and later in 2006 Cabinet of Ministers of the Republic of Uzbekistan approved the Charter of Internal Audit in Enterprises. These legislative acts reflect mandatory internal auditing, its requirements and organizational procedures in enterprises with more than 1 billion UZS authorises capital. Till 2006 internal auditors, depending on their particular organization's needs and preferences, worked in several areas: audits of transaction cycles, compliance audits, investigating fraud and other irregularities, evaluating operational efficiency, analysis, measurement and reporting of operational and organization-wide risks, and other assurance and consulting activities. They performed a combination of financial reviews and audits, operational reviews and audits, management audits, and compliance audits. In performing many of these activities, internal auditors made their approach risk-based and controls-focused. As the internal auditing profession became more firmly established, it responded quickly to new demands from significant regulatory and legislative mandates, as well as high-profile international reporting due inflow of foreign enterprises and investors to Uzbekistan's economy. As a legislative initiative to respond to growing demand, Presidential Decree was declared in 2011 introduced qualification and certification requirements for internal auditors. These qualification and certification requirements enhanced general quality and reliability of internal auditing process and outcomes. However, as a counter-effect, number of auditors involved in internal audit decreased nearly twice due to strictness in quality, experience, knowledge and competence requirements (Table 1). From 2015, quantitative requirements for authorized capital of enterprises for mandatory internal auditing altered from 1 billion UZS to equivalent of 100 000 minimal monthly wage set by the government.

Table 1. Number of the internal audit checkups in enterprises with authorized capital more than one billion UZS, 2011-2018

Regions	2011	2012	2013	2014	2015	2016	2017	2018
Republic of Karakalpakstan	22	22	24	22	23	23	4	6
Andijan	29	26	33	28	29	24	11	9
Bukhara	14	14	16	35	37	37	5	4
Jizzakh	5	8	12	13	13	18	6	6
Kashkadarya	37	32	35	33	33	33	17	10
Navoi	16	16	16	17	17	17	14	8
Namangan	11	11	15	25	26	25	11	6
Samarkand	28	29	31	34	36	40	18	9
Surkhandarya	35	38	38	33	33	33	14	7
Syrdarya	16	16	16	14	14	13	16	7
Tashkent Region	22	24	16	31	33	35	39	7
Fergana	31	31	32	30	32	37	23	13
Khorezm	33	20	21	19	19	19	11	5
Tashkent City	49	61	73	85	85	98	114	44
Total	348	348	378	419	430	452	305	183
Source: Author's compilations, 2018								

As outlined in abovementioned legislative acts, internal auditing process structured around the analysis and reporting on seven focus areas:

1. Review of operations to ascertain whether results are consistent with established objectives and goals and whether the operations are being carried out as planned.

2. Reliability and integrity of financial and operating information and the means used to identify, measure, classify, and report such information;

3. Review of systems established to ensure compliance with policies, plans, procedures, laws,

and regulations that could have a significant impact on operations and reports, and determining whether the organization is in compliance;

4. Review of means of safeguarding assets and, as appropriate, verifying the existence of such assets.

5. Appraising the economy and efficiency with which resources are employed.

International Internal Audit Standards and Their Adaptability in Uzbekistan.

The business environment has experienced rapid and revolutionary change with far reaching consequences for organizations worldwide. One of the key premises today in any business is that the presence of a strong internal audit function can go a long way in supporting and promoting effective organizational governance (Ramamootri, 2003). Internal audit plays a key role in monitoring a firm's risk profile and identifying areas to improve organizational efficiency and effectiveness through development-led criticism. As Eden and Moriah (1996) studied internal audit has four key components which constructively criticise firm's performance:

▪ verification of written records

▪ analysis of policy

▪ evaluation of the logic and completeness of procedures, internal services and staffing to assure they are efficient and appropriate for the organization's policies

▪ reporting recommendations for improvements to management

These four components are globally recognized and actively have been used with different levels of orientation in each economy or company. Though generalized systemic approach and principles have been created for simplification of internal audit practices around the world, large differences still exist in scenario of individual economic systems. In advanced economies, business climate is highly sophisticated because of better understanding of risk and business psychology. In developing and some emerging economies internal auditors face shortcomings such as failure to adopt a stronger risk focus, failure to meet Audit Committee needs, poor internal audit reporting, poor internal audit resourcing and inability to drive practical and meaningful improvements. In order to eliminate these problems and mitigate the risk of professional inability risk, transition to international internal audit is accelerated.

Internal auditing is conducted in diverse legal and cultural environments; within organizations that vary in purpose, size, complexity, and structure; and by persons within or outside the organization. While differences may affect the practice of internal auditing in each environment, conformance with International Standards for the Professional Practice of Internal Auditing (Standards) is essential in meeting the responsibilities of internal auditors and the internal audit activity (IIA, 2014). As a part of the International Professional Practices Framework, international internal audit standards are authoritative guidance for the internal auditors proposed by Global Institute of Internal Audit. They are principles-focused, mandatory requirements consisting of statements of basic requirements for the professional practice of internal auditing and for evaluating the effectiveness of performance, and interpretations, which clarify terms or concepts within the statements. International standards highlight the attribute and performance principles of internal audit which are seen as the main areas needing improvement based on international best practices in Uzbekistan.

Conclusion and Recommendations.

Deriving from the current state of internal audit in Uzbekistan and international experience, internal audit system of Uzbekistan should adapt following features of international internal audit standards and best practices:

1. Developing the internal assessment ongoing basis with self-assessment principles and external assessment in each five years by independent expert;

2. Improving the organizational independence and direct interaction of internal auditor with Audit Board.

3. Enabling consulting services for companies which is willing to conduct internal audit as provided in the standard;

4. Introducing the risk-based audit plan and program to national internal audit system covering key risks, emerging risks, horizon risks and regulatory obligations, in line with the firm's risk management and internal control frameworks;

5. Extending the new methods of internal auditing process management in consistent with the standards.

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SYNERGETIC ASPECTS OF STABILITY
OF THE BANKING SYSTEM

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Abstract. The economic essence of the concept "stability" in relation to the banking system from the point of view of synergetic approach has been considered in the article. It has been emphasized that endurance of functioning of the banking system under the synergetic approach is related to the process of self-organization which suggests understanding the process of formation of new structures on the basis of the existing positive inverse relationship. The emphasis has been placed on the fact that the internal mechanism for ensuring stability of the banking system is the dominance of negative inverse relationships over positive inverse relationships. It has been emphasized that instability of the banking system is a logical continuation of its non-linearity and openness.
Keywords: banking system, synergetic, synergistic approach, stability, non-linearity, self-organization.

Introduction. The banking system is a complex open system consisting of a set of many elements: banks, institutions, complex relationships between them, supplemented by relations with the international financial market and the world economy. In addition, this system is open and dynamic, and is characterized by non-equilibrium of its development, the processes of self-organization and co-operation of connections are strongly expressed in it, in addition, the states of bifurcation are predictable, and the chaos generated by the bifurcation states of non-equilibrium nonlinear systems becomes a structural factor for further system development.

The growing changeability of the external environment of functioning of the banking system greatly enhances its disorder and instability which, in turn, leads to consolidation and transformation of banks. As a result, in a changing environment the banking system undergoes qualitative changes and restructuring: the fast and slow phases of development are shifted; system structures are created and disappear.

Therefore, understanding the economic content of stability, equilibrium, and non-equilibrium is particularly important today for banks and the banking system which operate in the conditions of the synergistic market that has chaotic, complexity and disorderly characteristics.

Research results. Chaotization of the banking system violates the orderliness of its behavior becoming very sensitive even to very weak disturbances that can give rise to a fundamentally different mode of behavior of the evolving system. In the context of synergetic, a chaotic system over time is subject to complex transformations with the acquisition of an ordered mode of functioning [1]. The basic condition for the process of self-organization of the banking system is the transfer of the system to a non-equilibrium state, which is only possible if the system exchanges with its external environment material and energy, financial and information flows and is quite sensitive to external disturbances. It should be taken into account that under the condition of non-linearity of such processes, even very slight external disturbances due to their repeated repetition and strengthening can generate large-scale structural changes in the system.

Obviously, the notion of stability (equilibrium) acquires a different content filling according to system and synergetic approaches, which requires special attention to the essence of imbalance as an important characteristic of a complex economic system. It is worth noting that non-equilibrium is the same fundamental property of the banking system as its equilibrium. This makes it possible to determine free choice of optimization synthesis from a wide range of possible areas of development of the banking system.

The issue of firmness of functioning of open, complex systems, which is organically connected with the processes of self-organization, is one of the important objects of the study of synergetics, the founder of which is considered to be the German scientist G. Haken. According to the synergetic approach, self-organization is a process of formation of new structures based on the principle of positive inverse relationship when changes in the system are not minimized but gradually accumulate and lead to the emergence of new structures in the system [1-3].

From the standpoint of the synergistic approach, any bank uses resources and information in the course of its functioning, while having at this a system of direct and inverse links. A bank's activity as a process in an open banking system can be considered as a set of interactions between internal elements of the system and external structures. The determinism of such interconnections means that the banking system is equilibrium; its behaviour can be described by linear mathematical models that contain predictable results of the system's performance. But such states of dynamic equilibrium in synergetics are treated as short-term intervals in the aggregate of long-term non-equilibrium periods. Just such periods of imbalance act as an objective need for self-organization of banks.

The order in non-equilibrium systems is formed from chaos in the process of which, as a result of energy dissipation in the system, a dissipative structure arises which is associated with a significant decrease in energy of the system and an increase of the level of entropy [4]. In non-equilibrium environments, the energy loss is compensated by its inflow from the outside; just thanks to it the process of self-organization of the system takes place [5]. The basic condition for the process of self-organization of the banking system is the transfer of the system to a non-equilibrium state, which is only possible if the system exchanges with its external environment material and energy, financial and information flows and is quite sensitive to external disturbances. It should be taken into account that under the condition of non-linearity of such processes, even very slight external disturbances due to their repeated repetition and strengthening can generate large-scale structural changes in the system.

The state of equilibrium in which the banking system is capable of turn is called a stable state of economic equilibrium which provides a stable high result of its functioning. In its basis lies the principle of active response of all components of the system for stable change of the environment of activity. The process of returning of the banking system to a steady state of equilibrium may be accompanied by spontaneous fluctuations; therefore, unstable equilibrium states are possible. The equilibrium state of the banking system should be ensured by the stability of the external environment: the economic system and the financial market, within which banks operate. At the same time, the stability of the economic environment can be achieved through the use of an appropriate central bank management system and direct external interference of the state in the operation of the banking system.

Consequently, the equilibrium state (stability) of the banking system is a necessary prerequisite for its stationary existence, while the non-equilibrium state represents itself as a significant moment of transition of the system to a new state in which achievement of a higher level of organization and productivity on the basis of self-organization of its constituent elements is realistic.

The instability of the banking system is a logical extension of its characteristics, such as: nonlinearity and openness, because when switching from one state of the system to another, in places of strong nonlinearity, the system necessarily becomes open at the points of instability. Such states of instability are called bifurcation points ("double branches"), and their presence is a prerequisite for transition of the banking system from its previous state to a new one [6]. Also, according to synergistic postulates, a decrease in the rate of change in the maximum possible entropy of the system helps to curb the spread of potential chaotic processes and increase order in the system. At the same time, if there is a decrease in at least one of the multipliers, the other can grow within the condition of inequality

The determining condition for optimal functioning of the banking system is its non-equilibrium self-organization, which is difficult to predict by classical methods and approaches. The synergetic approach makes it possible to understand the essence of stability, equilibrium and unevenness of the banking system, as well as to explain the complex mechanism of transition of the banking system from a stable state to a non-equilibrium state which represents itself as a process of self-organization of the system due to its interaction with the external environment including positive inverse relationships of the systems over negative inverse relationships. At the same time, the banking system should be characterized by openness, non-linearity, coherence; it should have a large number of elements and subsystems, and be in a non-equilibrium state.

Conclusions. The results obtained by us give the right to note that the non-linear dynamics makes it possible to reveal the essence of the process of self-organization of the banking system as a chain of separate phases of order and chaos, which consistently change their functioning during its operation. The main basis of such a process is the principle of I. Prigozhyna – "development through instability" [4].

Stability is one of the most important characteristics of the banking system, which has a different content load in terms of synergetic approach. The stability of the banking system by the synergetic approach implies its flexibility to an influence of external factors, ability to self-

preservation and stability of important development parameters, that is, maintaining a stable state and it is a prerequisite for its stationary existence. Inequality (instability) of the banking system is the source of emergence and development of new, well-organized structures, and, together with non-linearity, is the source of a diversity and complexity of functioning of the banking system.

Self-organization of the banking system involves rather complex types of its behavior: there are continuous system transitions from equilibrium to non-equilibrium states, which are known as "non-equilibrium phase transitions" in synergetic methodology. The main precondition for self-organization processes in the banking system is its entropy nature, which involves dynamic changes in order and chaos. In the study of the economic nature and characteristic features of self-organization of banks, it reveals itself an entropy dependence of the state of development of the banking system on the amount of management information introduced to it.

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MANAGEMENT AND MARKETING

IMPROVING THE MANAGEMENT ACCOUNTING DEVELOPMENT PROSPECTS IN UZBEKISTAN

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Abstract. Management accounting is a wide enough area of book keeping and includes all kinds of the accounting information required for enterprise management. In order to define how and in what direction the management accounting is developed, what problems exist in its perfection and development, it is important to pay attention towards practice of the Western Europe, USA, Japan and other countries where the management accounting is the most developed direction of economy. It is also reasonable to take into account the historical data on appearance and development of the management accounting as a separate system of account.
Keywords: Internal audit standards, management accounting, system, companies in Uzbekistan, account policy.

Introduction. In spite of some mentioning about the management accounting at the beginning of the 20th century, the «Management accounting» term has arisen not long ago (at the 1950-1960th of the 20th century) in the developed countries. This system basically has been directed to perfection of the production records calculation.

Finally the professional sphere was generated in 1972 in the USA when the American Association of Accountants has developed and approved the standard of professional examinations on management accounting (CMA - Certificate of Management Accounting) and also organization was initiated, engaged with administration of the CMA program (IMA - Institute of Management Accounting). In 1996 the IMA engaged with certification is renamed into Institute of Certified Management Accountants (ICMA).

The «Management accounting» term has come to Uzbekistan much later, in the middle of the 90th years of the last century. At this time there were first textbooks of foreign authors-economists.

Certainly, it would be a mistake to say that in our country there was not such direction account at all. Some functions of the management accounting, such as calculation, planning, rationing, were widely used at domestic enterprises. However, unfortunately, the most part of this information met only requirements of a narrow circle of users and basically had control character.

Therefore recently and the domestic companies there has been a big interest to such comparatively new direction in economy as the management accounting. It is more likely observed in the large scale companies and the enterprises where the heads understand the essence and necessity of the management accounting. But there is a problem concerning insufficient information of the heads and managers about such kind of accounting, they do not understand for what it is intended, wherein its essence, who should conduct the management accounting at the enterprise, what methods of the management accounting exist and how to use them. For nowadays these questions are the most actual for many companies of Uzbekistan.

Certainly, we should understand that even introduction of methods of the management accounting traditional system can take more than one year. Therefore, for successful introduction of the management accounting system it is necessary to define, what problems exist and how more operatively and effectively they can be solved.

Management Accounting is a rather new term and concept which began to be used in Uzbekistan, though in the western countries this kind of account has a huge value in company management, and the experts possessing knowledge in this direction are staff workers of high quality. Management Accounting in developed foreign countries has been come into being as a separate and complete branch of account.

Management accounting is a wide enough area of book keeping and includes all kinds of the accounting information required for enterprise management. In order to define how and in what direction the management accounting is developed, what problems exist in its perfection and development, it is important to pay attention towards practice of the Western Europe, USA, Japan and

other countries where the management accounting is the most developed direction of economy. It is also reasonable to take into account the historical data on appearance and development of the management accounting as a separate system of account.

Literature Review. Internal audit issues have been a hot topic among business rounds and academia since 1970s. Researchers and scientists studied several aspects of internal auditing with wider focus on efficiency, relevance, globalization and organizational features. However, only a few academic studies have studied the internal audit standards and even fewer have dealt with the issue of adaptability and benchmarking of cross-border internal audit procedures. In 1980 Glazer and Jaenike found that audit performance according to internal auditing standards contributes significantly to the effectiveness of auditing. Ridley and D'Silva (1997) found in the UK that complying with professional standards is the most important contributor to added value of internal audit. In 2008 Institute of Internal Audit (IIA) published new internal audit standards and extended the scope of work by including attribute, performance and implementation measures. These standards require auditors to conduct auditing in compliance with accepted criteria for professional practice as internal audit activity evaluates and contributes to the improvement of risk management, control and governance using a systematic and disciplined approach. Aaron and Sayag (2010) concluded that compliance with formal standards, as well as a high level of efficiency in the audit's planning and execution – improves the audit's effectiveness.

Report main part Management Accounting development history

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For rather short time the management accounting system has extended through the countries of Europe, Japan, Canada and other countries. For nowadays in economically developed countries for statement and conducting the management accounting about 90 % of labor time and other resources in the general expenses for statement and conducting the bookkeeping is spent, and the experts in sphere of the management accounting are considered as the most demanded and valuable staff.

Recently a lot of works concerning the management accounting development outlook are published. For example, such publications of authors-economists like K.Drury, Hongren, Cooper&Kaplan, Kaplan&Norton, J.Foster, and also researches of organizations specializing in the field of the management accounting, for example, European Accounting Association, CIMA (The Chartered Institute of Management Accountants).

The «Management accounting» term has come to Uzbekistan much later, in the middle of the 90th years of the last century. At this time there were first textbooks of foreign authors-economists.

Certainly, it would be a mistake to say that in our country there was not such direction account at all. Some functions of the management accounting, such as calculation, planning, rationing, were widely used at domestic enterprises. However, unfortunately, the most part of this information met only requirements of a narrow circle of users and basically had control character.

Therefore recently and the domestic companies there has been a big interest to such comparatively new direction in economy as the management accounting. It is more likely observed in the large scale companies and the enterprises where the heads understand the essence and necessity of the management accounting. But there is a problem concerning insufficient information of the heads and managers about such kind of accounting, they do not understand for what it is intended, wherein its essence, who should conduct the management accounting at the enterprise, what methods of the management accounting exist and how to use them. For nowadays these questions are the most actual for many companies of Uzbekistan.

Management Accounting essence. To sort out such wide frame, in our opinion, first of all it is necessary to define what the modern system of the management accounting is. Developing this idea, let's pay attention to the definition of the management accounting resulted in the Statement on the management accounting (SMA).

The Management accounting is a process of identification, measurement, accumulation, preparation, interpretation and submitting of the financial information used by management in planning, estimation and management in the organization for maintenance of optimum employment of resources of enterprise and completeness of their account. The management accounting also includes preparation of financial reports for non-administrative groups of external users (shareholders, creditors, regulating bodies and tax inspections). Thus, it is possible to draw a conclusion, that the sphere of the management accounting is much wider than sphere of the financial accounting.

In the next SMA conceptual definition it is reflected, that management accountants realize the purposes and tasks of the management accounting involved into the process of activities of such functions as control, exchequer, financial analysis, planning and budgeting, expenses accounting, internal audit, control system and general bookkeeping. Thus, the term of management accountant is used in this Statement in its widest sense and the management accounting is not an appendage of the accountant. Anyhow, such system and process should involve such different employees like financial director, internal auditor, treasurer, planning analyst, expenses analyst, bookkeeper and other managers.

Management Accounting basic functions and methods

Thus, it is possible to make a conclusion, that Management Accounting is a whole system that has the following basic purposes or functions:

- Expenses efficient control
- Enterprise activity planning and control;
- Necessary information submitting to managers for reasoned and correct decisions making in sphere of production management and company prospect.

Each function or direction of Management Accounting includes certain receptions methods or technique. The most important of them are considered in the table 1 below.

Table 1. Management Accounting main functions and methods.

Management Accounting functions	Methods or technique used
Expenses efficient control	• Expenses classification: • Production (works and services) cost calculation • Expenses reduction - production cycle efficiency - various advanced methods and systems (such as "just in time" system) applications • Quality indicators analysis • Operational CVP analysis - break-even point - safety margin - operational leverage
Planning and control	• Draw up a budget: - draw up long-term and short-term budgets - draw up operational and financial budgets • control - draw up flexible budget - revealing of expenses and incomes divergences - revealed divergences analysis
Managerial decision making	• production program decision making • solving of problem like 'to produce oneself or to buy' • to perform a product, to stop production or to improve it • decision relating capital investments • minimal order size definition • decisions concerning additional order acceptance • to modernize equipment or to buy a new one • pricing decision-making

Management Accounting development prospects in Uzbekistan.

Certainly, we should understand that even introduction of methods of the management accounting traditional system can take more than one year. Therefore, for successful introduction of

the management accounting system it is necessary to define, what problems exist and how more operatively and effectively they can be solved.

Let's try to structure and sort out the tasks and sequence of their decision while introduction of the management accounting into the companies of Uzbekistan.

The following items are main for the concept of the management accounting introduction and development:

▪ Understanding by heads and managers of the purposes and essence of the management accounting

▪ Having a clear view of the point, that the management accounting introduction and conducting process is a prerogative of a plenty of experts, from financial director up to the accountant assistant

▪ Preparation of the qualified experts having skills of introduction and conducting of the management accounting at the enterprises

▪ Defining of the key purposes and tasks, development of the activity strategy that stipulates business abilities and feature of the company activity

▪ Development of the specified forms of the management reporting reflecting completed, at the same time necessary information for decision making

▪ Development of computer programs relating the management accounting which would consider the activity features, key purposes and tasks of the company.

Conclusions. In the abstract we have tried to consider essence of Management Accounting, history of its appearance and development, basic functions and methods of this kind of account. The abstract contains importance of introduction and development of Management Accounting system into Uzbekistan companies, and also basic items of introduction and development concept.

The Company can have modern technology, attract investments and credits, fabricate a wide assortment of production, but if it inefficiently uses technologies, does not direct the investment and credits to profitable business, does not study each kind of production from such points of view like expenses, profitableness, demand, does not deal with innovations, improvement of quality, then it is doubtful that the company will have a success and can operate in the conditions of global market with a hard competition. In modern conditions, when technologies and innovations are promptly developed, the customer demand often varies, the cycle life of many products decreases, and it's difficult to stay on the market. The managers' role in company development is great, they make thousand decisions defining the company future. Creation of flexible price policy, stuff and experts training, attraction of qualified employees, correct cost and profit formation, fabricating of the most profitable production, perfection of an available product or introduction of a new one, advertising, marketing - all these matters are interested by officials, managers, especially Management Accounting should provide managers with information which is necessary to make more reasoned decision, to operate, to plan and to supervise, and therefore to improve efficiency, profitability and productivity of the company.

The abstract considers that introducing the management accounting system into Uzbekistan it would be correct to pay attention to international experience. Actually in many developed countries many problems connected with introduction of the management accounting into the companies activity are already successfully solved and the management accounting was already generated into the complex enough area of the accounting which continues to develop intensively.

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COMMUNICATIVE ORIENTATION ON PROJECT ACTIVITIES IN TEACHING A FOREIGN LANGUAGE AT UNIVERSITY

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Abstract*. The purpose of teaching a foreign language is to form a student's communicative activities, i.e. learning a foreign language in practice. The teacher's task is to encourage activities of every student and to create situations to develop their creative activities in a learning process. At the current stage of development, the educational system tends to gradually shift towards learner-centered cooperation where a learner plays an active role. A project method, which has recently become ever more widespread at modern educational institutions, takes a key role among the latest technologies. The project method helps to strengthen individualization of the learning process, to search for optimal combination of theory and practice, to keep students' knowledge and skills up-to-date, and encourage students to resolve their everyday issues themselves. For such activities, cooperative or group learning based on the principle 'train the trainer' is typical as achievements of one student in the process of such activity become those of the entire group. A project activity allows students to act as authors and initiators, strengthen their creative endeavors, broaden their outlook and develop their language skills.*
Keywords: *project method, communication, communicative activities, presentation, development, teaching a foreign language.*

The tendency of Azerbaijan to actively and fruitfully cooperate with Western countries in recent decades has significantly influenced the expansion of the function of a foreign language as a subject and has led to a rethinking of the goals, objectives and content of teaching foreign languages. At present, we are witnessing the development of intercultural communication in various fields of activity, in all situations of professional communication, specialists from different countries are directly involved in the dialogue and interaction of cultures. Undoubtedly, to achieve successful communication, they need the ability to effectively solve problems that inevitably arise in the process of communication between people belonging to different linguistic and cultural communities. Thus, the main task of training specialists in the process of teaching a foreign language is both the formation of linguistic competence and the formation of the ability for successful intercultural communication, that is, the formation of interest in the culture and traditions of the country of the language being studied and the ability to represent their own country and culture.

According to scientists, the project method, which allows to realize the most complex and essential task for the methodology, is to create an effective solution to the problem of teaching a foreign language as a means of intercultural communication, creating a language environment, and on its basis creating a need to use a foreign language in practice.

What is a project? A project is a work independently planned and implemented by students in which speech communication is woven into the intellectual and emotional context of another activity. The project method involves the use of a wide range of problematic, research, search methods, clearly focused on the real practical result that is significant for the student. Preparation and implementation of their own creative projects is the final stage of a certain cycle of work on the development and improvement of skills in all types of speech activity.

A project activity allows students to act as authors and initiators, strengthen their creative endeavors, broaden their outlook and develop their language skills. Involvement in web-based projects raises the level of their practical knowledge of English as well as their computer skills and, most importantly, develops independence and leadership skills. In the course of project activities, it is a student who takes the responsibility for deliverables. The most important thing is that a student, not a teacher, decides what the scope of the project is, in what form and how the project should be

presented. The project is an opportunity for students to come up with their ideas presented in a form they design and find convenient.

Currently, the search for new pedagogical technologies is associated with the lack of positive motivation for some students to learn a foreign language while realizing the importance of learning in society in general. Motivation is not enough, because when studying a foreign language, students encounter significant difficulties and do not absorb the material due to their psychological characteristics (memory, perception, thinking). "Where do I need everything that I know and how can I apply this knowledge" - this is the main thesis of the modern understanding of the project method, which attracts many educational systems seeking to find a reasonable balance between academic knowledge and pragmatic skills. The project method just allows you to solve the problem of motivation, create a positive attitude towards learning a foreign language. This is achieved by transferring the learning center from teacher to student, creating conditions for cooperation and interaction between students, which is a motivating factor, and positive motivation is the key to successful learning a foreign language. Implementation of design tasks allows students to see the practical benefits of learning a foreign language, which results in an increase in interest in this subject.

When working on a project, students are given the opportunity to work in a "team", be responsible for the implementation of their job site, and evaluate the results of their work and the work of group-mates. They are clearly reflected both communicative and personality-oriented approaches, which are leading in the modern methodology of teaching a foreign language. In this learning system, in the course of solving problems, the involuntary memorization of lexical tools and grammatical structures is carried out, conditions are created for the freedom of expression of thought and comprehension of the perceived. There are opportunities for solving problems such as overcoming inertia and lack of initiative of students, fear of speaking a foreign language due to possible errors in speech. Designing helps to create a solid language base, enrich vocabulary, develop communication skills, broaden the horizons of students.

In a foreign language course, the project method can be used as part of program material on almost any topic, since the selection of topics is carried out taking into account the practical significance for students (a person and his environment). The main thing is to create a problem that students will work on in the process of working on the topic of the program. There are several types of projects: creative, research, which require a well-designed project structure; role-playing, where the structure is only outlined and remains open until the end of the project. The type of information projects was initially aimed at collecting information about any object, phenomenon. In real practice, most often you have to deal with mixed types of projects in which there are signs of research and creative projects. Each type of project has one or another type of coordination, deadlines, stages, number of participants.

The main difference between regular and project work is that in normal work, the main activity is limited to the audience, and in project work it goes beyond it. Usually, three stages can be distinguished when working on a project: at the first stage, situations are presented that make it possible to single out one or several problems on the topic under discussion. The second stage is the preparatory stage. At the third stage, the creative activity takes place, the result of which will be a certain product. At the final stage, projects are presented, defended and discussed.

Work on projects whose purpose is to study the history and culture of the country of the language being studied, the history of the relationship between the two countries, is always of great interest, since it affects many aspects. It is enough to invite students to fill out a form of some official document (CV, visa application form, etc.) in the language they are studying, to allow them to meet with a "cultural conflict". Therefore, tasks stimulating the comparison of cultures invariably arouse students' interest and contribute to the development of intercultural competence.

This article presents the experience of working on a project on the theme "Trip to a favorite country". At the first stage, situations are presented that make it possible to single out one or several problems on the topic under discussion.

The second stage is preparatory, which includes two main methods:

1) teach to describe the sights of the city (you need to remember and activate grammatical constructions and the necessary vocabulary, make a list of keywords);

2) come up with an active communicative situation in which the motivation for speaking a foreign language would increase, and the qualitative and quantitative indicators of their speech would increase (for example, "you are a resident of the city, tell the guest about your favorite places"). In parallel with this, preparatory work on the project is being carried out. Preparation of the project involves the formulation of

the topic, setting goals and finding means to achieve them. Students interview, make audio and video recordings, and collect print and illustration material. It is important to remember that students will use all four types of speech activity: reading, writing, speaking, listening. The main task at this stage is to collect information. The teacher helps students to analyze and combine individually collected materials by the group members as a whole, to adjust and arrange the material as a group project.

At the third (final) stage, the creative activity itself takes place, the result of which will be a certain product. At this stage, projects are presented, defended and discussed. Each group decides how to prepare a presentation of its project, appointing speakers and distributing roles. Students can use posters, give students a plan for their presentation, use music. The remaining groups take notes. At the end of the presentation, the participants of these groups analyze the project, comment on it and make their suggestions. It is very important that students see positive experiences in the presentation process.

The method of projects in the presence of certain conditions can be used at any stage of training if it meets the following requirements: the presence of a significant research or creative plan for a problem or task requiring integrated knowledge, research for its solution; practical, theoretical, cognitive significance of the intended results; independent student activities (individually, in pairs, in groups); structuring the content of the project, indicating phased results and the distribution of roles; the use of research methods: determination of the problem, the research tasks arising from it, the hypothesis of a solution, discussion of research methods, the formation of final results, analysis of the data, adjustment, conclusions. The project methodology is characterized by a communicative orientation, the active inclusion of students in educational activities, their personal responsibility for promotion in training. It is important that students learn knowledge with pleasure, as this occurs as a result of creative work. The project method helps to create an atmosphere, a relaxed atmosphere and conditions for the development of personality. The complex nature of activities in project training creates the conditions for a balanced development of the basic physiological and psychological functions of students. As teachers note, students learn productively and freely, without coercion, experiencing joy. Work on the project is combined with the creation of a solid language base for students and helps to develop the ability to work with large volumes of information; in the process of work, research skills are acquired.

It cannot be argued that the project methodology will help in solving all problems in teaching a foreign language, but it is an effective remedy for monotony, boredom, it helps to expand language knowledge, develop a student, and become aware of himself as a member of a group. Personally oriented learning by means of a foreign language involves the use of educational communication, cooperation and active creative activity of students, and therefore the teacher needs to find a way to "introduce" a real foreign language into the audience, include the student in real language communication, in information exchange, without leaving the classroom, simulate the real process of entering the culture. It is the project method that provides personality-oriented learning that makes it possible to study the practice of life by means of a foreign language in real information space.

Thus, the inclusion of the project method in the process of teaching a foreign language actively affects the formation of a student's regional, cultural knowledge, forms analytical thinking, reveals the creative abilities of a future profession.

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ГРАММАТИЧЕСКИЕ КОНСТРУКЦИИ, НЕОБХОДИМЫЕ ПРИ ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА СТУДЕНТАМ ИНЖЕНЕРНЫХ СПЕЦИАЛЬНОСТЕЙ

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Abstract. The article pays special attention to the formation of the grammatical skills of students of engineering specialties in the process of learning English. The author considers the solution to this problem through the use of specialized grammatical constructions. These constructions make the process of learning the specialty language particularly effective. The article identifies the main features of the study of English grammar for students of technical specialties. The specificity of grammatical constructions of the technical language of the specialty is determined. The author offers examples and patterns of using grammatical constructions in the process of learning a foreign language.
Keywords: foreign language, students of engineering specialties, grammatical constructions, grammatical skill, language of specialty.

На современном этапе развития высшего технического образования преподавание иностранного языка студентам инженерных специальностей имеет расширяющийся функциональный спектр. Помимо образовательной, когнитивной, развивающей и прочих традиционных функций обучения иностранному языку, в процессе преподавания приоритетными становятся такие направления как: обеспечение двустороннего взаимодействия в совместной деятельности преподавателя и обучающегося; обеспечение эффективности профессионально-ориентированного общения (в котором усвоение специализированной для будущего инженера терминологии было бы наиболее эффективным); автоматизации диагностических тестов; направленность на формирование иноязычного профессионального портфолио и т.п. Реализация этих функций позволяет сделать формирование образовательного пространства наиболее продуктивным на основе включения в коммуникацию обучающихся контекстно-профессиональных лексем и лексико-грамматических конструкций. Это обеспечит (уже на этапе начальной профессиональной самореализации будущего инженера) эффективность иноязычной коммуникации в различных профессиональных макросферах (профессионально-бытовой, профессионально-технологической, профессионально-культурной и т.д.) [1].

Учитывая данное обстоятельство, первостепенная задача преподавателя иностранного языка заключается в моделировании вышеуказанного пространства таким образом, чтобы способствовать достижению следующих целей в специальной технической языковой подготовке студентов инженерных специальностей:

- формирование способности понимать и интерпретировать специализированный текст с позиций иноязычной картины мира с учетом интеллектуально-речевых и познавательных способностей;

- формирование навыков продуктивной работы с оригинальной технической литературой;

- развитие способностей осуществлять коммуникационное и деловое общение, а также переписку в аспекте интересующей сфере деятельности;

- формировать навыки употребления специфических понятий, грамматических конструкций, релевантной терминологии;

- обеспечивать коммуникативно-психологическую адаптацию посредством моделирования специальных ситуаций;

- формировать коммуникативные исследовательские компетенции с целью организации методики самостоятельной работы при развитии навыков владения иностранным языком [2; 5].

Эффективность достижения данных целей во многом обусловливается вниманием именно к грамматической языковой структуре в связи с трансформацией обучения иностранному (в нашем случае английскому) языку технической направленности.

Нельзя не согласиться с тем, что грамматический строй является структурой языка и реализуется в речевых конструкциях. Это имеет особую важность в отношении преподавания

иностранного языка как языка для специальных целей позволяя продуцировать и воспринимать иноязычную техническую информацию с максимальной точностью.

При преподавании английского языка как языка специальности студентам, обучающимся в вузах технической направленности, следует знакомить с устойчивыми грамматическими конструкциями, употребляемыми в рамках специфических инженерных областей. Данные конструкции в их исходном виде целесообразно включать в процессы визуализации, деловые игры, языковые разминки и пр.

Например,

- использование конструкций, основанных на употреблении атрибутивных групп: а) с субстантивным атрибутом (*standard configurations, integrated circuit technology, printed circuit boards, processing power, an access speed...etc.*); б) с адъективным атрибутом (*graphics-intensive tasks, emitter-coupled logic*); в) с внутренней предикацией (*a solid-state image, from the first computer driven cathode-ray tube, the moving visual imagery*);

- использование именных синтаксических конструкций (*a single-chip CPU*);

- использование грамматических конструкций с преобладанием настоящего времени (*Selecting one type over the other is almost always a trade-off between the cost of the machine and computational speed it can handle*);

- использование пассивных грамматических конструкций (*An indicator of the ambiguity of the study of formation hypsometry, its power, coal quality and other signs is the expected discrepancy between its actual and estimated value in the well space, characterized by the degree of possibility of other constructions*);

- использование сложноподчиненных конструкций (*It is advisable to determine model errors in a given monitoring mode when the reliability of coal reserves is determined, and also when exploration criteria are used to categorize coal reserves*);

- использование приемов усложнения синтаксической структуры за счет инфинитивных, причастных герундиальных подконструкций, а также лексических паттернов и специальных устойчивых выражений, обеспечивающих связность коммуникации (*it is spoken in detail..., it is specially noted..., for instance..., the method proposed..., on the other hand..., are examined...etc.*) [3; 4].

Последнее является особенно важным, так как грамматический строй языка специальности также, как и грамматический строй языка в целом, состоит из грамматических конструкций, посредством которых происходит сочетание слов, образуются предложения, выражающие законченную смысловую структуру, определяющую коммуникационную ситуацию профессионального поля будущего инженера.

На современном этапе развития высшего технического образования, испытывающего (как и область профессий, связанных с инженерной деятельностью), глобализационные трансформации, при утверждении позиционирования грамматики как одного из ведущих оснований в области формирования иноязычной профессиональной коммуникативной компетенции, проблемы введения необходимых грамматических конструкций в процесс освоения иностранного языка, а также их решение выдвигаются на первый план. Изучение грамматики языка неоднородно и требует комплексно-ориентированного подхода в обучении иностранному языку. В связи с этим необходимо боле детально рассматривать характеристики грамматического навыка и грамматические особенности структуры изучаемого языка.

В связи с этим при выборе грамматических конструкций следует учитывать следующие компоненты процесса формирования грамматического навыка:

- видение и выбор структуры, адекватной речевому замыслу коммуникатора;

- оформление речевых единиц, наполняющих данную структуру на основе соответствия нормативным особенностям построения грамматических конструкций, при котором также проявляется и соответствие временным параметрам;

- обращение внимания студентов к самоанализу и саморефлексии по поводу продуцирования грамматических конструкций с оценкой их правильности и адекватности.

Видение и выбор структуры являются функциональной частью языка, которая требует учета и его формальной стороны, а именно оформления. От этого процесса зависит правильность употребления грамматических конструкций и обеспечивается скорость их связи в самой речи говорящего.

Учет вышеуказанных аспектов определяет специфическую структуру введения узкоспециализированной лексики в составе грамматических конструкций при преподавании английского языка студентам инженерных специальностей, которая будет заключаться в последовательной реализации следующих этапов (на примере изучения темы IT-технологий в производственной деятельности):

- *Этап 1*. Recognize the following international words: vector, model, horizontal, vertical, isometric…etc.

- *Этап 2*. Practise the reading of the following words: retrieve [ri'tri:v], hardcopy ['hɑːdkɔpi]…etc.

- *Этап 3*. Memorize the following words and word combinations and compose your own sentences using them: a wire-frame image, cathode-ray tube screen, a visible trace, viewable resolution…etc.

- *Этап 4*. Work with specialized text.

- *Этап 5*. Create a dialogue using grammatical constructions: pushbutton commands; colour-coded diagrams; raster-scan; vector-refresh; or storage-tube; a finely-focused electron beam; when lines on the screen are at horizontal, vertical, or 45° angles; a primary processor and associated memory.

Таким образом происходит формирование навыка правильного употребления грамматических конструкций на основе следующих интеллектуально-речевых действий студента:

- осуществляется выбор модели, структура которой является боле адекватной речевой интенции студента или его [студента] отработанному речевому паттерну; в результате этого происходит совершенствование навыка употребления выражения на подсознательном уровне;

- оформляются речевые структурные элементы, которыми «заполняется» выбранная модель; здесь как уже было отмечено выше, важно оформить речевые единицы в структуре употребляемого выражения в соответствии с языковыми нормами и определенными временными параметрами.

Таким образом, обучение употреблению в речевой деятельности специализированных лексико-грамматических конструкций отображает себя в выбранных впоследствии профессионально-ориентированных моделях, будучи обусловленными выбором и ситуацией. Это является основой формирования речевого грамматического действия и грамматического автоматизма.

Считаем также необходимым отметить, что под специализированным грамматическим автоматизмом подразумевают правильное коммуникативно-мотивированное употребление в устной речи грамматических конструкций. Здесь важны умения, которые обеспечивают правильность образования форм и их употребление. Сюда же необходимо отнести и навыки, которые обеспечивают правильное автоматизированное расположение структурных единиц в предложениях (синтаксические навыки).

Важно обращать внимание на формирование рецептивных грамматических навыков, обеспечивающих понимание грамматической информации в произносимом или увиденном специализированном тексте.

Систематическая работа над употреблением специализированных лексем в профессионально ориентированной речи способствует формированию так называемого «интеллектуального навыка» будущего инженера.

В области лингвистики и языкознания понятие «интеллектуального навыка» основывают на фундаменте приобретенных обучающимися автоматизированных умений правильного (с точки зрения грамматики) построения высказывания, что в дальнейшем используется как фоновый фактор (в основном, в письменной речи, реже – в говорении) и помогает контролировать правильность речевого действия. Если говорящим или пищущим допускается ошибка, то интеллектуальный навык обеспечивает быстрое исправление допущенной неточности.

Подводя итоги статьи, считаем необходимым еще раз отметить, что современные проблемы обучения грамматике изучаемого языка имеют важное возрастающее значение. Анализ концепций, подразумевающих приоритет изучения грамматической структуры языка (особенно в рамках освоения профессиональной иноязычной коммуникации), ориентирует на учет аргументов, выносимых в защиту приоритетной роли освоения грамматического строя языка специальности и формирования устойчивого грамматического навыка. К таким аргументам относят:

- *аргумент конструкции предложения*, предполагающий включение специализированных грамматических конструкций в процесс изучения иностранного языка;

- аргумент смыслового значения, позволяющий более глубоко и точно понимать суть, смысл и значение той или иной грамматической конструкции;

- аргумент самостоятельного формирования грамматического навыка на основе включения грамматических конструкций, позволяющий поддерживать высокий уровень познавательного интереса и познавательной активности студентов при изучении языка специальности;

- аргумент сопровождения, определяющий направляющую роль педагога;

- аргумент грамматических единиц, показывающий структурированность и упорядоченность языка в специфические блоки правил и категорий, благодаря которым реализуется адаптированность языка для эффективного изучения [6].

Таким образом, установлено, что обучение грамматическому строю языка является достаточно сложным процессом, который имеет определенные трудности и требует поиска творческих эффективных путей его реализации.

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THE PROBLEM OF THE COMMUNICATIVE COMPETENCE FORMATION IN THE CLASSROOM OF A FOREIGN LANGUAGE

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Abstract: The relevance of the paper is determined by the necessity of forming the communicative competence of students in the process of teaching of the English language in the institute of higher education. This article is intended to define the aims focused on forming communicative competence of students in foreign language. The main aims of the paper are forming skills and abilities in students which are necessary for understanding others and generating their own programs of speech behavior that are adequate to the goals, areas, situations of communication. In compliance with the aim and hypothesis of the paper the following problems of the research were realized by the author: theoretical foundations of forming foreign communicative competence of students, methodological capabilities of interactive technologies, methodological conditions of forming foreign communicative competence of students. The practical meaning of the paper consist in that the theoretical states and practical materials can be used by instructors of high schools.
Keywords: communication, competence, language acquisition, education, educational task, pedagogical process, practical.

Modern society faces interethnic, intercultural, communicative problems. It is education at all times that contributed to maintaining the stability of society, modifying the forms and types of relationships between people. At present, society is characterized by increased social mobility, the development of contacts at all levels, and sharp changes in value guidelines. All of the above makes the issue of forming communicative competence as a stable personality characteristic of a developing person particularly relevant. The solution of this issue today becomes the real priority of pedagogical science and practice.

Of particular interest is the communicative factor that affects the contacts between nationalities, the hierarchy of their values. Recently, much attention has been paid to the development of communication and competence. Significant works are devoted to the disclosure of the concept of competencies and competency-based approach in modern education. In linguistics, this question is investigated from the point of view of identifying units that reflect the specificity of the language, the problems of verbal and non-verbal communication in the dialogue of cultures, language interference. In pedagogy, the studied problem is considered from the point of view of the general intellectual competence of students, foreign language competence of students. At the same time, as a review of the state of topic knowledge shows, despite the rather steady interest in it by a wide range of scientists and teachers, there is still no monographic study of the theory and practice of forming communicative competence of students in foreign language lessons, although the available works constitute for this serious scientific study base source.

The foregoing allows us to argue that in modern theory and practice there is a contradiction between the objectively increasing requirements placed by society to solve the problems of using the communicative competence of students, on the one hand (S.E. Shishov), insufficient theoretical and practical development of the principles and methods of communicative education using foreign language, on the other hand (V.A. Calnei).

On the basis of this contradiction and the research setting on the search for ways and means of resolving them, the problem of pedagogical support of the process of forming communicative competence in foreign language classes arises.

Today, considering the patterns of development of the modern community, we come to the conclusion that the core line in this process is the rapprochement of peoples and languages and the strengthening of their interaction. That is why education now faces the difficult task of preparing a growing person for life in a multinational and linguistic environment, when it is necessary not only to develop one's own national language, but also to understand the originality of other languages. The

education of young people in the spirit of respect for all peoples is a task that requires appropriate training of teachers working in the field of education and upbringing of students.

At the present stage of the development of society, it has long become apparent that we cannot limit ourselves to the concept of "education" as a process of imparting a mental and spiritual appearance to a growing person. Speaking about the upbringing of communicativeness, we must admit that this is as long a process as the upbringing of other human qualities. In the process of familiarization with different languages, in the process of acquiring communicative competence, both the teacher and the student go through several levels, the relationship between which is rather complicated. Such steps, in particular, can include tolerance, understanding and acceptance of a foreign language, as well as methods of behavior in problematic communicative situations, knowledge of grammar and vocabulary. The essence of competence is determined by the conformity of the requirements, established requirements and standards in the relevant fields of activity. Competence in language education is often associated with the concept of "communicative competence", which only partially reveals its essence.

The role of communication as an environment for the development of each individual is very great. The individual's education develops and grows in the course of the interaction of the individual with the languages of the community. The main role in this process for a long time belonged to educational institutions of various types. However, today the situation has changed dramatically, as communication facilities, namely, for example, computer technology, have clearly expanded the educational opportunities of each person.

In the context of the problems considered in this article, we approach the process of education from the point of view of the movement of the individual in the single language space of the community in which he lives. And here two components of this process are distinguished. On the one hand, a person, moving along the path of knowledge, develops and improves his own vocabulary. On the other hand, a person grows in the linguistic environment of his native language and becomes its integral part.

This in a certain way formulates such functions of communicative education as the formation of ideas about the diversity of languages and their relationship; awareness of the importance of linguistic diversity for the subsequent self-actualization of personality.

Language acquisition is a mutually directed process for which all the basic laws of communicative activity are true. That is why communication is one of the key concepts of linguistic education, in which it is understood as constantly changing value orientations shared by people living here and now. The modern pedagogical reality is such that it is necessary to take into account in the education, on the one hand, the communicative factor, on the other hand, the creation of conditions for learning the language of culture of other nations.

The educational minimum of the content of education is guided by the goals that are set for one or another academic discipline. The main purpose of teaching a foreign language is to familiarize yourself with a specific activity - transmitting and receiving information using a foreign language, that is, participating in certain limits in communication. If in other subjects, when selecting content from the arsenal of science, they proceed from the implementation of general educational tasks, then in a foreign language one has to proceed from a practical task - the ability to enter into communication. Therefore, general educational tasks are subordinate to the practical ones and are solved in the course of the implementation of the act of communicative competence at one or another level, that is, the ability to enter into intercultural communication. The entire learning process is subordinated to the main task - the formation of communicative competence. Communicative competence is the knowledge, skills and abilities necessary for understanding others and generating their own programs of speech behavior that are adequate to the goals, areas, situations of communication. It follows from this that when forming a general educational standard, one should proceed from this category.

Communicative competence is complex. For a successful act of communication, it is necessary not only to possess the language tools which are common to the interlocutors, but also to possess the total amount of knowledge. Such common knowledge for participants in a communicative act is background knowledge.

Communicative competence, i.e. willingness and ability to interact, verbal and non-verbal (facial expressions, body language), with other people, is the most important quality that a person needs in all situations of life.

As for communicative competence as an educational goal of a university, it should be considered as a prerequisite for the introduction of new open methods of learning.

Each science considers this or that phenomenon from its position and describes it in its own language. Therefore, in psychology, linguistics and related fields there are their own descriptions of communicative competence and its composition as an object of the pedagogical process. The logic of the competency-based approach, on the contrary, involves the formation of such skills and the development of such abilities on their basis that allow a person to maximize his self-realization in a given society.

Thus, communicative competence, on the one hand, is a characteristic of a person's personality, his ability, which, on the other hand, is manifested in his behavior, activity, allowing him to solve life, practical situations (including communicative ones). Often in the interpretations of communicative competence, these two sides develop and are opposed to each other.

Communicative language teaching makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the audio lingual method of language teaching, which relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics.

Teachers in communicative classrooms will find themselves talking less and listening more-- becoming active facilitators of their students' learning (Larsen-Freeman, 1986). The teacher sets up the exercise, but because the students' performance is the goal, the teacher must step back and observe, sometimes acting as referee or monitor. A classroom during a communicative activity is far from quiet, however. The students do most of the speaking, and frequently the scene of a classroom during a communicative exercise is active, with students leaving their seats to complete a task. Because of the increased responsibility to participate, students may find they gain confidence in using the target language in general. Students are more responsible managers of their own learning (Larsen Freeman, 1986).

Formation of the communicative competences of students in the foreign language lessons includes the organization of the didactic games, which have the following functions: motivation - incentive; training, pedagogic, is oriented in accordance with the specific linguistic situation of speech communication; compensatory. The use of various forms of organization of playing activity depends on the purpose and objectives, forms of realization and complexity of the game. By the shape and nature of the organization the games are divided into subject, verbal, with a plot, role, intellectual "puzzles, crosswords and tests" and others. At the same time the individual, pair and group forms of organization of educational process are singled out, which are aimed to communicate with text or partner of interaction. Playing forms of organization of educational activity of students are aimed at learning the various aspects of language (grammatical, lexical and stylistic). Thus, the development of a didactic model of formation of communicative competence of students in the process of teaching of a foreign language in the institute of higher education allows to create a foundation to solve the problem of research.

The purpose of discipline which is conducted at higher institutions "is to educate students to spelling, orthoepic, lexical, grammatical and stylistic norms of the English language, as well as the development of general and communicative competence (linguistic, socio - cultural and pragmatic) in relation to all kinds of communicative activities in various spheres of speech communication. In establishing the methodological basis of the communicative competence formation it is necessary to identify the wide range of tasks in the formation of communicative competence, on the one hand, in the aspect of the creation of the students' knowledge of linguistic aspects (language material), on the other hand, in terms of mastery of their specific professional activity which includes competency in communicative skills.

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ТЕХНОЛОГИИ ПРАКТИКО-ОРИЕНТИРОВАННОГО ОБУЧЕНИЯ

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Abstract. *The article deals with active technologies in practice-oriented teaching at the university. The author gives substantiation of high efficiency of practice - oriented technologies which allow us to draw a conclusion about their application in the educational process.*
Keywords: *practice-oriented teaching, educational technologies, professional development, active teaching methods, learning efficiency.*

Современный рынок труда требует специалистов, владеющих не только профессиональными знаниями, а также умениями и навыками по применению этих знаний в практической деятельности. Это можно организовать с помощью практико-ориентированного обучения.

Целью практико-ориентированного обучения является интенсивный процесс поиска, получения и накопления новых знаний, умений и профессиональных компетенций.

Для подготовки такого специалиста необходимо создать педагогические условия, приближенные к профессиональной деятельности. В данном случае, речь идет о требованиях, предъявляемых к преподавателю, методах и технологиях обучения. Преподаватель должен обладать не только навыками ораторского мастерства, уметь управлять эмоциональным состоянием аудитории, быстро адаптироваться к изменениям во время образовательного процесса, но и опираться на принципы студенческой самостоятельности, свободы и сотрудничества при организации практико-ориентированного метода обучения.

К активным формам и методам обучения относятся дискуссии, мастер-классы, тренинги, деловые игры, проекты и проблемные методики, кейс стадии. Применение данных технологий приводит к желанию, способности и готовности студента реализовать свой потенциал для успешной продуктивной деятельности в профессиональной и социальной сфере осознание социальной значимости и личной ответственности за результаты этой деятельности.

Рассмотрим более подробно данные технологии.

Одним из часто применяемых методов является дискуссия. Это метод обсуждения и разрешения спорных вопросов. Польза дискуссии заключается в следующем: с одной стороны она уменьшает момент субъективности, то есть убеждения отдельного человека или группы людей при обсуждении получают общую поддержку, следовательно, определенную обоснованность; с другой стороны, она если и не приводит участников к всеобщему согласию, то обязательно способствует лучшему взаимопониманию оппонентов. [1]

Мастер классы — это вид деятельности, проводимый профессионалами для обмена и приобретения знаний, навыков и опыта. Участники данной технологии должны уметь правильно поглощать, усваивать и применять знания на практике. Для достижения положительного результата, эти три компонента должны выполняться на достаточно хорошем уровне. Обучающиеся получают возможность систематизировать новую информацию с уже имеющимися знаниями и применять ее на практике.

Тренинги ориентированы на групповое обучение с моделированием реальных ситуаций. Они направлены на развитие конкретных навыков, способствующих личностному росту и саморазвитию. Одним из главных преимуществ тренинга является то, что можно воздействовать на несколько человек. В группе происходит взаимное обучение ее участников, возрастает ответственность за свои действия, повышается доверие за счет обмена личным опытом.

Деловая игра — это практический интерактивный опыт обучения, который позволяет участникам по-настоящему участвовать в обучении. Вместо того чтобы сосредотачиваться на теоретических знаниях, участники развивают навыки, улучшают концептуальные знания, получают общее представление о рабочем процессе в организации, достигают определенного эмоционального настроя. Также создаются реальные факторы, процессы и проблемы, которые необходимо решить, обсудить свои ошибки в безопасной среде, увидеть и оценить последствия своих действий.

Проект может стать отправной точкой для решения дальнейших научных проблем и практико-ориентированных задач, выбора профессионального направления; проекты показывают работодателю степень подготовки будущего работника и его профессиональные интересы, т.к. происходит формирование идеи проекта и поиск возможностей ее реализации, самостоятельное изучение соответствующей литературы, обсуждение полученных результатов, проработка отдельных деталей и практическая реализация. [2]

Проблемное обучение оказывает положительное влияние на усвоение четырех компонентов содержания образования (знаний, умений, опыта, творческих способностей и ценностных ориентаций) на каждом занятии. Элементы проблемного обучения мотивируют студентов к самостоятельному поиску информации и стимулируют мышление, следовательно, делают знания не абстрактными, а персонализированными. Они позволяют студентам научиться видеть проблему, формулировать ее, находить решения и решать их.

Преимуществом кейс стадии является то, что работа над кейсом требует целеустремленных усилий, творческого стимула, материал предоставляется в упорядоченной форме, а не нагромождается в беспорядке, что помогает обучающемуся приобщаться к самостоятельному разрешению поставленной перед ним задачи. Кроме того, метод кейс стадии способствует формированию следующих умений: работать как индивидуально, так и в команде; совмещать теоретические и практические навыки в решении конкретных задач; оценивать и отбирать необходимую информацию, не обращая внимание на избыточные сведения; интерпретировать данные и делать выводы; привлекать междисциплинарные знания; мыслить и действовать нестандартно; аргументировать свою точку зрения и давать оценку чужому мнению; формулировать мысль на иностранном языке.[3]

Существует множество методов и технологий организации практико-ориентированного обучения и главная задача преподавателя выбрать тот метод и технологию, которая сделает его занятие интересным и запоминающимся.

Таким образом, практико-ориентированные задания способствуют формированию конкурентноспособного специалиста, обладающего необходимыми компетенциями и способностью учиться и адаптироваться в быстро меняющемся мире.

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PSYCHOLOGICAL PREREQUISITES OF THE SOCIETY'S PREFERENCES ABOUT PERSONS WITH DISABILITY

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Abstract. *The article is devoted to the problem of stigmatization of people with certain physical health disorders. The implementation of social programs, activities and initiatives aimed at the comprehensive rehabilitation of people with certain physical health disorders and the realization of their potential, despite all other factors, is significantly hampered by the fact that at the domestic level in Ukrainian society there is a complex of persistent negative stereotypes against such people. The stigmatization of persons with disabilities as a social group is becoming increasingly significant socio-cultural phenomenon. At the same time, the mechanisms of stigma manifest themselves at the level of self-identification. Persons with disabilities can form at least three strategies for stigma: acceptance, speculation of disease, resistance. Particularly painful is the issue of stigmatization for people with disabilities who seek a fulfilling working life and professional realization.*
Keywords*: people with disability, stigma, discrimination, society, integration, social life, labor activity.*

Introduction. The problem of stigmatization of people with disability remains acute both in Ukraine and in other countries of the world. Particularly painful this question is for those with disability who strive for full value working life and professional realization.

Discrimination can be manifested in various forms when hiring - refusal of work, offer of work of lower qualification level, offer of worse conditions of payment. In addition, in the process of work, the discrimination against a person with a disability can manifest on a daily attitude towards that person, blocking career opportunities without objective reasons, ignoring that person's success and her contribution to the joint activity. Stigmatization is quite close to discrimination. In addition, the causes of the problem are not only physical defects of people with disability. First, there is a high level of corruption in Ukraine and there are people who have made a disability for money. Certainly, after that, the society will be sceptical and suspicious for all people with disability, who do not have the physical manifestations of disability. For example, if a person does not have an arm or a leg, this defect is obvious, whereas those who, for example, have serious cardiovascular disease, such people may be accused of "faked" disability.

The results of research. On the other hand, as some studies [1,2] show, the imperfection of the system leads to the fact that people with disability stop to seek changes in life, lose the interest to the normal employment, become accustomed to being concerned about the state and gradually begin to occupy the passive position in their life. This situation leads to the fact, that people with disability are poorly integrated into the society and become subject to stigma. They are despised, considered a burden to society, lazy and so on [2, 3]. This situation particularly complicates the lives of those people who, the physical obstacles, want to find a full-time job and have a full social and working life.

For some people with disability, entry into the open labour market is very difficult due to physical reasons, while other people with disability have fewer restrictions and can compete with ordinary candidates for employment in non-specialized enterprises with dignity. However, they are prevented by psychological barriers or lack of education or information.

The experience of psychologists shows that people with special needs often touch with the specific problems in different spheres of life, such as education, employment, community service, family relations, life and leisure, communication, etc.

People with disability belong to different groups according to the level of complexity of their physical or psychophysical state, place of residence, social status. Severe chronic somatic disease significantly changes the completely socio-psychological situation of human development. It significantly affects the level of her mental capacity in the implementation of the activity; leads to a limitation of the circle of contacts with people, who surround them, often for objective or subjective reasons, leads to a

restriction of her activity as a whole, that is, changes the objective place that occupies a person in life and, as a consequence, his or her inner position in all circumstances of life [4].

The defects of people with disability significantly complicate their contacts with the environment, limit their participation in public life, and adversely affect their personal development: cause feelings of anxiety, self-doubt, and lead to the formation of inferiority complex, self-centered and asocial moods.

Two major groups of barriers are physical and psychological, that prevent people with disability from having a fulfilling social life, including professional realization. Typically, the most attention is focused on the first group, which is directly related to the physical limitations that a disabled person has. At the same time, the psychological barriers are equally important. The sources of these barriers can be people with disability and all other people.

Firstly, a person with a disability can seek more isolated life from society. These people often close up in their world and have a very narrow circle of communication, which includes family members, doctors, possibly a few friends and the same disability people. The first reason for this lifestyle may be the limitation of physical activity and the lack of adequate infrastructure, which makes a person as a prisoner of his own apartment. In addition, a person may lose faith in himself and others, and refuse the opportunity to realize himself in society.

Secondly, the stigmatization remains widespread and, as a consequence, other people's unwillingness to accept people with disability into their environment.

The main psychological barriers for people with disability due to stigma are:

1) The communication barrier is a disorder of communication, one of the most complex social problems for children and young people with disability, which is the result of emotional protective self-isolation. The communicative barrier creates the motivational, ethical and emotional difficulties [5]. There are motivational difficulties: excessive motivation (for example, "I was worried and didn't say anything, I mentioned it"); lack of motivation (I do not want to understand, it is not interesting), etc. There are ethical (moral) difficulties: lack of tact, tolerance; discretion, boldness; gossip, rumors, deceit, meanness, dishonesty; envy, animus, etc. There are emotional difficulties: untidy, outrageous appearance; bold postures, gestures, manners, habits, etc.; brutal tone, tone of voice, etc.;

2) The barrier of business communication raises problems, which are related to the characteristics of healthy people and people with functional health limitations, which arise when they pay attention to those aspects of the person that he does not realize or wants to hide, in our case these are physical defects. Some authors, when they consider the problem of social integration of people with poor physical health, even suggest the introducing of the concept of "valeological equality" to denote the perception of a person with health disorders as equal and such who has a different worldview, a different lifestyle and special needs [8];

3) The emotional barrier consists of people's emotional reactions and it is two-way. That is, on the one hand, healthy people can show curiosity, mockery, inconvenience, guilt, hyper custody, fear; on the other hand, people with special needs can wait for self-pity, hyper custody, they may blame someone for their defect, seek isolation, etc. [5]. A person with a disability may have a negative experience in dealing with so-called "normal" people through stigma, neglect, misunderstanding, insults [3].

The problem of discrimination and stigmatization of people with disability remains acute both in Ukraine and in other countries of the world [1]. However, it is obvious that the formal prohibition of discrimination at the state level does not eliminate this problem. Particularly painful is the question for those people with disability who see a fulfilling working life and professional realization.

To removal the problem of discrimination and stigmatization, the scientists suggest work in two ways: to take action with those who are stigmatized and discriminated and with those who stigmatizes and discriminates, which requires different methods of solving the problem [1]. Working with people with disability should help them to take an active life position, and this should be supported by appropriate rehabilitation, training, counselling and infrastructure arrangements. In turn, the working with others should be directed to developing a conscious vision of the problems of people with disability, understanding and tolerance.

Conclusions. Thus, one of the important measures in the medium and long term is to carry out the scientific research on various topics, aimed at studying the problems of people with disability, the effectiveness and efficiency of individual measures of their (re-) integration, behaviour of society and individual groups of the population towards people with disability, the opportunities for participation

of certain groups of people with disability in such types of work which were previously unavailable to them. Certainly, such research is being conducted, but unfortunately, Ukraine lacks the financial and material resources to carry out complex, sometimes long-lasting, high-quality research.

Finding the ways to solve the problem of social and psychological integration of people with disability it should begin with depth analysis of the barriers that stand in the way of such people and overcoming the resistance and stigmatization of society. In many cases, the main barrier, such as physical limitation of the person, cannot be eliminated. However, the existing approaches allow to overcome or reduce both physical and psychological, communication, information and educational barriers. It is also important is a comprehensive approach and the use of different methods at the same time to achieve a faster and more efficient result.

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INDICATORS OF ANXIETY IN YOUNG PEOPLE
18 YEARS OF AGE

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Abstract. *The study found that the 18-year-olds were exposed to the Ayzenka test. in those young people, the level of personal excitement with the sbilber khan test was measured on a normal day, 30 minutes before the exam, and 30 minutes after the exam. Much attention was paid to phlegmatic and choleric species.*
Keywords: *excitement, temperament, situational, personal, phlegmatic, situational, melancholic, sangvinic.*

Introduction. In recent years, there has also been reports of a high level of self-control during exams: special pre-exam training, full mastering of teaching material, habits, taking measures to control one's emotional state and reducing anxiety. Of course, if there are any deficiencies in personal development and a low level of self-esteem, there will be certain problems in obtaining expected outcomes and preventing anxiety (1).

Higher education institutions play an important role in the training of well-trained professionals and healthy people. Studying in higher education also has a number of important features, such as the students' chosen specialty, living environment, age, nutrition and addictions. very dependent. The factors we have mentioned have a multidimensional effect on the student body, resulting in a change in a number of psychophysiological functions, especially the nervous system's response to environmental stressors. One of the main causes of mental stress in students is exam stress, which often leads to disorders of the nervous system as a result. The literature of recent years shows the factor that can cause the psychological process of examination. (2) The exam session is filled with questions that create uncertainty for students. Already before the exam, the "waiting syndrome" itself creates psychological stress (3).

Materials and methods.

Psychological physiological studies of 18-year-old boys with different typological features of the nervous system of the Ganja State University (natural sciences) 2 months before the exam, 30 minutes before the exam and 30 minutes after the exam. Participation in research is practically healthy and voluntary participation is an important condition. Q. Aizenka test determined the types of temperatures of students. The excitement of 18-year-olds of different temperatures was measured at two levels - situational excitement and personal excitement. Both situational excitement and personal excitement were measured in three different situations: normal days (AG), pre-examination (AA), and post-exam (IS). Situation alarms and personal excitement were determined by the express version of the Spielberg test questionnaire. For the purpose of statistical analysis taking into account the number of young people, "non-parametric" analysis methods were used in SPSS (Statistical Package for Social Science). From the Wilcoxon criterion to compare between two samples, taking into account the need for three levels of excitement at the same time and a comparison of three forms (comparison between two groups, comparisons between several groups, group comparisons), the Mann-Whitney criterion was used for comparison between two independent samples and the Cruskal-Wallis criterion for comparison between different samples.

Results of the research.

The 18-year-old respondents were categorized according to the goals and objectives of the study: 5 phlegmatic, 8 choleric, 6 sanguineous, and 4 melancholic.

Measurements and comparisons of typical day-to-day excitement in 18-year-old respondents show that among four groups (phlegmatically, choleric, sangvinic, and melancholic), the level of personal excitement does not differ significantly. To be more precise, P_KU = 0.505 and 0.505>0.05, the difference between groups is not statistically reliable at 0.05 / But there is a slight inter-group difference, so that groups with less than high personal excitement can be classified as: 37.5 (Sqwvinic) >36,0 (melancholic) >35.6 (choleric) >31,8 (phlegmatic).
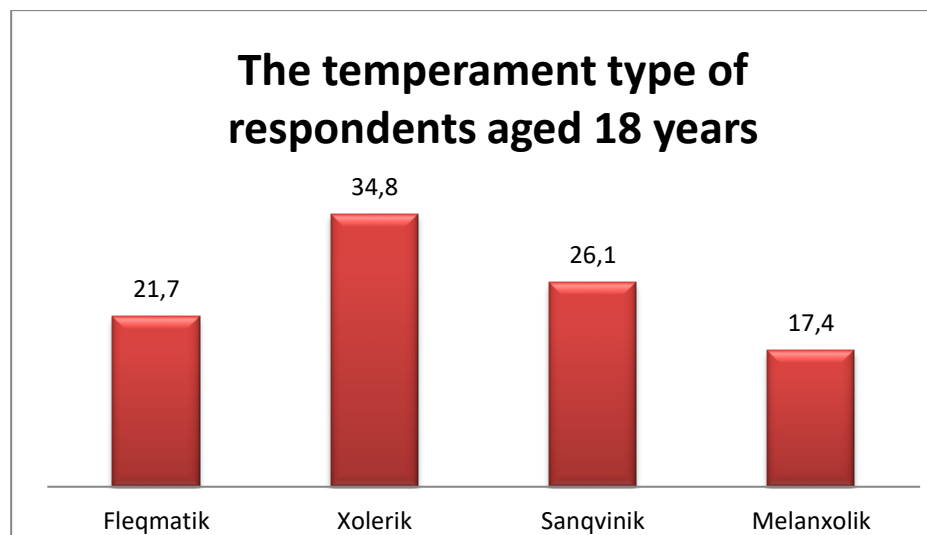
Fig. 1.

Comparison of the level of personal excitement between the two independent groups these days also shows that the difference between groups was statistically significant and was not significant at the 0.05 level. Thus, the phlegmatic type was P>0.05 between the choleric, the sangvinic, and the melancholic species. At the same time, P>0.05 was found to be between the choleric type and the Sangwinian and melancholic species. The same situation is observed between the Angvinic type and the melancholic type. That is, we can say that the difference between these groups was not statistically significant at the 0.05 level since P>0.05. This means that in 18-year-old respondents of different temperatures, the situational excitement was slightly different in normal days, and the current difference was not significant.

Measuring and comparing individual anxiety levels in the 18-year-old respondents indicates that the pre-test did not differ significantly between the four groups (phlegmatically, choleric, sangvinic, and melancholic). To be more precise, P_KU = 0.650 and 0.650>0.05, the difference in the groups is not statistically valid at the 0.05 level. However, there is a slight inter-group difference, so that groups with less than high personal excitement can be classified as follows: 46.3 (melancholic) >45.0 (sangvinic) >44,6 (phlegmatic) >43,4 (choleric).

Comparison of the level of personal anxiety before the exam between two independent groups also shows that the difference in the groups was not statistically significant and was not significant at the 0.05 level. Thus, the phlegmatic type was P>0.05 between the choleric, the sangvinic, and the melancholic species. At the same time, P>0.05 was found to be between the choleric type and the Sangwinian and melancholic species. The same situation is observed between the Angvinic type and the melancholic type. That is, we can say that the difference between these groups was not statistically significant at the 0.05 level since P>0.05. This means that in 18-year-old respondents of different temperatures, the level of personal anxiety before the exam was slightly different, and the difference was not significant.

Respondents' measurements and comparisons after the exam show that the levels of excitement did not differ significantly between the four groups (phlegmatic, choleric, sangvinic, and melancholic). To be more precise, the difference in the groups is not statistically valid at P0KU = 0.841 and 0.841>0.05, but there is a minor difference between groups that can be classified as less than high personal excitement: 45.5 (melancholic). >44.4 (phlegmatic) >42.2 (sqvinvin) >42.0 (choleric).

Comparison of the levels of personal anxiety after the exam between two independent groups also shows that the difference in the groups was not statistically significant and was not significant at the 0.05 level. Thus, the phlegmatic type was P>0.05 between the choleric, the sangvinic, and the melancholic species. At the same time, P>0.05 was found to be between the choleric type and the Sangwinian and melancholic species. The same is true for the Anginogical type and the melancholic type. That is, we can say that the difference between these groups was not statistically significant at the 0.05 level since P>0.05. This means that in 18-year-old respondents of different temperatures, the level of personal anxiety after the exam was slightly different, and the difference was not significant.

18-year-old respondents from the four groups were compared with their own anxiety levels in pre-test days (comparing two levels of excitement in the same group). According to the results

obtained, 18-year-old phlegmatics, cholericans, and wangviks have significantly increased their pre-examination personal pre-test levels, and no significant difference between these two cases in melancholic type. That is, P = 0.043 in phlegmatic type, P = 0.017 in choleric type, and P = 0.0461 in Sangvinic type P = 0.068. In the first three groups, there was a significant difference between the level of personal excitement and the pre-test personal anxiety level, which was P<0.05, and the current difference was not valid at the 0.05 level.

However, there was no significant difference between the level of personal excitement and the pre-test personal anxiety levels of P>0.05 in melancholic type, and the present difference cannot be considered statistically valid at the 0.05 level. In general, the analysis of the numerical averages for personal excitement before the exams showed that the pre-test respondents had higher personal anxiety than the usual days ($\bar{X}$_AG - $\bar{X}$_İ = 35,3-44,6 = 99.3).

The results obtained from the comparison of normal anxiety and post-exam status also show that the 18-year-old respondents in the four groups had sigvinic and choleric types, while the difference between normal and post-test personal excitement was higher in phlegmatic and choleric types. Not high enough to be reliable at level 05. To be more precise, Pg = 0.043 in the phlegmatic type and P = 0.36 in the choleric type was P = 0.207 in the sanguine type and P = 0.144 in the melancholic type. Based on the P values obtained (the correlation coefficient of personal excitement), PI0.05 was phlegmatically and choleric, a significant difference between the level of the individual's excitement and the post-test anxiety was observed, and the present difference should be considered reliable at the 0.05 level.

However, there was no significant difference between the level of personal excitement and the post-test personal anxiety levels of P>0.05 in the senguinic and melancholic types, and the present difference was not statistically valid at the 0.05 level. In general, the analysis of the numerical averages for personal excitement after a normal day test shows that the respondents' situational excitement was higher after the exam ($\bar{X}$_AG - $\bar{X}$_IS = 35,3-43,2 = -7.9).

Table 1. Comparison of three levels of individual anxiety levels for 18-year-old students of four temperatures.

Period	Types	n	M	± m	min	max	P_{KU}	P_f	P_x	P_s	P_{AG}	P_a
Personal(AG)	Phlegmatic	5	31,8	2,4	27	38						
	Choleric	8	35,6	2,5	25	46		0,284				
	Sangvinic	6	37,5	4,4	20	45	0,505	0,247	0,573			
	Melancholy	4	36,0	2,0	33	42		0,413	1,000	0,476		
	Total.	23	35,3	1,5	20	46						
Personal (İӘ)	Phlegmatic	5	44,6	2,1	37	49					0,043	
	Choleric	8	43,4	2,3	33	55		0,524			0,017	
	Sangvinic	6	45,0	1,5	39	49	0,650	1,000	0,491		0,046	
	Melancholy	4	46,3	1,7	42	50		0,730	0,283	0,610	0,068	
	Total.	23	44,6	1,0	33	55						
Personal (İS)	Phlegmatic	5	44,4	1,9	39	50					0,043	0,891
	Choleric	8	42,0	2,8	32	52		0,724			0,036	0,674
	Sangvinic	6	42,2	2,6	35	52	0,841	0,537	0,755		0,207	0,078
	Melancholy	4	45,5	3,4	36	52		0,556	0,570	0,610	0,144	1,000
	Total.	23	43,2	1,3	32	52						

Note: Statistical accuracy of differences between indicators:

P_{KU} - Different types (according to Kruskal-Wallishear)

Pf - with the indices of the phlegmatic type group (according to Mann-Whitneymeister)

Px - Indicators of choleric type group (according to Mann-Whitneymeister)

Ps - indications of the Sangwinian type group (according to Mann-Whitneymeister)

Pag - normal day indicators in the appropriate group (by double-Wilcoxon criteria)

Pa - with pre-test scores in the appropriate group (by double-Wilcoxon criteria)

Comparison of pre- and post-test levels of personal excitement also shows that there was a slight difference between the pre- and post-test excitement levels of 18-year-old respondents in the four groups. Thus, the phlegmatic type was P = 0.891, the choleric type was P = 0.674, the

Sangwinian type was P = 0.078, and the melancholic type was P = 1.00. In each of the four groups, there was no significant difference between pre-test situational excitability and post-test situational excitability at P>0.05, and the present difference was not considered valid at 0.05.

In general, the analysis of the mean pre-test and post-test in the 18-year-old respondents showed that the level of personal excitement was the same before and after the exam and the change was insignificant.

Results. 1. Young people with phlegmatical and choleric type had different levels of personal excitement on the day, before, and after the exam.

2. Cholerans are distinguished by their powerful life activities, their energy and their persistence in the goals they set for them. Choleros are less inclined to think and act quickly. The most interesting temperament portrait belongs to the phlegm and is considered a symbol of equilibrium. They do not cling to parts and do not use too much force to keep themselves cold. They can be very difficult to deal with, they complain at random, tolerate their suffering, and others' complaints do not irritate them.

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OIL AND GAS METAPHORIC TERMINOLOGY: (ON THE MATERIAL OF RUSSIAN AND ENGLISH LANGUAGES)

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Abstract. *The article presents metaphorical oil and gas terminology systems in Russian and English languages from the position of asymmetry and equivalence of translation. The types of correlation of oil and gas metaphorical terms in Russian and English are described. While analyzing the asymmetry of oil and gas terminology systems, an attempt is made to identify the causes of asymmetry. Equivalent-reality and asymmetry are considered as two aspects of the same problem -translation problems. They are established at what levels the equivalence is achievable.*
Keywords: *linguistic picture of the world, scientific picture of the world, metaphorical term, terminological systems, oil and gas terminology, translation, asymmetricity, equivalence of translation.*

This article reflects the results of a metaphorical study of terminology in Russian and English from the perspective of equivalence and asymmetry of terms.

The relevance of the proposed study is due to the growing interest in the role of metaphorical conceptualization in cognition. Modern researches in the field of terminology and linguistics in general show that the term systems of various scientific disciplines contain a significant number of metaphorical terms.

Availability of metaphorical terminology is interpreted by a number of researchers from the standpoint of the realized metaphor of the epistemological function. The concept of scientific metaphor is relatively new, as it is formed in works of philosophers and linguists of the late XX century, such as H. Ortega y Gasset, S.S. Gusev etc. However, today it can be stated with full confidence that the metaphor in modern humanitarian science is conceptualized as an integral part of scientific thinking and, accordingly, scientific discourse. In the metaphor, we can see the key to understanding the foundations of thinking and the processes of creating not only a national-specific vision of the world, but also its universal image. Metaphor thereby strengthened the connection with logic, on the one hand, and mythology, on the other. In scientific discourse, it is a metaphor that contributes to the creation of new hypotheses and ideas about the world, that allows you to look differently at a familiar object. "This is the identification of two obviously different objects or phenomena. A scientific metaphor develops from a stronger statement to a weak one, from larger to smaller. First, the completed identification is approved, then this same identity is denied, while maintaining the validity of the statement for some part of the object

Currently active study of the terminological systems of various sciences in the aspect of metaphoricality is going on. The indicated works devoted to metaphorical aspects of terminology, allow us to conclude that people are the basic conceptual areas in the formation of metaphor terms, nature, fauna, flora, war, landscape, artifacts (fabric, food, architecture, etc.). The degree of figurative metaphorical term is also being actively explored and debated.

In her work of O.V. Galkina presented the results of a psycholinguistic experiment in which features of identification of metaphorical interface naming by novice users revealed. The results of the experiment showed that "80% of all definitions were given based on the primary meaning, i.e. built in the idea of a new concept based on what they knew from the experience of communication". Moreover, the texts of interpretations contain units that are part of conceptual source area. For example, in determining what a virus is, informants gave the following answers: sent by electronic mail; "tenacious"- «цепкий»; fast spreading; can be picked up while working on the Internet; machine disease; parasite program; infectious; something bad; something scary. Russian version: посылается по электронной почте; быстро распространяющийся; можно подцепить, работая в Интернете; болезнь машины; программа-паразит; заразный; что-то плохое; что-то страшное.

It should be noted that the study of industry terminological vocabulary becomes a relevant and promising area of modern linguistics. With a general high level of interest in scientific metaphor and

terminology, we can note the insufficient knowledge of the principles of functioning of the metaphoric terminology of the oil and gas industry in terms of the ratio of terms presented in terminological systems of two languages in the aspect of metaphorical conceptualization.

Oil and gas terminology was previously studied in both Russian and English. However, a metaphorical stratum has never been described before.

The purpose of this article is to consider the terminological systems of the oil and gas vocabulary of the Russian and English languages in the aspect of the ratio of metaphorical and non-metaphorical terms.

The object of research is a metaphorical fragment of the oil and gas terminological system in Russian and English. The object of research - asymmetric organization of fragments of the Russian and English oil and gas terminological systems. In the process of considering the metaphorical terminology the problem of equivalence of translation of oil and gas metaphorical terms is identified.

The research material was metaphorical terminology of the Russian and English terminological systems, extracted using the continuous sampling method from terminological dictionaries for oil and gas, as well as professional dictionaries created by translators of oil companies for domestic use. It is the presentation of terms in translation dictionaries identified the problem of equivalence, since equivalence is one of the criteria for a successful translation.

The most relevant methodological basis for our study we is considered to be the conceptual metaphor theory , which we understand after for a number of researchers (J. Lakoff, M. Johnson, Z.I. Rezanova, etc.) as a basic conceptual model based on analogy and allowing to comprehend objects (phenomena, entities) on the basis of knowledge about other objects (phenomena, entities). As a result of metaphorical projection, there is a transfer from the conceptual sphere-source to conceptual target sphere. Transformations are formed in the result of the experience of human interaction with the outside world source spheres, which structure the lesser known target sphere.

This mechanism, described by J. Lakoff and M. Johnson, is the essence of cognitive potential possessed by a metaphor.

The term is a "word (phrase) metalanguage of science and applications scientific disciplines, as well as a word denoting specific realities areas of specific practical human activity", and almost all researchers call the fixation of the concept as the main function of terminological naming. Oil and gas vocabulary is a complexly organized layer of technical vocabulary, there are borrowings in this terminology from other industries, from other languages, neologisms due to dynamic technological progress, a significant proportion of metaphorical terms formed for account of rethinking the lexical resources of the national language.

In our study, we consider a metaphorical scientific term within the system as a system object: "... scientific terminology should not be a simple collection of words, but a system of words or phrases organized in a certain way among themselves". Metaphorical terms are an integral component terminological system. Despite the fact that the terms give an exact designation of an object or phenomenon, metaphorical terminology plays an important role in the process of the formation of new knowledge. "A metaphor in scientific text removes the previous restriction on the form of the description of the object, and on the other hand it introduces a certain hypothetical certainty into the description, attributing to the object of one area previously undetected properties, a metaphor as if in a peculiar way directs a scientific search for the discovery of new properties of objects".(6)

We believe that the presence of metaphorical terminology in the terminological systems of scientific disciplines can be explained by the fact that each science develops within the framework of a certain ethnocultural education, its language is formed in close connection with the national language.

On the one hand, the scientific picture of the world is a universal system that reflects the results of cognitive activity of mankind as a whole. But on the other hand, it is a discursive version of a nationwide picture of the world within one national language and reflect the specifics of the worldview inherent in one or another national mentality, although seeks to level ethnic differences. V.V.Vinogradov also noted the closest connection of scientific terminology with national language: "Between the dictionary of science and the dictionary of everyday life – there is direct and close connection. Every science begins with the results obtained by thinking and the speech of the people, and in its further development does not break away from the people's language. After all, even the so-called exact sciences are still held in dictionaries, terms taken from a nationwide language (weight, work, strength, heat, sound, light, heat, reflection, etc.). People's thinking and the created terminology have great significance for social and political sciences" [5].

Cognitive activity has a deeper global feature than scientific activity, because cognitive activity is a much more ancient form of activities. Chilean neuroscientists U. Maturana and F. Varela, considering the deep biological foundations of the phenomenon of cognition, note that cognition is inherent in all living things on earth; cognition is "an effective action that allows a living being to continue its existence in a certain environment, one that gives birth to the world of this creature " (6). It is the level of cognitive activity that ensures the successful existence of all living things.

We study the terminological systems developed in the framework of individual national variants of one scientific discipline, and this, in its turn, is an "informative invariant in the national language shell" [1]. In this regard, we consider them as specific subsystems developed within the framework of national language pictures of the world. The specificity of linguistic pictures of the world is most clearly manifested in metaphorical conceptualization. This is precisely the reason for the asymmetry of metaphorical fragments of oil and gas terminological systems in Russian and English.

In the process of analyzing empirical material - comparing metaphorical fragments of terminological systems - it became obvious that metaphorical terms in two languages are asymmetric, which indicates differences in the structuring of human experience and cultural distance.

The asymmetry of terminological systems of two languages is already evident in the stage of comparison of individual terms, which indicates a quantitative asymmetry: in the quantitative ratio there is a predominance of metaphorical terms in the English language - at the moment 248 of their studies were identified, while in Russian there are only 132. Qualitative asymmetry is revealed in two main types of correlations of metaphorical terms in two languages.

The first type is "metaphor - direct nomination". This type of correlation is observed in cases when the English term is represented by a metaphor, and the Russian term is represented by a direct nomination: rabbit (кролик) – скребок для чистки трубопровода; deadwood (сухостой) – якорь для крепления оттяжки; godevil (иди-дьявол) – сбрасываемое в скважину устройство; monkey board (обезьянья доска) – площадка для верхового рабочего; dog house (собачья будка) – бытовка; crow nest (воронье гнездо) – верхняя площадка на вышке; pig tail (свиной хвост) – наземный кабель (подведенный к кабельному вводу и имеющий специальный проем); thief (вор) – резервуарный пробоотборник; stripper (стриптизер) – истощенная скважина и др. There are no reverse cases of the correlation when the Russian term is represented by a metaphor and English is a direct nomination. It should also be noted that there is the great number of such terms among the analyzed vocabulary data.

The second type of relationship - "metaphor - metaphor" - is represented by three subtypes:

The first subtype includes Russian and English terms that represent the same conceptual areas, i.e. the metaphorical image in English term corresponds to the metaphorical image that we observe in Russian term. For example: рыбалка – fishing (рыбалка), приток – inflow (приток); башмак – shoe (ботинок); тарелка ректификационной колонны – dish (тарелка); плечо – shoulder (плечо), палец – finger (палец), вертлюг – swivel (вертлюг). such metaphors can be called symmetrical.

The second subtype is represented by terms in which the original conceptual the sphere is general, but its various fragments, images are actualized, since they are natural for carriers of a particular culture. As an example, we give the following pairs of metaphorical terms: коленце – dogleg (собачья лапа); рейс – roundtrip (поездка в оба конца); муфта – collar (ворот) etc. As you can see, the conceptual spheres that serve as a source of metaphorical nomination are identical, but the difference is observed in the details: the human limb and the limb of the animal, a two-way trip and the cyclical nature of the trip, details of clothing. We believe that this subtype can be designated as a partially symmetric term.

The third subtype contains Russian and English metaphorical terms in which there is a discrepancy between the original conceptual spheres and, accordingly, the images: шайба – washer (мойщик); амбар – swamp (болото); стакан – bucket (ведро), подсвечник – derrick floor (пол виселицы); фонтанная арматура – Christmas tree (рождественское дерево) etc. In this case we are dealing with asymmetric metaphorical terminology.

In the examples presented above, we observe a qualitative asymmetry of metaphorical terms of the two terminological systems. Despite the positioning of science as a sphere in which ethno-cultural differences, terminological systems bear the imprint of the linguistic culture of the people, are asymmetric, which entails problems in translation and, therefore, problems in scientific communication.

This is precisely the reason for the difficulties in establishing the equivalence of terms in translation. Technical translation requires unambiguity, due to the "order" of this discourse. However, the revealed specificity of metaphorical terminology shows that achieving equivalence becomes a

problem, since before translating the term, it is necessary to understand the metaphorical image hiding in its semantic structure.

According to P. Newmark, despite the fact that the translator conveys the actual meaning of the term, and not its internal form, it is important for him to realize what semantic volume of the metaphor should be translated [11]. In a situation where a metaphorical term is required to be translated, and the dictionary does not directly correspond to the English term, the translator must resort to a descriptive translation that accurately conveys meaning, however a metaphorical image will be lost. This approach to translation is called explication, or descriptive translation. The translator is forced to make lexico-grammatical transformation. Moreover, with this transformations, the lexical unit of the source language will be replaced by a phrase explicating its meaning, i.e. will be given more or less full explanation of the lexical unit in the target language. This approach is a solution when working with equivalent terminology. One of the significant drawbacks of this approach is cumbersome and verbosity [12].

In the theory of translation, there are two positions regarding the translation of a metaphor. According to the first position, the "conceptual shift" in two languages will be observed when projecting from one area to another in two languages isomorphically (see the first subtype of the correlation of terms "metaphor - metaphor"). In this case, the equivalence problem is not relevant.

If the projection from one area to another in two languages is different, we can talk about the presence of a "conceptual shift" (see the second and third subtypes of the "metaphor - metaphor" ratio), which entails the problem of choosing an adequate unit in the translation, creating an equivalence problem.

Since we consider terms from the perspective of a translator, it is necessary to say about the equivalence levels of the revealed types and subtypes of correlation of terms from two terminological systems. A certain type of equivalence relevant for a particular subtype of correlation of metaphorical terms.

V.N. Komissarov speaks about six levels of metaphor equivalence with translation of any texts [4]. P. Newmark, saying that the translation metaphors are directly predetermined by the type of text in which it is used, distinguishes between two types of texts: informative and expressive [7]. Turning to texts on oil and gas topics, we have to admit their informative orientation, which is characteristic of any scientific texts, therefore the levels of equivalence relevant for expressive texts are not significant in this case. In this regard, equivalence a technical term appears only at three levels.

The highest, third, level of equivalence is demonstrated by metaphors of the first subtype of correlation of terms, when both conceptual spheres - the source sphere and the target sphere coincide: рыбалка – fishing (рыбалка), приток – inflow (приток); башмак – shoe (ботинок); тарелка ректификационной колонны – dish (тарелка); плечо – shoulder (плечо), палец – finger (палец), вертлюг – swivel (вертлюг), etc.

The second level of equivalence combines the metaphorical terms presented in the second and third subtypes - partially symmetric and asymmetric terms. Inequivalence (incomplete equivalence) the initial sphere (image) of a metaphorical nomination leads to re-metaphorization: goose neck (шея гуся) – горловина вертлюга.

The first level of equivalence, the lowest, manifests itself in cases where the term is in one language (in our study, in English) represented by a metaphor, is translated into another (Russian) direct nomination, descriptively. Thus, demetaphorization, loss original metaphorical image: ram (баран) – плашка (запорный элемент противовыбросового превентора); pig (свинья) – трубопроводный скребок; hopper (прыгун) – загрузочный люк; fish up (выловить) – выловить инструмент из скважины, etc.

As a result of the analysis of terminological metaphors of English and Russian oil and gas terminology becomes apparent quantitative and qualitative asymmetry of terminological systems; however, one can note the problem of equivalence of terms. Lack of equivalence is a consequence of asymmetry, and the fundamental reason for the asymmetry of metaphorical terms is the difference in the formation and interpretation of human experience. Speaking about the discord in the vision of the world, we mean that for names of this or that object representatives of different nations will rely on different source conceptual areas. As a result, we observe interlingual asymmetry. As O.A. notes Kornilov, this asymmetry manifests itself "not just in the fact that one language covers a certain fragment of semantic space with the help of one concept ... but in the fact that the tricks (central concepts) of the categories do not coincide in volume values [1].

Behind the asymmetric terminological systems of the two languages is the national scientific picture of the world, the structure and composition of which are determined form of national language.

The scientific national picture of the world is being drawn up means of the national language, therefore, bears the imprint of specificity a certain perception of the world, imaginative thinking, mentality and character, which is reflected in terminology, and even more so in metaphorical terminology. As a result of the analysis of the metaphorical terms of the English and Russian oil and gas terminology, it becomes apparent, firstly, their quantitative discrepancy is the prevalence of English terms; Secondly, the distinction of cultural backgrounds that underlie the source spheres, underlying the metaphorical term. Therefore, we can conclude that that metaphorical terminological systems of two languages are asymmetric, which raises the problem of translation equivalence.

Equivalence in the translation of metaphors is achievable, but it is carried out at different levels. In the overwhelming majority of analyzed dictionary data, we observe equivalence at the lowest level when the image taken as the basis for the term metaphor is leveled, and a descriptive translation of the term is made.

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THE PROBLEM OF HERO AND PERSONALITY IN ALI ILDIRIMOGLU'S WORKS

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Abstract. *The phenomenon of human and personality has been considered as a locomotive of rapid development, one of the main centers of power of human thought and progress from time to time. It creates historical personalities, and the idea has not been accidentally included in theoretical aesthetic encounters in the popular literature. This aesthetic and culturological line is one of the main sources of fiction. Heroism and formation of personality have always been relevant as one of the multifunctional tasks of fiction. The views expressed by the author in this sense are adequately presented to historical experience, scientific and philosophical discussions. He based his selections and ideas on the works of the writer Ali Ildirimoglu and substantiated his ideas and thoughts, his scientific and theoretical hypotheses about the writer's creativity.*
The tandem of personality and society is inseparable. İf we add here the national-moral values of the individual, the mental character of their personality, the advantages of the people they belong to, and other positive values, all these factors may reveal how personality phenomenon is important for the development of society. Exactly the heroes of Ali Ildirimoglu are developed, self-aware people who have proven their worth in rich and life experiences.
The author delves deeply into these issues, summarizes the literary methods used by the writer in the process of the formation of personality.
Keywords: *person, personality, national Azerbaijani type, image, hero, self-identity, subjectiveness, morality.*

Self-consciousness, as well as national identity, can play an important role in the lives of individuals, as they can provide exceptional services to the development of the people and society. In the process of human formation and development, adherence to national values always acquires new meanings and characteristics, and has a decisive influence on the growth of the individual's intellectual level.

Protecting national identity and preserving the characteristic national features are one of the fundamental principles of human dignity and honor. This unique wealth is a school of science, culture and morals of the people. These deep qualities also play a key role in shaping people and individuals as personalities.

When approaching Ali Ildirimoglu's creation in the context of the spiritual enrichment of a person, his attempt to improve the Azerbaijani type with this idea, from his national-moral self-awareness point of view, should be particularly emphasized. The full logic of his purposeful literary activity is inseparable from that ideal.

The works of the writer, reflecting the relationship between the writer's present society and his future perspectives, systematically present this idea. He transforms real-life events, realities into literary thinking. It is based on a human being. The human being whom he knows, who he is acquainted with, who is native to him ... And all these people have played a role of a guide to national-moral self-consciousness in the writer's works.

People's poet Ramiz Rovshan writes about this: "In the early 1990s, Ali muellim retired from correspondence and newspaper, both literally and figuratively. And from then on he started to work as a tireless, professional writer ... And in these works ("My Farming Father", "Snowy Night", etc.), he moved far beyond the power of his memory, imagination. He travels to the village of the 50s, 40's and 30's, seeks to bring to life the forgotten and lost people, events with the help of artistic words, to show not only the artistic but also moral sight. And the main difference of his works from the popular village novels written in the '50s,' 40s and '30s included in the high school textbooks is that the events and people are described not from the point of view of the Soviet ideology, but appreciated from the point of view of such eternal values as good and evil, the truth and false, as well as conscience and morality "(6).

The heroes created by Ali Ildirimoglu are worthy and honorable compatriots committed to their motherland. These heroes have dignified the history, lifestyle, morals and moral values of our

people that have been developing for thousands of years and have brought them to our modern age. Who are they? İldirim kishi, so proudly transforming his honest labour intothe highest flag, closing weir, reaping cornfield, cutting the grass, ploughing the crops, and at the same time being brave, fighting, not avid, a man of his word, Nazim İlham, Hojat Jahangir, Sujaddin, Najaf, Murshud kishi, Qachaq Mursal, Amrah, "Kishi Tavat", Jabrail, Gacaq Gabil, Movlanverdi Ibadulla and others. These images, worthy people of the motherland, represent the people, preserve the courage, struggle, and spirituality of previous generations in their personality, inner purity. They transform from a certain vision into the mirror of society, and together form a generalized image of the writer. These heroes are the subjective people, who cherish the most noble features of the nation. Subjective individuals are also social factors that influence the characteristics of the general assembly.

"Subjectiveness requires that humanization first and foremost develop human psychology, morality and character. It is well known that the moral bases and the provocative properties are essential for survival. Because the principles of the fundamental subjectivity that an individual needs in order to survive, and the characteristics that make him / her live, are embedded in the mentality that is within human psychology" (1, 240). A. Ildirimoglu reveals this polished, refined morality challenges his heroes with the laws of conscience.

It is a fact that in the era of democratization, in the context of independence, there are more serious changes and improvements in the relation between national self-determination and other universal values. In the context of new economic relations, both in public life and in the formation and development, as well as in the format of ideological and culturological progress, the attitude towards the national memory and historical past in our country is set to a new level.

In this regard, the subjectivity of the Azerbaijani people, their own identity, their own morality, mental memory, and psychological adjustment appear to be the requirement of time. The protagonists of our modern literature are also people who are able to unite the principles of subjectivity in a moral sense within the context of individual and national thought.

The heroes of Ali Ildirimoglu are rich in these struggling national qualities. The writer, in addition to the harsh and serious realism of the presentation of his heroes, also uses wisdom, dialogue, elder counsel, didactic approach to events, and methods of enlightenment. As the object and place of public education, the school is the most sacred place in which a moral and ethical person is formed. He has dedicated a separate novel, Snowy Nights, to this topic, school and teaching. The main point here is to show the moral and spiritual growth of a person, to reflect his psychological inviolability and moral purpose. When a person recognizes and understands himself, he becomes spiritually and psychologically invincible.

His struggle for life and living, his bravery, irreverence, courage, fearlessness and such qualities have always been at the forefront of his moral and psychological excellence. The psychologically powerful and wealthy people he created (in other words, the Azerbaijani type) have won at the last moment in their struggle and determination. As well as the fundamental national, moral and social values they live in.

His heroes are mostly noble, internally rich, brave and principled people. These heroes do not only think about social justice in society, put forward hypotheses, considerations, read morals. These people are fighting for the sake of restoring justice, holding discussions and setting a personal example. These people, while preserving the honor and glory of the people and the country, preserve their national mentality, language, customs and traditions.

Positive images of the writer are not ideal. They are not free from contradictions like national creatures. But at the moment of serious tasks facing their motherland, rich spirituality and superior values hidden in their inner world are revealed. A good person is also a person with a humanistic moral background. The high personal qualities, social position and self-assertive potential of Ali Ildirimoglu are inseparable from national-moral self-consciousness, and these qualities are manifested in his creativity. He reflects all of this in colorful plates of life in various genres he has written. Geray Fazli is particularly right in emphasizing the great stories he puts in his small-scale stories. "… The modernity of his works extends beyond time and embraces a broader and more valuable impulse against the background of myths, beliefs and ideas. One of the writer's artistic successes is that he is able to develop such a comprehensive concept in small stories and essays. In this respect, his stories, such as, "A King-like role"," the Pure Man", "A Favour" and "the Conscientious" are typical (8).

Ali Ildirimoglu very seriously approaches the process of personalization in his creativity and shows exceptional literary skills and talent in its formation and characterization. The author's book " Journalist by

force" extensively describes the characteristic lives of individuals, their invaluable role in the purification and development of society. Professor Aliheydar Hashimov best describes the novel's social stigma: "The classic style and strength of the writer's intentions, and the discovery of artistic intentions, contribute greatly to the purpose of the protagonist's mission. Arich image of the main protagonist, Nazim Ilham, editor of district newspaper, and his approach to the events is acceptable from the point of view of the classical prose possibilities and is one of the merits and literary values that make the novel successful" (4, 10).

In recent years, there has been a growing interest to the problem of identity in the scientific literature and fiction. This is not accidental and is related to some issues. After the collapse of the Soviet Union, independent states, including our country, have been transformed into an open society. At this time, the lifestyle and the outlook of the person were seriously changed, and the conditions were created for the realization of their own essences and possibilities, to express their free thinking and creative activity. On the other hand, the evolution of the scientific and cultural landscape of the world, the importance of the process of globalization, played a significant role in the formation of modern personality. In this sense, let us consider the following quote: "Habits, norms, and values that are reflected in the conduct and personality of a person are the components of culture. Identity is present in every culture to one degree or another. Therefore, historical types of personality are viewed as the bearers of the basic norms and values of society in the cultural sphere" (2, 5).

In the formation and development of the personality, man's morality and self-awareness are manifested in various forms. Its contents include moral principles, aesthetic values, artistic taste, public opinion, and theoretical provisions from scientific theoretical provisions includes. The enrichment of the people can be discredited as the purpose of human development for the sake of historical development. In this way, freedom, social equality, justice, humanism, democracy, and other ideals of universal nature sit more precisely in the general cultural system and manifest itself in the spiritual richness of society and, in particular, the individual.

The image of Ildirim kishi, presented by the writer in the novel "My Farming Father," may also be considered as the author's new success in the process of the formation of the personality. Writer-journalist Ziyaddin Sultanov writes: "In our literature, we have the brightest images of the national features of the Azerbaijani man, such as Jahandar aga, Karbalai Ismail, Rustam kishi...Each of them is a representative of a certain period, an epoch. Ildirim kishi is different from them: neither has a certain position, no guns, nor a servant. The honest work of Ali is the decoration of his life. The village and the mountain have no such a hard work to prevent Ildirim kishi from going forward. With heavily callused hands, schlumpy shoulders, saying not much, serious, man resembles the mountains in which he lives: high, vibrant, clean ..." (7).

These aspects of literary creativity are aimed at the more complete fulfillment of the interests of personality. It is in the process of promoting and securing these interests that important personalities emerge in society. In his works, Ali Ildirimoglu almost identifies himself in this process of creating personality, reveals his identity and enriches his heroes who bring to the literature his portraits. This forms the next principle of his prose.

Writer Yashar Aliyev writes: "Thomas Wolfe said:" All writers make their own biographies and I do not know any autobiographical work in the world literature except "Gulliver's travel". Yes, Ali Ildirimoglu is writing his fate. Letter by letter, sentence by sentence, he tries to make a building in memories, using the life that he built brick by brick, stone by stone. The writer does not diminish or enrich anything in this fate, and everything in life is colorless. The author draws the boundary between imagination and reality in such a way that the reader is hesitant: Is he see inside the book or his life?" (3).

The key functions in the development of the society, as well as new ideas, the creative manifestation of knowledge, are put forward by individuals. The role of the individual in society is so great that even the most authoritarian regime feels it and cannot go on without individuals. Even if necessary, it invites them to work in different areas of public life. Because of all of this, the personality of literature, in all respects, is brilliantly presented as a leading figure in society, turning it into a rupture. These words are very instructive for a comparative analysis of the concept of identity: ("Day of pouring stones" by L.A.) I read this episode over and over again. Honestly, I was deeply absorbed in thought. I put my hand on my face and dreamed. I remembered Khojaly events, which were frequently shown on television. The brutal murder of elderly women, pregnant women, infants, just started to walk children and in addition to this disfigurement of these innocent people arose in my mind. "I am proud to be the organizer and participant of

the Khojaly genocide," the former president of Armenia Robert Kocharyan said at the tribunal of the Council of Europe- I remembered his impudent, insidious words.

Najaf's unconscious dogs, not touching a woman, a child, and the immorality of the conscious person who is considered to be the most honourable on the Earth, the Armenian atrocity ... the painful impression made by these two creatures, the conscious and unconscious creatures, doesn't leave me." (8)

It's a really interesting comparison: bloodthirsty dogs, not touching a woman, a child and a president, a man, who is proud of killing children, if it is possible to call him a man. Ali Ildirimoglu's literary heroes are more obviously realized in such contrasting situations.

A writer is an analyst and the barometer of the epoch he lives in. His pulse beats in his words and expressions along with the pulse of life, and the personality also shows up there. So, the writer is a critic, a guide, and reaches the status of the wise elder. For such sensitive writer as Ali Ildirimoglu, these qualities are a special trait. In this sense, the writer's presentation of his identity in the person of his heroes is fully acceptable and understandable. He has always adhered to these principles: to create himself in writing, to portray his own personalities in the face of images, and to transfer his personality to his favorite heroes.

With his works, Ali İldirimoglu, undoubtedly gives an impetus to the timely detection and elimination of existing problems in the society. With its multidisciplinary activities, it is laying the groundwork for the integration of the nation into the civilized society and the further development of the Azerbaijani ideology. In this sense, the works of the writer occupy a special place in our literature in terms of its impact on the cultural and social development of our country.

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TEACHING FOREIGN LANGUAGES IN NON-LINGUISTIC UNIVERSITIES AT A MODERN STAGE

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Abstract. Education technology represents a system of influences on the trainee in the training process. It considers the management of a didactic process with the inclusion of stages of the trainees' activities, organization and control. The problem of educational technology efficiency is based on strategies of representation, acquisition, storing, reproducing, and actualization of various forms of educational information. This paper deals with audiovisual technologies for foreign language training in high school. It focuses on a number of audiovisual activities in foreign language training. The classification of video materials allows consideration of the different pedagogical and didactic conditions of AT realization. The functional features of a video film in the training process and four stages of audiovisual education technology based on a video film are described. To present the process of training, the pedagogical algorithms based on the structure of the knowledge acquisition process are developed according to the aims of viewing are considered. An educational intervention using AT is developed and we investigate (1) the effectiveness of audiovisual technology as a teaching method; and (2) the degree of knowledge acquisition of the language content proposed to students. The aim of foreign language training is to form and to develop foreign language communicative competence that includes different skills, abilities and knowledge of grammar, pronunciation and vocabulary, skills in reading, writing, audition and speaking. To evaluate the communicative competence level, we used the calculation of knowledge acquisition factor of training material. Foreign language training based on AT positively influences students' performance and should play a leading role in the effective communicative competence formation and development.

Keywords: foreign language learning, internet, social networks, audiovisual technologies, techniques of teaching; video courses; video resources

In a modern, interconnected world, the desire to master foreign languages is no longer inherent to individual enthusiasts, but to millions of people, regardless of age, profession or social status. The demand for knowledge of foreign languages is growing every year, and today proficiency in only English is no longer considered sufficient. After all, even Americans who can communicate in their native language with almost the whole world are actively studying Japanese, Chinese, Arabic and other languages. There are many people who speak five to six, and even dozens of languages of the peoples of the world. But even more are those who are fluent in two or three languages. In fact, this has already become the norm in all developed countries, where a person who does not have such knowledge is uncompetitive in the labor market. The number of people studying foreign languages on their own, including using the Internet, is also growing. It is generally recognized that the most effective way to learn a language is to immerse yourself in the language environment.

If a person is placed in a society where only English is spoken, then in a short time involuntarily he will learn to speak that language. Unfortunately, not everyone is given the opportunity to learn a language in a natural language environment. But if there is a strong desire to learn a language, then immersion in the English-speaking environment is easy to create in your own home. Now there are many opportunities to do this using television and the Internet. For example, you can watch only English-language programs, films, learn the language through computer programs, training audio and video courses. It helps to learn the language very well through communication on social networks. At the dawn of the emergence of social networks, many analysts predicted them a quick decline. Nevertheless, social networks are still continuing their victorious procession and are building up their audience at an ever faster pace. Let's figure out how you can use social networks to learn English.

The most popular social networks have registered millions of users from around the world. As a rule, registering on a social network and finding yourself a foreign friend there will not be difficult. You can improve your language by communicating with a friend by correspondence, or through live communication. But this is far from the only opportunity to learn a language on a social network. You can find thematic groups specially created for learning foreign languages, exchanging useful information and

mutual assistance. A lot of people who register on social networks want to communicate on a topic of interest to them. Therefore, they are united in various interest groups, among which you can find a large number of thematic groups for the study of foreign languages. Of course, English as a means of international communication is not the last. Often the moderators of such groups are fluent in a foreign language and even have a language teacher education. Therefore, joining such groups, you can not only tighten your knowledge of the language, but also receive competent advice from the teacher.

Many people prefer to choose a tutor in such social networks. And it really makes sense, since you can evaluate the level of the teacher by reading the materials that he posted. If you lack teaching materials for independent language learning, this is also not a problem, since in such groups you can find a huge storehouse of useful materials for learners of a foreign language. In such language groups you can always find information and useful links on where to find the necessary materials, manuals, dictionaries, video courses for language learning. You can download scanned language books, study programs and video courses. Language learning groups are created with the aim of gaining communication in the language and helping each other learn it. Communicating with native speakers in such groups, you can not only improve spelling, vocabulary, grammar, but also get teacher advice. This way of learning English can easily replace attending language courses.

On the Internet you can find not only Azerbaijani social networks, but also a large number of foreign social networks where, by registering, you can communicate with native speakers. But for this you need to know at least the minimum basics. But communication in English social networks is a real immersion in the language environment, without leaving home. You can advise finding thematic groups that are interesting, join them and communicate in English, watch video clips in English, comment on these videos, write comments on articles and notes. Soon you will form a circle of friends with whom you can communicate in English. You can also chat on Skype and practice spoken English. And if your goal is to learn spoken English, then do not be embarrassed by your mistakes at first.

You can ask your interlocutor to correct your mistakes. At least an hour a day can be devoted to online communication. In this way, it is very easy to improve your pronunciation and spoken language. But if you want to study business, technical English or grammar of a language, then here you will need traditional English courses. Currently, there are many interesting and original language learning techniques. But, none of them will help you if you do not have an intrinsic motivation to learn the language. Also, your independent work and focused communication on social networks will help you effectively master the language.

All these are the productive ways to learn the English language independently. However, learning English in class environment takes long and hard work. There are a number of techniques which contribute to teach English efficiently to second language learners. One of them is education technology.

There are many definitions and concepts of technology in literature. Education technology is a system of influences on the learner in the learning process. It involves the management of the didactic process with the inclusion of stages of organization and control of the activities of a trainee. Technology is a theoretical pedagogical project of educational activity management. One of the key elements of any education technology is feedback between the result and the transitional states of the education process. Educational technology of organization of educational and cognitive activity aims at managing the process of solving training tasks. It should be recognized that in educational practice the teacher has to use the data regarding the level of educational and cognitive activity of students; to consider their individual way of learning; to provide variability of the educational process; to create for each student an information environment and to use didactic resources adequate to his stylistic peculiarities and the level of knowledge. The process of planning, organization, coordination and monitoring of learning outcomes represents the main activity for the teacher when developing new education technologies. We are sure that to solve existing and emerging problems in the design and organization of the educational process (learning), we have to use new, effective approaches and methods to improve the quality of functioning for a complete system of education. The necessity of a unified multidisciplinary approach to the solution of pedagogical problems and challenges is obvious.

Audiovisual Technology (AT) represents a new approach to teaching methods and techniques and this is the current reality in education. Audiovisual materials are very popular in teaching and training but their application is sometimes random and arbitrary. AT improves the efficiency and availability of teaching resources. AT is a term for the abstraction of the process of constructing a set of operations, methods and techniques based on video resources and resulting in competence

formation. This technology is based on use of human audio and visual channels of information perception. It permits organization of perception in maximal value. This is very important for teaching foreign languages. Video resources allow the demonstration of the object of studies − a foreign language − in real conditions. Video permits demonstration of not only a language but also the whole environment where it exists, including cultural, social, ethnic, historical and many other aspects.

Video courses. A video course represents a single whole including the tasks and educational problems, created by authors of the video course. The teacher has to follow the structure of educational processes offered by the authors of a video course. A video course is a developed technology aimed at realization of certain goals. Video films. Use of video films promotes realization of the requirement of a communicative technique to present the process of language-mastering by comprehension of live culture speaking another language; an individualization of training and development of motivation of speech activity of students. Another advantage of video films is their emotional influence on students. Therefore, special attention should be given to the process of formation of the personal relation to the materials used in training process. It is the main objective of the personality focused training paradigm. Successful achievement of this purpose is possible firstly at regular display of video films, and secondly, at their methodically organized demonstration. The use of video films helps to develop various kinds of student's activity, and also their attention and memory. At video material viewing, there is an atmosphere of joint informative activity in audience that promotes the increasing in attention concentration. Use of various channels of the information perception influences positively durability of storing of a regional geographic and language material. Psychological features of video films influence on students promote an intensification of educational process and create favorable conditions for the communicative competence formation. The teacher defines, whether it is necessary to include a video film consistently in educational process, or to use separate episodes taking into account conformity of subjects of a video film to a basic word stock and the communicative situations included in the foreign language program for a concrete grade level. The information quantity and character should correspond to quantity and quality of the information, which the student studying a foreign language is capable to acquire at a given time. Efficiency of use of a video film in educational process depends on exact definition of its position in training system, on coordination of educational possibilities of a video film with training problems, on rationality of organization of work, and on functional features of a video film. There are the following functional features of a video film used in educational process:

• Informative and training function − the student is involved in the film's subject line and in the process of information transfer simultaneously; this information will be used in the course of training;

• Illustrative and evident function − video film shows a subject line in the art form;

• Organizational and operational − it is realized in concentration and the subsequent management of students' attention by means of a subject line and art features of its embodiment;

• Educational − it is embodied in realization of certain ideas in the art form and statement of problems which the student will discuss further;

• Integrating − in the course of viewing there is a process of integration of various kinds of perceptions, and also various aspects of language − phonetic, lexical etc. There are the following four stages in the audiovisual technology structure with use of video films:

1. Preliminary work − preliminary removal of language and cultural difficulties, statement of an educational task;

2. Perception − development of skills of the information perception;

3. Control of understanding of the basic maintenance;

4. Development of language skills and abilities of oral speech.

Perception of a video film (in parts). Before viewing of each part, students can be offered questions that are necessary to be answered after viewing. Control of understanding of the basic maintenance. In the beginning, students answer the questions offered by the teacher before viewing. Then the following educational tasks are proposed to students: Choose the right answer from the offered ones. Arrange the phrases according to the film plot. Break the film into logic parts and choose a heading for each of them of the offered ones. Associate the following statements (remarks) with the film heroes. Associate the following events with a place of action. Name participants of the following dialogues. Choose one correct variant of the phrase continuation etc. Development of oral speech skills and abilities. It is possible to stimulate communicative activity by means of various tasks. It is necessary to

begin with usual discussion of dynamics of a plot, features of heroes' appearances, characters and actions. The following types of tasks can be used: Describe the place and action time. Remember the names of the main characters of the film. Describe the appearance of the main characters of the film. Express your opinion on characters of heroes of the video film. Restore the chronology of the film events. Share your general impressions about the film. State the problems that were brought up by the authors of the film. Further, we pass to the problem discussion. The teacher has to stimulate the students' oral statements not only about the film maintenance, but also about the problems and the ideas given by the film. For the decision of each tasks students should know not only the general maintenance of a video film, but also remember the details, and also be able to estimate events, to give the characteristic to characters, using words and expressions from speech support of a video film.

In conclusion, compared to the control group who were exposed to a passive learning process (i.e., study materials only), the amount of knowledge acquired was shown to be significantly higher in the residents who participated in the active learning based on audiovisual technologies. The residents were also satisfied with both the content and format of the training techniques. Overall, this paper demonstrates that the audiovisual technologies can contribute to the effective teaching of a foreign language, as part of a high school base humanitarian education program. Video films, video information and self-made video are the effective types of audiovisual technologies. Moreover, the paper underlines the main features of different types of video used in foreign language training process. The experience of teaching with video meets expectations and clearly confirms the application and the use of video in education.

The current situation in foreign language teaching should prompt us to conduct more researches on audiovisual technologies, developing new algorithms and tasks to increase the effectiveness of foreign language teaching.

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ПРОСТРАНСТВЕННО-ВРЕМЕННОЙ КОНТИНУУМ ПОВЕСТИ А. П. ЧЕХОВА «ОГНИ» (ЧАСТЬ ПЕРВАЯ)

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__Abstract__. The first article, devoted to the analysis of the artistic originality of space and time in the «Lights», examines Chekhov's concept of the main existential categories − time and space. The story reflects the process of chronotopization characteristic of Chekhov's prose, which is associated with the special semantic-structural role of space and time in creating the main ideological content of the work. A.P. Chekhov is the bearer of a new temporal consciousness in the literature of the late 19th century.
The two-part structure of the narrative of «Lights» is a combination of heterogeneous spaces and different times. The integrity of the story is provided by the main personified narrator, quoting the «insert story» told by the engineer Ananiyev. «A Tale in a Story» allows you to combine fragments of different temporal modalities (past − present), where the reverse flow of time is also possible.
__Keywords__: space-time continuum, plot-conceptual unit of a work, temporal consciousness, retrospective character of narrative time.

Введение. У «Огней» (1888) в чеховедении сложилась репутация произведения сложного для истолкования, переломного, содержащего в себе заявки на многие темы, художественные новаторские находки, которые найдут дальнейшее воплощение в последующем творчестве А.П. Чехова [1, с. 31-42; 2, с. 15-23]. Ни одна из предлагаемых интерпретаций не исчерпывает полисемантизма «Огней» из-за «поэтики неопределённости», явно входящей в авторский замысел, что позволяет отнести это творение к числу ранних так называемых «открытых произведений», модель которых была предложена итальянским филологом У. Эко [3, с. 24-65]. Отсутствие открыто-оценочной позиции автора, проявляющейся в способе построения произведения, в его структуре, идеях, в системе образов, формах изложения материала и ориентации на воображаемого читателя, т.е. в «господстве над дискурсом», как выражается Ю. Кристева [4, с. 566], направляет вектор исследовательской мысли к подробному анализу поэтики «Огней». В ней скрыто присутствуют многие чеховские концептуальные интенции, в первую очередь это художественное время и пространство как основные параметры модели мира, за чеховской трактовкой которых стоит его философская концепция осмысления бытия (что прямо предстаёт в ключевом эпизоде восприятия-интерпретации огней в одноимённом произведении).

А.П.Чехов оказывается носителем того нового темпорального сознания, преломлённого в художественной литературе, которое активно формируется в конце XIX века [5, с. 151; 6, с. 160-172;7, с. 49]. Специалисты неоднократно обращались к характеристике этого нового мыслительного «образа времени», который в традиционном для европейской философии противопоставлении «время – вечность» обретает такие характерологические черты, как динамизм, континуальность, гетерогенность, каузальная эффективность [7, с. 48]. Его условно называют «Время−2», оно отличается от более раннего осмысления темпоральности («Время−1») как дискретного, гомогенного, каузально-нейтрального [7, с. 48]. В последние десятилетия XIX века, когда А. Бергсон создал модель временного сознания современного человека [8, с. 50-155], связанного с типом «Время−2», категория времени в художественной литературе XX века «приобретает особое значение и как тема, и как принцип конструкции произведения, и как категория, вне которой невозможно воплощение художественного замысла» [11, с. 39]. Как пишет М. Бланшо, «романом движет… стремление представить слово времени» [12, с. 15]. Однако наряду с вниманием к категории времени всё более нарастает интерес к изучению категории пространства (хотя всегда были писатели, у которых пространственное мышление доминировало) причём в её связях со временем. А.Бергсон напишет, что «материализованное время становится количеством благодаря своему развёртыванию в пространстве» [8, с. 104-105]. М.А. Сапаров подчёркивает, что в искусстве невозможно создать либо «чистое пространство», либо «чистое время» [14, с. 89]. Дж. Фрэнк, полагавший, что время и пространство структурируют повествование [15, с. 202], подчёркивал, что одинаково значимы как темпорализация пространства, так и «спациализация» («опространствление») времени как процессы, характерные для литературы XX века. Но предтечей

этого феномена во многих отношениях можно считать творчество А.П. Чехова, где проступают процессы хронотопизации (если использовать известный термин М.М. Бахтина), т. е. слияния пространства-времени, представленного и устойчивыми классическими хронотопами («отчий дом», «встреча на дороге», «дворянская усадьба» и др.), и авторскими образованиями («стройка железной дороги», «вишнёвый сад» и др.). Поэтому несмотря на ряд несомненно тонких наблюдений над ролью и вариантами художественного времени в повести «Огни», предложенных В.Б. Катаевым, [1, с. 31-33], и подробный, во многом убедительный анализ смысла художественного пространства, осуществлённый Н.Е. Разумовой [19, с. 33-47], представляется необходимым рассмотреть специфику пространственно-временного континуума «Огней», где слияние этих категорий имеет концептуальный смысл, а их разъятие в ходе анализа препятствует выявлению чеховского пространственно-временного мышления. И в «Огнях», и в других рассказах и повестях А. П. Чехова предстаёт современная ему Россия в её пространственных и временных характерных приметах и «знаках». А.П.Чехов создаёт косвенную датировку и географическую локализацию места действия в этом произведении: время «узнаётся» по пространству строящейся железной дороги - характерного явления для 1880-х годов, а пространство как российское определяется указанием на то, что инженера и студента «судьба занесла… из столицы в далёкую степь» [20, с. 109], что у студента – барона фон Штенберга – «имя, вера, мысли, манеры и выражение лица были… чисто русские» [20, с. 109], раньше он был в Петербурге, осенью уедет в Петербург, «потом весной опять сюда…» [20, с. 110]. Время «современности» у Чехова часто вводится без конкретных дат, косвенно «датируется» реалиями, бытом, мироощущением, психологией героев, а «российское пространство», не всегда географически точно прямо определённое, узнаваемо благодаря природным деталям, ландшафту, пейзажам. Такая общая чеховская установка в художественной обрисовке пространства-времени произведения, которые конкретно фрагментаризируют произведение, сохраняя важнейшее свойство этих бытийных категорий (длительность, континуальность − во времени и протяжённость − в пространстве), свидетельствует о миметической, реалистической поэтике писателя. Но, как будет показано далее, Чехов семиотизирует, концептуализирует эти важнейшие составляющие мира своего произведения, достигая художественной ёмкости и высокой степени обобщения в трактовке социально-исторической специфики современной ему России. А.П.Чехову удаётся, как представляется, именно благодаря хронотопизации осуществить задачу, которую Э. Гуссерль считает важнейшей для писателя, − «раскрыть особенности исторического времени, в котором он живёт» [23, с. 235-236]. При этом у писателя в трактовке времени ни в одном произведении нет того, что называют «эпической длительностью» [4, с. 451], а присутствует «романная темпоральность», пространство почти всегда локализовано, но обладает эпической широтой: Чехов избирает не экстенсивный способ обобщения, а интенсивный, метонимический. Эти свойства ярко проступают в «Огнях».

«Огни» представляют собой «рассказ в рассказе», или точнее – «повесть в рассказе» (что тоже можно считать чеховской новацией в создании традиционной структуры, призванной усилить эпичность «малой прозы»), где основной повествователь выступает «ретранслятором» «истории», рассказанной инженером Ананьевым. Такая структура, создающая двусоставность повествования «Огней», предполагает сочетание разнородных пространств и разного времени, объединяя в своей наррации некую «вставную историю», которую предлагает вниманию один из персонажей – Ананьев, и обстоятельства её репрезентации − само событие повествования, данное от основного повествователя в «обрамлении». В повести представлены разные пространственные локусы: в «обрамлении» − стройка железной дороги в степи [20, с. 195-106], описанная в повествовательном настоящем; во «вставной истории» − «некий приморский город N» [20, с. 112], данный в двойном «мемуарном времени», в механизме памяти, темпоральность которой блестяще раскрыл один из значительных исследователей категории времени А. Бергсон [24, с. 414-668]. Целостность «Огней» обеспечивает основной персонифицированный повествователь, «цитирующий» «вставную историю», рассказанную инженером Ананьевым, который присутствует и в «обрамлении» [20, с. 112-136]. И в «обрамлении», и во «вставной истории» дана одинаковая повествовательная ситуация – «Ich − Erzählsituation», по терминологии Ф. Штанцеля [26, с.18-152], т.е «я − наррация», когда рассказчик является участником событий, что даёт возможность воссоздать восприятие времени в сознании повествующих. Их в «Огнях» двое, и они по-разному воспринимают, ощущают, фиксируют время, что способствует психологической индивидуализации «повествующих» персонажей, что будет показано далее. Но следует подчеркнуть, что чётко разделённая двусоставность наррации «Огней» благодаря структуре «повести в рассказе» создаёт особый эффект, который Гадамер, со ссылкой на Кьеркегора, называет «одновременностью» [21, с. 124]:

хотя события «исповеди» Ананьева, составляющие смысл «вставной истории», не совместимы со временем и пространством «обрамления», но, рассказанные в его темпоральных и пространственных рамках, воспринимаются слушателями (основной повествователь и студент фон Штенберг) как рассказанные события в темпоральности и локусе «рассказа обрамления». Читатель благодаря такой структуре произведения как бы присутствует при возникновении «истории с Кисочкой», рассказанной Ананьевым. Само воспоминание об этом жизненном «эпизоде» ценностно значимо для него: герой как бы исповедуется, кается, негативно оценивая последствия своего духовного заблуждения, воссоздавая того «этического» человека, каким он был под воздействием пессимизма, повлиявшего на его мировоззрение и жизнеповедение. Ананьев судит самого себя и тем самым подходит к точке «духовного прозрения»: всё это создаёт психологический дискурс, репрезентирующий личность в темпоральном ракурсе. А.П. Чехов идёт в русле той общей тенденции в создании специфики художественного времени, какая намечается в XIX веке, когда прошедшее время рассказанной истории становится «общепринятым и превратилось в психологическое прошедшее время» [4, с. 567]. «Повесть в рассказе» позволяет совместить и разные фрагменты разных временных модальностей (прошлое – настоящее), повествовательное настоящее «обрамления» с его линейным движением, где возможно и обратное течение времени, и соприсутствие разных пространств, что расширяет пространственно-временной континуум произведения, придавая форме «малой прозы» интенсивную эпичность. И в «обрамлении», и во «вставке», хотя и по-разному, как увидим, фиксируется длительность времени, развёртываемая в конкретном, строго локализованном пространстве (стройка железной дороги в «обрамлении» и точечные локусы – дом Кисочки, беседка, гостиница, берег моря и т.д. во «вставной истории»), зачастую образуя хронотопы. Объективная ретроспективность сюжетного времени во «вставной истории», её мемуарное время, в котором совмещаются повествующее «я» в настоящем времени, совпадающее с темпоральностью «обрамления», с «повествующим» «я» в прошлом биографическом времени Ананьева, создают своеобразную временную двуслойность. Но и в «обрамлении», и во «вставке» сюжетное время передаёт «хронику событий», хотя их темпоральность, как показывает конкретный анализ текста, отмеченный концептуализацией, многосоставнее, связан с передачей объективно-субъективного восприятия времени в сознании разных героев. Это экзистенциальное время как время «бытия-к-смерти», если воспользоваться выражением М. Хайдеггера [18, с. 235-267], у студента, исповедующего идею о бренности жизни, воображение которого рисует легендарно-библейскую опространствленную темпоральность в связи с обозрением огней, и поступательно-линейное будущее время развития цивилизации у инженера, циклическое время у основного повествователя, описывающего время ночи и утра в повествовательном настоящем [20, с. 105-106, с. 139-140] («обрамление»), даётся ещё и «время памяти» инженера («вставка»), где тоже есть восприятие природного времени и возникает приблизительная датировка событий («лето 187… года» [20, с. 112]). Если основной повествователь воспринимает пространство стройки в её «настоящем времени», то это же место воображение студента переносит в прошлое, а инженера – в будущее: разная темпоральность передаёт пессимистический настрой студента, оптимистический – инженера и отнюдь не столь однозначный повествователя – нейтрального наблюдателя, который в финале, уезжая со стройки, приходит к выводу о сложности постижения действительности, не укладывающейся в рамки той или иной антиномичной концепции: «Ничего не разберёшь на этом свете!», «Да, ничего не поймёшь на этом свете!» [20, с. 140]. «Огни», вынесенные в заглавие и составляющие важный сюжетно-концептуальный узел произведения, увиденные с насыпи стройки, трактуются персонажами как детали пространства вечные и вездесущие: происходит спациализация, опространствление времени в его основных модальностях (прошлое – у студента, настоящее – у основного повествователя, будущее – у инженера). Они несут в себе отзвук идеи «вечного возвращения», что представляется начальной стадией формирования хронотопа, т.е. «слияние пространственных и временных примет в осмысленном и конкретном целом» [30, с. 122]. Хронотоп присутствует в фундаменте организации пространственно-временного континуума «Огней» на сюжетном и концептуальном уровнях: это «случайная встреча на большой дороге» рассказчика-врача, не успевшего до ночи из-за блужданий по степи вернуться к «помещику, у которого гостил» [20, с. 108]. Повествователь завернул на стройку, где временно – на одну ночь – вынужден остановиться. Его остановка в локусе стройки железной дороги длится с ночи до утра – единицы циклического природного времени, где воссоздаётся психология ночного и утреннего видения одного и того же пространства. Сам этот классический, по Бахтину, хронотоп обозначает временную остановку, обязательно предполагает её конец и создаёт замкнутость повествования на выделенном месте / времени с не менее обязательным отъездом / уходом из этого хронотопа (в нём дано и

перемещение в пространстве: вход в барак, насыпь, барак), что создаёт перспективу разомкнутого пространства. А.П.Чехов в «Огнях» соблюдает эти особенности поэтики хронотопа «случайной встречи на большой дороге». В финале появляется с учётом времени – «немного погодя» [20, с. 140] – иное пространство, в котором оказывается отъезжающий повествователь, обозревающий уже не локальную стройку железной дороги, а более широкую пространственную перспективу, где присутствуют и горизонтальное, и вертикальное измерения географического, природного пространства: земля – небо (а в начальном восприятии доминировал обзор пространства по горизонтали, мотивированный ночным временем, упоминалась лишь «звёздная ночь» [20, с. 105]). Уезжая, повествователь замечает: «…немного погодя, я видел перед собой только бесконечную, угрюмую равнину и пасмурное, холодное небо… Я думал, а выжженная солнцем равнина, громадное небо, темневший вдали дубовый лес и туманная даль как будто говорили мне: «Да, ничего не поймёшь на этом свете!» [20,140]. Между двумя фразами-концептами «Огней» присутствует двойной интервал, возникает темпоральность, которая и растягивает акт обобщения во времени, вводя описание пространства – пейзаж, как бы подтверждающий внутреннюю мысль повествователя, передавая через внешние приметы движение этой мысли («Я думал»). Пейзаж, вклиниваясь, изолирует, чередуя внешнее визуальное наблюдение с внутренней мыслью повествователя, воссоздающей психологический процесс работы его сознания, которое формирует обобщения, где человек и одушевлённая им природа солидарны благодаря введению подтвердительного «да». Двойной вывод делается в особых условиях пространства и времени: первый тогда, когда повествователь ещё находится в локусе пространства железной дороги, второй – когда его покидает, что отдаляет финал от основного сюжета, позволяет расширить масштабы видения основного нарратора «Огней». Изменение физической точки зрения, протекающей во времени, влияет на интеллектуальный горизонт повествования: первая фраза соотносима со спором и с историей с Кисочкой: «Многое было сказано ночью, но я не увозил с собой ни одного решённого вопроса и от всего разговора **теперь утром** (выделено мною – Т.Ф.) у меня в памяти, как на фильтре, оставались только огни и образ Кисочки» [20, с. 140], – а вторая – с осмыслением широкого пространства России. В этом природном пейзаже, сменившем ночной «индустриальный пейзаж» строительства железной дороги [20, с. 106], где, как верно отметила Н.Е.Разумова, создаётся атмосфера тревожной таинственности [19, с. 35-36] и дан сгущённый «ночной колорит пространства» [19, с. 63], подчёркивается системой эпитетов недоброжелательное отношение природы к человеку: «бесконечно угрюмая равнина», «пасмурное холодное небо», «выжженная солнцем равнина, туманная даль» – всё это, как выразилась Н.Е.Разумова, «недружественные пространства» человеку [19, с. 47]. Даже небо, «традиционно символизирующее духовную родину человека» [19, с. 23], как и в «Степи», оказывается отчуждённым от него в силу своей отдалённости и размеров – «громадное небо». Однако в последней фразе реальное природное явление семиотизируется, его смысл и значимость и в своём обозначении хронотопичности природного цикла и архетипической семантики восходящего солнца подчёркнуты абзацем и многоточием: «Стало восходить солнце…» [20, с. 140]. Эта фраза содержит в себе перспективу возможного постижения всего сущего благодаря сложившимся сверхсмыслам, в ней заключённым, ибо восходящее солнце несёт правду, освещает истину. Но в ней возможна и перекличка с Экклезиастом [36,1:6-7,8,9,17], в частности с мыслью о том, что «человек не может постичь дел, которые делаются под солнцем» [36, с. 8]. Эта идея особенно часто звучит у Чехова в 1888 г., в том числе в «Огнях» [29, с. 20], что создаёт явно амбивалентный смысл мифопоэтического образа солнца у писателя, сохранившего и прямой, природный смысл этого слова-понятия, и то, что называют традицией «причастности к истине лица повествующего» [37, с. 392], который произносит фразы о непонятности мира. Фразы «Ничего не разберёшь на этом свете!» и «Да, ничего не поймёшь на этом свете!» [22, с. 140] вложены в уста основного повествователя, но сам их смысл дан в форме отрицательного утверждения. Этот вывод – своеобразная резюмирующая позиция нарратора, которая показывает, что услышанное и увиденное в рамках изображённого пространства-времени позволяют основному повествователю, не участвующему в споре о пессимизме, прийти для себя (указанные фразы о сложности познания мира – внутренняя речь) к этому обобщению. Оно благодаря словам «в этом мире» выходит за рамки конкретного событийного пространства хронотопа «случайной встречи на большой дороге», что реализуется в изображении стройки, пространства временного, чужого для повествователя, который, заблудившись, попал на ночлег в барак (оно чужое и временное и для остальных персонажей), содержит в себе большое обобщение.

Выводы. Традиционный хронотоп в повести А.П. Чехова «Огни» дан без прямой датировки, в «настоящем повествовательном», но отмечена его точная длительность – от ночи

до утра, благодаря чему сопрягаются и «астрономическое», и «событийное» время. Хронотоп отмечен и перемещением персонажей в пространстве (выход из барака на лай собаки, обозрение огней с насыпи, возвращение в барак, отъезд утром), и событием спора о пессимизме, и «событием рассказывания» Ананьевым «истории с Кисочкой», и обозрением утренней стройки основным повествователем, и событием-сценкой с мужиком, привозящим котлы не по адресу, и финальным восприятием открывшейся дали и восходящего солнца.

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ON THE QUESTION OF SUBSTANTIVE-LEGAL SIGNIFICANCE OF THE DECISIONS MADE BY INTERNATIONAL CRIMINAL TRIBUNALS

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Abstract. The study of the current state and directions of development of international criminal law gives grounds to believe that at present the law enforcement activities of international criminal tribunals have ceased, and the jurisdiction of the International criminal court is still not recognized by the sovereign States. As a result, the current international criminal justice body is not able to effectively address its tasks.
Keywords: International criminal law; international criminal justice; international criminal court; international Tribunal; international justice.

Introduction. In the modern world, there are more and more ideas that the existing international criminal law and international criminal justice do not justify the hopes assigned to them, about the collapse of the entire system of international law as we know it, about the need to build new foundations of international law, etc.

There is no doubt that the existing acts of international criminal law are mainly based on the so-called Nuremberg legacy: the documents of the Nuremberg process (the Charter of the Nuremberg Tribunal, its Verdict, the set of principles of international law reflected in the Charter and Sentence); fundamental Convention documents (the Convention on the prevention and punishment of the crime of genocide of 9 December 1948, the Geneva conventions for the protection of victims of war of 12 August 1949 and Additional protocols thereto of 8 June 1977, the Definition of aggression of 14 December 1974, etc.). On the basis of the above documents, the Tokyo process was held, the statutes of modern international tribunals, the Rome Statute of the ICC were adopted [1, 6-8]. Consequently, virtually all significant documents of international criminal law, in fact, can be considered a legacy of the Nuremberg trials.

Research result. Both Russian and Western scholars tend to agree in recognizing the leading role of the "Nuremberg legacy" for the entire system of modern international criminal justice. In this regard, the attempts of individual authors to revise the significance of the Nuremberg process itself and the law enforcement documents adopted at it or influenced by it are not of concern.

It is very dangerous that the revision of the Nuremberg heritage may call into question the validity of fundamental acts of international law, including the Geneva conventions for the protection of victims of war, the Convention on the prevention and punishment of the crime of genocide, etc. We believe that such an approach could undermine the stability of the world international legal system.

It should be noted that the definition of the legal significance of the decisions of modern international tribunals in their "substantive" sense is the most positive result of the activities of modern international justice. Some foreign authors note the "revolutionary" nature of the decisions of modern international tribunals ad hoc, in the application of conventional and General legal norms on genocide, war crimes. It is necessary to agree with the position of those authors who believe that the decisions of the international tribunals have also played a huge role in understanding the criminality of acts and the interpretation of the characteristics of individual crimes under international criminal law and other issues of substantive law [2, 10-14; 3,110–112; 4, 45-50; 5, 90-93].

In addition, the decisions of international tribunals are also very important for understanding the features of crime and other substantive issues in national criminal law. This provision is due to the binding decisions of modern international tribunals and applies to all subjects of international law (including the Russian Federation). It should be noted, however, that the decisions themselves state that there is no mandatory rule in the subsequent decision on the rule already formulated in the previous decision (see, for example, the decision in the case of Prosecutor V. Z. Kupreskic of 14 January 2000). In any case, the international and national public law enforcement authorities are obliged to follow the decisions of the international ad hoc tribunals and, above all, to classify such

crimes as crimes against the peace and security of mankind. This duty is expressly recognized in the national criminal justice system.

It should also be noted that not every decision of international tribunals was positively perceived in the doctrine of international (national) criminal justice.

For example, the decisions created the concept of "joint criminal enterprise" ("joint criminal enterprise", hereinafter – JCE) in three forms: "basic", "system" and "extended", have been ambiguously perceived. At the most dangerous - "extended" form of JCE-criminal responsibility comes for crimes that went beyond the boundaries of the General plan and even committed by other persons.

A mandatory requirement for the subjective side of the participant of the "extended" form of JCE is to establish the fact that he "had to admit the risk" of committing a crime by third parties. Thus, complicity in the Commission of a crime in this form does not require the actual physical presence and physical assistance. "The act contributing to the Commission of a crime and the Commission itself may be geographically and temporally distanced" (see ICTY decisions on Prosecutor V. M. Krnojelac of 17 September 2003; Prosecutor V. M. Vasiljevic of 25 February 2004; Prosecutor V. R. Krstic of 19 August 2004).

The concept of JCE has received serious criticism, as its provisions allow for the possibility of liability for "foreseeable actions of third parties", including the excesses of the executor, which "undermines the principle of individualization of criminal responsibility". For this reason, according to some authors, in a "better position" is the position of the ICC, the outcomes of which started to develop the concept of "complex companiesto" i.e., when artists recognized any persons acting together in the implementation of the common plan if their behaviour was "necessary condition" of the occurrence of the criminal result [7, 175-177; 8, 236-239].

However, the decisions which reflect the rules for establishing objective and subjective characteristics of such crimes as genocide, crimes against humanity and war crimes, also have value in terms of qualification. Note some of them:

1. Defining the context of a "large-scale "and / or" systematic " attack on a civilian population to qualify crimes against humanity. Within the meaning of the ICTY decisions (in the cases of Prosecutor V. D. Tadic of 7 may 1997; Prosecutor V. D. Kordic and M. Cerkez of 26 February 2001; Prosecutor V. M. Naletillic and V. Martinovic of 31 March 2003), attacks on civilians need not be both systematic and widespread at the same time – it is sufficient to establish at least one of these "contextual" conditions.

2. Recognition of the fact that the direct or indirect participation of the state in the Commission of crimes against humanity (in the form of the implementation of a state policy or plan) is not a mandatory feature of them. The existence of such indirect participation may be important in the evidentiary process, but not for the qualification of a crime against humanity (ICTY decision in the case of Prosecutor V. T. Blaskic of 29 July 2004).

3. The set belonging to the protected group "is mostly subjective rather than objective concept" in the classification of genocide as the victim, belonging to the group destined for destruction", "selected criminals not because of his personal qualities, but because of his belonging to stigmatisierung group" (ICTR decision in Prosecutor V. Affairs. G. Rutaganda, 6 December 1999; Prosecutor V. L. Semanza, dated 15 may 2003).

4. The fact of complete or partial destruction of the protected group as a consequence sought by the perpetrator does not affect the legal assessment of acts of genocide. So as to qualify the crime as genocide is not required the "real destruction" of the protected demographic groups or even establish "the exact number of victims" of such group (ICTR decision on Prosecutor V. Affairs. J.-P. Akayesu 2 September 1998; Prosecutor V. A. Simba on May 13, 2005).

5. Establishing the specific purpose of the perpetrator's actions in genocide and distinguishing the crime "from common crimes and crimes against international humanitarian law". Such a "genocidal goal" can manifest itself in two ways: either in the desire to destroy perhaps more members of the protected demographic group, or in the desire to destroy its elected representatives. In any case, every act of genocide committed "must call into question" the very existence of the protected demographic group (ICTR decisions in the cases of Prosecutor V. C. Kayishema and O. Ruzindana of 21 may 1999; Prosecutor V. I. Bagilishema of 7 June 2001).

6. Definition of the "contextual element" of a war crime as the actual existence of an armed conflict and the "apparent link" of the war crime committed to that conflict. In order to qualify a crime as a military one, it is not necessary that it be committed in the territory directly affected by the armed conflict. It is sufficient to establish that "the alleged crimes were closely related to hostilities occurring in other parts

of the territories controlled by the parties to the conflict" (ICTY decisions in the cases of Prosecutor V. D. Kunarac et al of 22 February 2001; Prosecutor V. D. Kordic and M. Cerkez of 26 February 2001).

Of course, the vast majority of the decisions of international tribunals in the" substantive" sense have a high significance for understanding the objective and subjective features of crimes against the peace and security of mankind (humanity). Consequently, such solutions should be used not only in international but also in national criminal justice. One can agree with U. A. Shabas that the legal legacy of the activities of the ICTR and the ICTY "constitutes a developed and complex body of law, in which the definitions and scope of the definition of war crimes, crimes against humanity and genocide, as well as various types of participation in these crimes, forms of criminal responsibility for them, rehabilitating and mitigating circumstances, the problems of the rights of the accused and the principles of sentencing are studied" [9, 44].

Roberts A., in his scientific works points to some concern and challenge Western hegemony in international law by the adoption of June 25, 2016 joint Declaration of Russia and China on increasing the role of international law, called by some authors this "challenge to Western hegemony in international law" [10, 291-292]. In fact, both Russia and China have not recognized anyone's "special" role in international law and call on all States to build the international legal order on an equal basis.

If the very formulation of this question is repugnant to Western countries, the goal of actually creating an effective system of international criminal justice is becoming more and more unattainable. In the Russian scientific environment, the opposite effect is observed in the form of an" anti-globalist " trend. Positions of "anti-globalists" are reduced to statements about negative influence of the international criminal law on national criminal legal system of Russia, about unambiguous infringement of our interests in the sphere of the international criminal justice. Thus, in the preamble of the document entitled "Manifesto of the anti-globalist lawyer", it is stated that anti-globalism as such should become "an integral part of the legal consciousness of the Russian lawyer" [11, 182-184].

Fair arguments about the inadmissibility of double standards in international criminal prosecution, the inadmissibility of arbitrary interference of the ICC in the sphere of national criminal jurisdiction, etc.are the most important procedural problems of modern international criminal justice. Indeed, the procedure for international criminal prosecution is not just far from perfect. In some cases, it constitutes unjustified interference with the internal sovereignty of a state. Suffice it to recall once again that the refusal of India, China, Russia, the United States and a number of other leading countries to sign and (or) ratify the Rome Statute of the ICC is based on the rejection of the procedural rules of this document, which limit national sovereignty.

We believe that it is impossible to agree with the voiced calls for Russia's self-isolation from participation in the formation of the international criminal justice system. It is necessary to use all available and potential opportunities to expand Russia's influence (including legal influence) in the international arena. We believe that one of the most effective tools for effective activities of our country at the international level is a more active part in shaping international criminal law and international criminal justice, to perform its obligations in international law (including criminal law) or withdraw from such agreements if it is impossible to comply with their own national interests.

Conclusions. At present, the international criminal justice system is not just at a crossroads, but is experiencing a deep crisis. The termination of the ad hoc international tribunals and the rudimentary proceedings before the ICC have only exacerbated this situation.

To overcome the crisis, it is necessary to abandon the revision of the" Nuremberg heritage" as the only and universal basis of modern international criminal law. In order to facilitate accession to the permanent body of international criminal justice, India, China, Russia and the United States consider it possible to revise some provisions of the Rome Statute of the ICC.

In any case, no state (group of States) can act as a hegemon in determining the "rules of the game" and implementing international criminal justice. In order to achieve its national interests, Russia should take an active part in the formation of the system of international criminal law and international criminal justice.

With a view to the consistent development of international criminal law and international criminal justice, the following solutions are proposed:

1. It is necessary to abandon the possible revision of the "Nuremberg legacy", which is recognized by the overwhelming majority of States and is (at the moment) the only universal Foundation for the progressive development of international criminal law and international criminal justice.

2. For a unified qualification of crimes against international peace and security of mankind, in international and national criminal justice, it is desirable to take into account the decisions of international criminal tribunals.

3. To enhance the real role of the International criminal court as a permanent body of international criminal justice, it is possible to revise some provisions of the Rome Statute of the ICC.

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