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Section 1. History and archaeology

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QUEEN MELISENDE OF JERUSALEM: THE CONVERGENCE OF CULTURES IN THE HOLY CITY

Abstract. Jerusalem is the center of religions and cultures. However, it was not always like the convergence of many nations nowadays. Throughout the history, many people influenced the composition of population in the Holy City. One of the most influential leaders of the city was Queen Melisende. As a daughter of a French king and an Armenian queen, she brought both cultures into Jerusalem along with other cultures such as Byzantine culture. This essay discusses how this convergence was displayed through art works created and architectures built during her reign.

Keywords: History, architecture, Jerusalem, Melisende.

The Psalter of Melisende

Around 1135, the Psalter of Melisende, the queen of Crusader Jerusalem, was created. Containing psalms and illustrations of important events in the Bible, this psalter for Melisende was created in the monastery of the Holy Sepulcher in Jerusalem. The six artists who worked on this piece of art combined Western European and Byzantine art when creating the drawings [7; 26]. The volume was painted on parchment with ink, paint, and even gold. The book has a sculpted ivory binding that reflected the importance of the psalter and the prestige of its owner.

The covers of the volume were made from ivory and decorated with turquoise and other gems. The first twelve pages include illustrations of scenes from the New Testament. This way of organizing content was identical with Western psalters, but the styles employed in of the images are more commonly found in Eastern Orthodox liturgy [27]. The scenes depicted include the Annunciation, the Visitation, the Nativity, and many others. The next thirteen through twenty-one pages show the Christian calendar and its text. Folios twenty-two through one hundred and ninety-six contain the text of the psalter itself, which has verses of the psalms from Vulgate, the Latin translation of the Hebrew Scriptures [28]. The psalms are written in northern French scripts. The illuminators painted the initial letters of each psalm at each division in the text, taking up the entire reverso side. The initial letters are drawn with gold lettering on a purple background, which displays the influence of Italian and Islamic art on the psalter [29].

The Psalter represents one of the most important artifacts from the First Crusade because it shows how Queen Melisende was able to unite different Christian traditions in Jerusalem. It is perhaps not an overstatement to say that, during this period, Queen Melisende was the most important politician in the transformation of Jerusalem into a Latin city. Her reign is often heralded as a period of cultural innovation. Under her rule, Jerusalem's architectural and artistic traditions reflected the convergence of Latin,

Eastern Orthodox, and Armenian traditions. In order to illustrate this aspect of her reign, the following paper will examine how her Armenian heritage and the different building projects that she undertook in the city reflected her interest in bringing together a variety of Christian tradition in the Holy City. After giving a brief description of her rise to power, the following paper offers an analysis of three buildings that she commissioned or expanded during her reign: The Church of the Holy Sepulcher in the Christian Quarter, The Church of Saint Anne in the present-day Muslim Quarter, and the Church of Saint James in the present-day Armenian Quarter.

The Historical Background of Melisende's Reign in Jerusalem

In order to understand Melisende's contributions to art and architecture during her reign, it is necessary to begin with a brief sketch of her rise to power, beginning with a general description of the outbreak of the First Crusade and moving toward a more detailed description of her ascension as Queen of the Kingdom of Jerusalem. In the beginning of the 11th century, the Muslim Seljuks, a Turkish tribe of the steppe, rose to power and won significant victories against Byzantine armies [5]. As a result, the Seljuks gained control over many lands and great cities, such as Edessa and Antioch. The Byzantine emperor requested help from the West in order to repel the Turkish force. This request from the Byzantine emperor showed how, during this period, Eastern Christians were caught between Muslim empires in the east and the Holy Roman Empire in the west [5]. The Latin church needed a reason to support the Byzantines. They decided their cause would be an act to regain control of the Holy City.

In 1095, Pope Urban II publicly called for a crusade as a response to the request by the Byzantine emperor for help against the Seljuks. In the call for the Crusade, the Pope stated as follows: "For you must hasten to carry aid to your brethren dwelling in the East, who need your help for which they have often entreated… Jerusalem is the navel of the world; the land is fruitful

above all others, like another paradise of delights… This royal city is now held captive by her enemies and made pagan by those who know not God. She asks and longs to be liberated and does not cease to beg you to come to her aid" [25]. Following this speech by the Pope, tens of thousands of people journeyed from Western Europe to Jerusalem to recover the long-lost Holy Land, and they were known are the famous crusaders of the First Crusade. The main force of the faithful first captured several Turkish cities, including Nicaea and Antioch, and they defeated the Seljuk Turks at Dorylaeum. During those missions, they massacred thousands of enemy soldiers and citizens. In June 1099, around 1,200 cavalry and 12,000 infantry soldiers arrived at the gate of Jerusalem, built great towers, and started a siege that lasted seven weeks [15].

On July 14, the Frankish army penetrated the defense of the city and finally achieved their aim. In just four years, the Crusading armies had arrived at the walls of Jerusalem and began besieging the city. The main chronicler of this event is William of Tyre, who gave us a detailed description of the assault on the city from the Crusaders' perspective [30]. William of Tyre was a Franco-Syrian politician, churchman, and historian. After receiving his education in France, William returned to Palestine and was later made the archdeacon of Tyre. After a few years, he became the tutor of Baldwin, son of King Amalric 1 of Jerusalem. When King Amalric passed away, Kind Baldwin IV made William chancellor of the kingdom and archdeacon of Nazareth. Later, in 1175, William became the archbishop of Tyre. His book *Historia rerum in partibus transmarinis gestarum* (History of Deeds Done Beyond the Sea) about the history of the Latin Kings of Jerusalem is preserved and viewed as one of his most important works [1].

Soon after the First Crusade, one prominent ruler of the Frankish East was selected to be the first king of Jerusalem, King Baldwin I. Baldwin I was the father of Queen Melisende. King Baldwin won his reputation by patient and arduous industry and by boldness of enterprise. After arriving in Jerusalem,

the new king decided that the Muslims would eventually return and attack the city; thus, he initiated attacks on several cities and land occupied by his opponents. Even though he did not capture any land, his actions frightened the Arabs and caused them to lay silent for a few years. The next few years of Baldwin I's rule was under constant invasions and battles, especially against the Egyptians. In 1102, the king lost a battle against his opponents and was even thought to have died [31].

Queen Melisende of Jerusalem was born in 1105. Her father was Baldwin of Bourq, one of the original Crusaders, and the king of Edessa. Her mother was the Armenian queen Morphia. After the death of the King of Jerusalem in 1118, Baldwin was chosen to become the next king. Because king Baldwin II didn't have any male heir to the throne, he decided to let his daughter to take power and become queen of Jerusalem. However, he chose a French nobleman, Count Fulk V, to become Melisende's husband and act as a co-regent of the country.

After the death of Baldwin II in 1131, Melisende and Fulk were crowned king and queen of Jerusalem. Even though they were both crowned, Fulk did not intend to share power with his wife. Soon, the country divided into two different factions, one supported Fulk, one supported Melisende. Eventually, Melisende ended the issue by hiring assassins who threatened Fulk. Later, after Fulk's death in 1143, Melisende became co-regent of the state with her son [32]. However, she had most of the control over the politics and the kingdom. Her son wanted to stop being in the background of the politics and rule the country himself. This resulted in another political clash, this time between mother and son. In 1145, Baldwin III was supposed to take full control of the country, but his mother wanted to hold onto power, and she continued to rule the country. Baldwin III complained about this situation to the High Court of Jerusalem. The latter divided the city, giving half of it to Melisende and the other half to Baldwin III. Eventually Baldwin III attacked his mother and

gained full control of the kingdom. After the conflict, Melisende served as an advisor to her son. Under her rule, some Islamic countries regained control of lands occupied by the Christians. Her conflict with her husband and her son weakened the kingdom and allowed their rivals to grow.

Queen Melisende was a figure of extraordinary importance in the Latin kingdom from 1131 to 1161. William of Tyre tells us that Melisende commissioned the building of St. Lazarus at Bethany and was a part of several major works. For instance, she rebuilt the Church of St. Anne, commissioned a new program of mosaic decoration on the Dome of the Rock, and ordered the movement of the royal residence from the Templum Solomonis to the south side of the citadel. The most important project was the rebuilding of the church of the Holy Sepulcher, which mainly occurred in the 1140s. These building projects reflect the queen's dedication to architecture and the arts in the twelfth century and show how she was able to craft innovative styles that reflected the period as the convergence of Western European, Armenian, and Byzantine cultural influence [33; 34]. The following section will outline some of the specific projects that she commissioned during her reign and how these projects introduced a new era of Christian architectural style into the Holy City.

The Convergence of Architectural Styles under Melisende

Having outlined the background of Melisende's rise to power in Jerusalem, we can now examine the contributions that she made during her reign. She is perhaps most revered in history for her contributions to the arts and her support of large construction projects in Jerusalem. These projects reflected her interest in converging traditions from Western Europe, Byzantium, and Armenia. In the following section, I describe and analyze three of the most significant building projects that Melisende commissioned and supported as a way to explain how her reign reflected the convergence of several different cultural flows associated with the period of the Crusades in the Holy Land. The following

begins with the earliest project that she carried out, the reconstruction of the Church of the Holy Sepulcher, then turns to the Church of St. Anne, and finally addresses the Armenian Church of St. James.

The construction of the Church of the Holy Sepulcher was not commissioned by Queen Melisende. However, Melisende commissioned many of the church's renovations and alterations. According to Folda, on November 30th, 1160, King Amalric made a gift to this grand church in Jerusalem, and it was recorded to be joined by Queen Melisende. The famous Psalter of Melisende was also located in the Church of the Holy Sepulcher.

Folda argues that the façade of the Church of the Holy Sepulcher reflected Melisende's interest in bringing together different Christian traditions. For instance, the sculpture used in the church's south transept façade combines Byzantine, Romanesque, and Arab Christian influences [7, 465]. According to Folda, "Architecturally, this façade is a remarkable combination of ideas found in both East and West, some very current ideas indeed. For the entry portal, the architect no doubt drew on the design of a local Jerusalem, city gate, the Golden Gate, from the east side of the Haram al Sharif, for its double portal configuration. This architectural motif thereby alluded symbolically to the belief that, at the Second Coming, Christ would enter the holy city through the double portal of the Golden Gate, just as Christians enter the holy place of the CHS through its comparable double portal" [7].

Jaroslav Folda also notes, "It constitutes a remarkably ecumenical artistic statement in which pilgrims could recognize their own distinctive visual tradition located within the artistic variety and multiculturalism that was crusader art in Jerusalem" [35].

Of all the architecture Melisende built or helped renovate, the Monastery of St. Anne is the one to which she gave the greatest effort. When her sister Iveta entered the religious life, Melisende thought that it was unfitting for a "king's daughter to be subject to the authority of a mother-superior, like an or-

dinary person" [36]. Therefore, Melisende surveyed the whole country in order to find a proper place for her sister. This patronage at Bethany is the only major commission that William of Tyer includes in his stories. Jaroslav Folda emphasizes how Melisende took a creative approach to the renovation of the church by mixing Byzantine styles with Latin ones. Folda notes, "St. Anne's also is important as an example of Crusader builders taking over Byzantine characteristics for Latin use, such as a domed crossing integrated within the western longitudinal plan, and the rich eastern decorative repertoire" [9, 467]. Folda further emphasizes that her interest as a benefactor for these churches in Jerusalem was related to her own family background in Eastern Christianity [9, 469].

The Church of the Holy Sepulcher

Because the larger effort of the First Crusade was centered upon the recapture of the Church of the Holy Sepulcher, attention turned to rebuilding this church in the early twelfth century [7]. The Church of the Holy Sepulcher was one of the most important churches in the Holy City of Jerusalem. Due to the fact that it was built on the site of Christ's death, burial, and resurrection, many pilgrims had been making pilgrimage to it since the fourth century when the Byzantine emperor Constantine had erected it on the western hill of the city. The importance of the church derived from the description of Jesus in the New Testament Gospels. This tradition about the significance of the church derived from the Christian Gospels, which narrate the life and death of Jesus of Nazareth, whom the Christians call the Christ, the Greek term for Messiah. Jesus was killed by crucifixion. After his death, Joseph, a righteous man, took Jesus's body from the cross and buried him under an enormous rock. After three days, the people couldn't find the body of Christ, and they remembered that "The Son of Man must be delivered over to the hands of sinners, be crucified and on the third day be raised again."

During the co-rule of Melisende and her son Baldwin III, the church went through major renovations and expansions to meet its major functions. These ren-

ovations and expansions incorporated a diverse mix of architectural traditions from Byzantine, Romanesque, and Arab Christian styles. The concepts of the reconstruction of the architecture were ambitious, including a new two-story, double portal entrance inspired by the Golden Gate in Jerusalem. Numerous sculptures and mosaic decorations were incorporated on the entry portals and on the interior of the church. The façade of the church was also one of its kind. The designers used sculptural medium to express the authentic root of the church in Early Christian and Byzantine origins. They also included sculptural styles around the world, including Early Christian, Byzantine, Romanesque, and Arab Christian. Romanesque style was characterized by the use of semi-circle arches. Romanesque buildings were usually symmetrical. They had thick walls, sturdy pillars, round arches, large towers, and decorative arcading. Byzantine architecture was Eastern Roman architecture. It often consisted of a large dome in the middle of the church, representing heaven. Smaller domes were ringed around the central one.

Both styles are represented in the Church of the Holy Sepulcher. For instance, the central dome of the Byzantine style was included, and the symmetrical shape of Romanesque was also included.

Church of St. Anne

Another significant example of a building project associated with Melisende is the Church of St. Anne. Whereas the Church of the Holy Sepulcher featured a mix of Byzantine and Crusader styles, the Church of St. Anne came to represent a more Western style of architectural tradition in the Holy City [37]. Today, the church is located in the Muslim Quarter, but it was originally built in a location that had many associations with early Christian events. Christian tradition holds that the location where the church was built was also the location of one of the miracles of Jesus describes in the New Testament (John 5:2) [37]. The Church was built around 1131 to 1138, during the rule of Queen Melisende. It was built on the site of what was believed to be the childhood home of the Virgin Mary, Jesus Christ's mother [2]. Unlike many of the crusader churches, St. Anne's wasn't destroyed by the Mameluke. It was abandoned and later restored.

The characteristic of the church is its simplicity due to the Frankish Romanesque style of architecture. The interior and the exterior are simply adorned by clean lines. St. Anne also has a stark cross-vaulted ceiling and gigantic pillars that expresses the majesty of the architecture. The pillars are also characterized by simple capital, although scholars speculate that the capitals may have originally contained frescoes [2]. The entrance and doorway to the church exhibit a similar style to that of the Church of the Holy Sepulcher in the northwestern quarter of the city. This is not surprising given that Queen Melisende was responsible for commissioning work on both buildings during her reign. Under the building, in a vault, is an altar dedicated to Virgin Mary. To the south of the main altar of the church is a flight of stairs that leads down to a crypt that, according to tradition, marks the spot where the Virgin Mary was born.

The Church of Saint James

Perhaps from an Armenian perspective the most significant new building that Melisende constructed in the city was the massive Cathedral of St. James. This church was different from the other two because it was constructed as an Armenian church instead of a church that would represent different Christian groups [14].

Another religious building that illustrates the cultural aspects of Melisende's rule is the Cathedral of St. James, located in the present-day Armenian Quarter. The cathedral is a 12th – century Armenian church located at the center of this quarter of the Old City. This church was dedicated at the time of its origins to two saints: James the son of Zebedee and James the brother of Jesus. The church's architecture reflects that it has been constructed and added to over many centuries. For example, the oldest part of the church is the Chapel of St. Menas, which was built in the fifth century CE [24]. The sacristy around the Chapel went through centuries of construction. The bulk of it was built during the twelfth century in the time period of Melisende, but most of the

decorations that are visible today stem from the eighteenth century and later. The church resides in the center of the Armenian community in this quarter.

A detailed description of the church's architecture and decorations paves the way for understanding how it reflects Armenian Christian style. On the wall of the entrance of the cathedral one sees the inscription of 1432 Mameluke [14, 239]. The entrance way leads to a porch decorated with inscribed crosses, called *khatchkars*, which are an archetypal sign of Armenian pilgrims. The function of these *khatchkars* at the front of the church is to give visible testimony to the church as a place where pilgrims have visited over the centuries. Inside the cathedral is a forest of ornate lamps made with silver and gold hanging from the ceiling. All the lamps found in the church have been donated by villages, guilds, and rich individuals from Armenia. On the floor all the way to the altar are Armenian tiles, accompanied by luxurious carpets. Above the ground are paintings of saints against the simple walls of the building. During the most dramatic moments of religious rituals, the altar is concealed by an immense blue curtain which has an image of the life of Jesus and the saints. Beside the altar is a set of three chapels with doors inlaid with tortoise shell and mother of pearl. The Chapel of St. James is said to contain the head of St. James, who was beheaded by Herod Agrippa in the year… There are many other chapels inside the cathedral, including Chapel of St. Macarius, Chapel of St. Menas.

The Armenian Quarter is one of the four quarters in the old city of Jerusalem. It is in the southwest of the city and has an approximate 0.126 km² land. When the Armenians adopted Christianity, they arrived at Jerusalem and settled there in the 4th century CE [4]. The holy city can be considered the oldest living diaspora community outside the Armenian Homeland. The quarter is developed around the Cathedral of St. James. The Armenian Quarter is one of the few well-preserved quarters in the Old City of Jerusalem.

The French and the Armenians established contact early in the 12th century [38]. During the Crusades, Armenia was the last Christian haven before going into territory controlled by the Islamic caliphate. The French and Armenians had the same religion; thus, they were able to form a bond. During the Crusades, Armenian support was crucial to the French crusaders. The location of Armenia served as a way for the army to enter the east and conquer. Many French princes and kings married Armenian princesses to strengthen their alliances [38].

There are several ways in which the Cathedral of St. James reflects the architectural style of the Armenian tradition. The dome of St. James is a four-columned cross-domed church which is popular in the eastern Mediterranean and is present in Armenian and Byzantine architectures [16]. The use of compound piers instead of columns resembles the style of Armenian architecture as well. Another detail which relates the church of St. James with the Armenian architecture style is the aisle of the church. Most Armenian churches didn't have aisles in the 11th and the 12th century; however, the ruined churches in the Cilician Armenian kingdom do appear to have an aisle. The aisle's features are also found in the Cathedral of St. James [16, 90]. The church of St. James is more similar to the Anavarza Armenia instead of Highland Armenia. According to World Monument Funds, the reason why the Armenian architectural style present in the Cathedral of St. James changes over time is because it is modified and beautified by Armenian merchants throughout the centuries. The architecture also resembles several architectural styles of countries other than Armenia. For instance, the four-columned church and chapels found in the Cathedral of St. James are also found in Italian churches and is derived from Byzantine architectures.

Conclusion

Queen Melisende was one of the most influential figures in the constructions of several churches in the kingdom of Jerusalem. More importantly, she served as the conjunction point of different cultures in the holy city. Her identity as the daughter of a French prince and Armenian princess allowed her to unify these two groups. Her acceptance of Byzantine, European, and Armenian art is reflected in

the Psalter, paintings, and architecture she commissioned during her reign. Without her contribution on the convergence of traditions of those cultures, the holy city would be largely different from what we know of it today. While many people tend to focus understandably upon the atrocities associated with the period of the Crusades, this period also brought with it a considerable amount of cultural innovation and vibrancy. If one were to travel to the city of Jerusalem today, the remains of what Melisende commissioned are in still prominently visible in many areas. Indeed, few women in history left a stronger imprint upon the physical development of the holy city as Melisende, the Queen of Jerusalem.

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Section 2. Philology and linguistics

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INTERNAL AND EXTERNAL FACTORS OF WRITER'S INDIVIDUAL STYLE

Abstract. The article discusses the internal and external factors of individual style. In the process of research, there is a need to study both internal and external factors, under the influence of which an individual style is formed, implemented and developed. Since the individual in the writer's language is manifested by a variety of means, the study of these means is of paramount importance. Each linguistic means used by the author is original. It is the result of his spiritual movement and the expression of his worldviews, as the writer always takes on any topic, any character, any life conflicts, depending on his inclinations and psychological originality.

Keyword: individual style, internal and external factors, artistic and figurative thinking of the writer, outlook, internal and external speech.

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ВНУТРЕННИЕ И ВНЕШНИЕ ФАКТОРЫ ИНДИВИДУАЛЬНОГО СТИЛЯ АВТОРА

Аннотация. В статье рассматриваются внутренние и внешние факторы индивидуального стиля. В процессе исследования возникает потребность в изучении как внутренних, так и внешних факторов, под воздействием которых формируется, реализуется и развивается индивидуальный стиль. Так как индивидуальное в языке писателя проявляется самыми различными средствами, изучение именно этих средств приобретает первостепенную важность. Каждое использованное автором языковое средство оригинально, если оно является результатом его душевного движения и выражением его мироощущений, так как писатель всегда берется за любую тему, любого героя, любые жизненные конфликты в зависимости от своих склонностей и психологического своеобразия.

Ключевые слова: индивидуальный стиль, внутренние и внешние факторы, художественно-образное мышление писателя, мировоззрение, внутренняя и внешняя речь.

Введение

Индивидуальное художественное мышление писателя проявляется на всех стадиях создания произведения и наблюдается на всех этапах анализа. Именно в художественном произведении с наибольшей многогранностью и полнотой раскрывается творческое мышление писателя, сохраняя индивидуальные, одному ему присущие черты.

Основная часть

Изучение литературы вопроса, а также всесторонний анализ большого количества языкового материала показывает, что внутренний мир писателя, его видение реальной действительности, и в частности, его индивидуальный стиль складываются в результате разнообразных воздействий и влияний многих факторов, в том числе, конечно, и биологических. Существуют ***внутренние и внешние факторы***, имеющие определенное влияние на развитие индивидуального стиля.

Внутренние факторы играют важную роль в детерминации личности, особенно в отношении того, что делает писателей уникальными индивидами. К средовым факторам (т.е. внешним) относятся влияния, которые делают людей, с одной стороны, похожими друг на друга, а с другой – уникальными. Необходимость учета внешних и внутренних факторов при изучении индивидуальных особенностей стиля автора, подтверждается и анализом нашего материала, так как любая человеческая деятельность происходит по определенной причине и под влиянием определенных факторов. Итак, внутренними факторами, имеющие несомненно решающую роль в формировании авторского индивидуального стиля, являются:

Биография писателя, которая безусловно получает свое отражение в его творчестве. То, что писатель видел и пережил, события в которых он участвовал, люди, судьбы, психология, действия, которые привлекли его внимание и повлияли на его судьбу – все это всегда служит источником его творческих замыслов и обобщений и является основой для его художественного творения.

Во многих произведениях Д. Г. Лоуренса например, в основу сюжета и судьбы героев лежат факты жизни самого писателя, его семьи, отражена среда его детства и юности – шахтерский поселок с его обитателями, их нравами.

Так например: *As she sat at her window, she saw the people go by in the street below colliers, women, children, walking each in the husk of an old fruition, but visible through the husk, the swelling and the heaving contour of the new germination. In the still, silenced forms of the colliers she saw a sort of suspense, a waiting in pain for the new liberation, she saw the same in the false hard confidence of the women. The confidence of the women was brittle. It would break quickly to reveal the strength and patient effort of the new germination* [6, 494–49].

Урсула, сидя у окна, наблюдает, как проходят мимо «шахтеры, женшины, дети, они еще были все, как зерна в старой шелухе, но сквозь шелуху можно было видеть, как росли и набухали новые ростки. В тихих, молчаливых шахтерах она видела напряжение, мучительное ожидание освобождения». Внезапно она видит сквозь облако арку радуги, которая поднимается от безобразных домов шахтерского поселка к небу, как символ грядущей гармонии между внутренним существом человека и новым миром. Данный отрывок из произведения «Радуга», и многие другие эпизоды в различных произведениях Д. Г. Лоуренса убеждают нас в том, что при создании в своем художественном творчестве весьма впечатляющих жизнеподобных ситуаций он всегда исходил из своего жизненного опыта, своего мировосприятия.

К внутренним факторам индивидуального стиля относится также **художественно-образное мышление писателя.** Доказательство того, что мышление писателя играет определяющую роль в формировании авторского индивидуального стиля, можно найти в произведениях В. Вульф. В ее романах отсутствует сюжетное движение событий, раскрывающее смысл жизненных конфликтов. Преследуя формальные цели, В. Вульф сочетает краски и формы, комбинирует «момен-

ты бытия». Ее понимание «момент»-а находит свое отражение, например, в романе «К маяку», в частности, в сцене обеда, которая является центральной в первой части романа. Описание обеда занимает тридцать четыре страницы. Наряду с обрывками незначительных разговоров, здесь передаются ощущения и мысли миссис Рэмсей, а порой и других лиц, сидящих за столом.

But what have I done with my life? thought Mrs. Ramsay, taking her place at the head of the table, and looking at all the places making white circles on it [7, 82].

Занимая свое место во главе стола и активно участвуя в застольных разговорах на обыденные темы, миссис Рэмсей одновременно задумывается над важнейшим для себя вопросом о неудовлетворенности собственной жизнью. Вопрос «что я сделала с моей жизнью?» мучает ее, и читатель ожидает, что она вот-вот углубится в поиски ответа на этот вопрос, тем самым раскрывая свои душевные переживания, скрытую трагедию своей жизни. Однако авторское решение здесь весьма своеобразно. Он ничего не сообщает читателю о жизни героини. Во время длительной сцены обеда читатель узнает лишь об ощущениях героини

Внутренним фактором индивидуального стиля выступает также **мировоззрение,** которое несомненно оставляет свой заметный отпечаток на стиль писателя, так как оно во многих случаях определяет выбор того или иного слова, систему образов и вырабатывает подход к интерпретации фактов.

Так например, в литературной критике концепцию лоуренсовского понимания мира основывают на его теории «голоса крови», [3:60], так как он убежденно верит в плоть и кровь, т.е. в то что, по его мнению, мудрее интеллекта. Именно такое миропонимание автора, отражается в его произведениях где можно наблюдать очень частое использование слов *«blood» (кровь), и «flesh» (плоть).*

Так например:

*It was no use turning with **flesh** and **blood** to this arrangement of forged metal [6, 443].*

Д. Г. Лоуренс не верит в возможности разума, не доверяет интеллекту и непомерно преувеличивает роль физиологического фактора в жизни людей.

Изучение **характера психологического своеобразия** писателя, тоже немало важно так как оно обладает способностью вторгаться в художественный процесс.

Так например, в образе художницы в романе В. Вульф «К маяку» воплощены определенные черты самого писателя.

Quickly, as if she were recalled by something over there, she turned to her canvas. There it was – her picture. Yes, with all its green and blues, its lines running up and across, its attempt at something. It would be hung in the attics, she thought; it would be destroyed. But what did that matter? She asked herself, taking up her brush again. She looked at the steps; they were empty; she looked at her canvas; it was blurred [7, 209].

Приведенный отрывок показывает, что представление героини о завершенности картины в результате «момента видения» чисто субъективное, что достижение полноценности носит относительный характер. «Завершенность» картины Лили Бриско – такой же субъективный момент, как восприятие завершенности своих романов самой В. Вульф.

Одним из важнейших факторов, воздействующих на формирование индивидуального стиля выступает **внутренняя речь.** В произведениях В. Вульф, психологические процессы своих персонажей автор описывает через их внутреннюю речь, которая типична для ее жанрово-стилевой структуры. В романе «Миссис Дэллоуей», например, герой думает глядя на портрет девушки:

Daisy all in white, with a fox-terrier on her knee; very charming, very dark, the best he had seen of her [8, 135].

Благодаря выражению ***the best he had seen of her*** последующее изложение также воспринимается как бы в третьем лице (***he found he could go on without fuss, he found it all plain sailing.***)

В «потоке сознания» В. Вульф вводит отрывочные, безличные предложения *(No fuss; No bother)* которые могут быть истолкованы и как обрывки прямой речи. В таком случае *the best he had seen of her* служит вводящим предложением. В творчестве В. Вульф очень часто наблюдается склонность к отрывистым и неполным конструкциям, которые характеризуют ее индивидуальный стиль.

В формировании индивидуального стиля автора не менее решающим является также влияние определенных *внешних факторов.*

Прежде всего необходимо особо подчеркнуть значение той *общественной, идейной и литературной среды,* которая окружает писателя.

Так например, в произведении «Радуга» Д. Г. Лоуренс рисует выразительную, разоблачительную картину буржуазного общества во всем его безобразии, блестяще раскрывая характер личных отношений между людьми в Англии XX века. Большое внимание обращается также на сумму вопросов, связанных с эмансипацией женщины. Лоуренс пишет о женщине из семейства Бренгуин:

… She faced outwards to where men moved dominant and creative, having turned their back on the pulsing heat of creation, and with this behind them, were set out to discover what was beyond, to enlarge their own scope and range and freedom whereas the Brangwen men faced inwards to the teeming life of creation, which poured unresolved into their veins [6, 9].

Здесь Лоуренс поднимает важнейшие вопросы, разъясняя смысл центральной проблемы своего романа, т.е. проблемы отношений между мужчиной и женщиной.

Свою яркую и выразительную печать на авторский индивидуальный стиль накладывает также **эпоха.** Так например: война 1914–1918 годов, революционный переворот в России оказали огромное воздействие на сознание Д. Г. Лоуренса. Причину войны Д. Г. Лоуренс искал в развитии техники, обусловившей разрушительный характер военных столкновений.

В своем последнем романе – "Любовник леди Чаттерлей" [2], Д. Г. Лоуренс возвращается к английской действительности – к Англии после первой мировой войны. Характерны начальные строки романа:

Ours is essentially a tragic age, so we refuse to take it tragically. The cataclysm has happened, we are among the ruins, we start to build up new little habits, to have new little hopes [2, 1].

Автор рассуждает о глубокой трагичности эпохи, в которой он живет.

К внешним факторам индивидуального стиля следует отнести также **внешнюю речь.** Пожалуй следует согласиться, что ничто так ясно не выражает общий культурный уровень человека и его индивидуальность, как его внешняя речь. Для Д. Г. Лоуренса, например, характерны неожиданные переходы от одной коммуникативной формы к другой, нередко, нарушающие последовательность логического и объективного описания действительности.

Так например, *Elizabeth Bates looked at the dreary flow of men, then she went indoors. Her husband did not come. The kitchen was small and full of fire light; red coals pilled glowing up the chimney mouth… It was half past four [2, 180].*

В вышеприведенном отрывке из произведения «Запах хризантем» («Odour of Chrysanthemums») Д. Г. Лоуренса, автор, нарушая стройность последовательного изложения мыслей, переходит от повествования (***Elizabeth Bates looked at the dreary flow of men, then she went indoors)*** к несобственно-прямой речи (***Her husband did not come)***, а от нее к описанию кухни (***The kitchen was small and full of fire light…)***, тем самым переключая внимание читателя от одного объекта на другой. Примечательно то, что к описанию места (***kitchen)*** автор переходит совершенно внезапно без предварительного ввода объекта, сразу после передачи мыслей героини о том, что ее муж еще не вернулся (***Her husband did not come).*** Повествование становится еще

более прерывистым, когда автор неожиданно информирует о времени происходящего. Понятно, что такое прерывистое повествование автором вводится неслучайно, а с определенной целью создания обстановки напряжения и страха, который охватывает его героиню в ожидании мужа домой.

Можно предположить, что такое членение текста вызвано, с одной стороны, стремлением автора оказать определенное воздействие на читателя, а с другой, показать свой субъективный взгляд на описываемые им события, его отношение к своим героям и их поступкам. Следовательно, в основе контекстно-вариативного членения художественного текста лежит субъективная оценка автора, которая выявляет особенности его индивидуального стиля.

Общий культурный фон выступает как один из наиболее значимых внешних факторов формирования индивидуального стиля и представляет опыт писателя, связанный с его принадлежностью к определенной культурной среде.

У Лоуренса, например, внимание уделяемое религии, в большей степени объясняется той ролью, которая она сыграла в его жизни. В книге "Апокалипсис" [5]. Лоуренс вспоминает о том, как с раннего детства ему внушали учения христианской религии дома, в школе, в церкви, в воскресной школе. Он вспоминает и о вечерах в часовне, где службу вели простые горняки, и о том, как его заставляли «принимать, как ежедневный душ» святое учение Библии. Как признается автор, именно в результате этого, его сознание пропиталось христианским учением и оно стало воздействовать на процесс его мышления и на эмоции [4, 37].

Сказанное подтверждается при обращении к первому абзацу в романе «Радуга», где доминирует символ «церкви».

*Whenever one of the Brangwens in the fields lifted his head from his work, he saw the **church-tower** at Ilkeston in the empty sky. So that as he turned again to the horizontal land, he was aware of something standing above him and beyond him in the distance* [6, 7].

Определенный характер «поведения» писателя складывается вследствие его принадлежности к определенному **социальному классу**.

Так, в художественных произведениях Д. Г. Лоуренса наблюдается сложная проблема его отношения к своему классу. В романе «Сыновья и любовники» авторское мировоззрение раскрывается в разговоре юного Поля с матерью – Гертрудой Морел, к которой он был страстно привязан. Несмотря на то, что под ее влиянием он отдалился от рабочей среды, от отца, он все же чувствует связь с рабочими.

"You know", he said to his mother, "I don't want to belong to the well-to-do middle class. I like my common people best. I belong to the common people"."But if anyone else said so, my son, wouldn't you be in a tear. You know you consider yourself equal to any gentleman". "In myself', he answered, not in my class or my education or my manners. But in myself I am. "Very well, then. Then why talk about the common people?" [1, 313].

Из вышеприведенного отрывка видно, что Д. Г. Лоуренс чрезвычайно остро воспринимал кризис буржуазного общества, порочность ее основ. Он осознавал, что культ денег уродует отношения между людьми, люди деградируют физически и духовно, у них отсутствует дар подлинной любви, подавляется сила чувств.

Заключение

Таким образом, анализ внутренних и внешних факторов приводит нас к выводу о том, что творческая индивидуальность и индивидуальный стиль – это личность писателя в его важнейших социально-психологических особенностях, его видении и художественном претворении мира, в его отношении к эстетическим запросам общества и внутренней обращенности к своему читателю.

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Section 3. Pedagogy

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THE SPECIFICS OF DISTANCE LEARNING WHEN LEARNING A FOREIGN LANGUAGE IN TECHNICAL UNIVERSITIES

Abstract. In the article are investigated the general provisions of distance learning, its advantages and disadvantages. The main trends of application of information and communication technologies in the educational process are considered. It was revealed the features of motivation of students of technical universities to study a foreign language in terms of informatization of distance learning.

Keywords: distance learning, educational environment, information and communication technologies, self-education, motivation.

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СПЕЦИФИКА ДИСТАНЦИОННОГО ОБУЧЕНИЯ ПРИ ОСВОЕНИИ ИНОСТРАННОГО ЯЗЫКА В ТЕХНИЧЕСКИХ ВУЗАХ

Аннотация. В статье исследуются общие положения дистанционного обучения, его преимущества и недостатки. Рассмотрены основные направления применения информационных и коммуникационных технологий в образовательном процессе. Выявлены особенности мотивации студентов технических вузов к изучению иностранного языка в условиях информатизации дистанционного обучения.

Ключевые слова: дистанционное обучение, образовательная среда, информационно-коммуникационные технологии, самообразование, мотивация.

Введение. В наше время идут интенсивные процессы стандартизации и информатизации образования, связанные распространением средств массовой коммуникации и открытого доступа к информации, наблюдается возрастание спроса на подготовку специалистов, владеющих несколькими иностранными языками. Это привело к появлению инновационных форм языкового

образования, и современное высшее образование требует модернизации и использования информационно – коммуникационных технологий [1].

Основной целью статьи является рассмотрение общих положений дистанционного обучения, основных направлений применения информационно – коммуникационные технологии в учебном процессе.

Основная часть. Изучение иностранного языка является сложным процессом для студентов в иноязычной среде. На занятиях по иностранному языку активно используются проектный метод, компьютерное моделирование, деловые игры, кейс-технологии и др. В аспекте формирования коммуникативной компетенции наиболее эффективными являются кейс-технологии, появившиеся в Соединенных Штатах. В 1910 году декан Гарвардской школы бизнеса посоветовал преподавателям ввести в учебный процесс, помимо традиционных лекций и семинаров, дополнительные занятия, проводимые в форме бесед со студентами. Сегодня этот метод очень популярен во многих университетах мира [6, 100]. Однако, учитывая современные реалии, в период пандемии одним из ведущих способов освоения иностранного языка выступает дистанционное обучение. Ученые-методисты под дистанционным обучением подразумевают «интерактивное взаимодействие как между преподавателем и студентами, так и между ними и интерактивным источником информационного ресурса (web-сайта или web-страницы), отражающее все присущие учебному процессу компоненты (цели, содержание, методы, организационные формы, средства обучения), осуществляемое в условиях реализации средств ИКТ…» [5, 14].

Спецификой дистанционного обучения является взаимодействие студентов по большей части не с преподавателем, субъектом педагогических воздействий, а с материалом учебника на мониторе, т.е. с объектом обучения. Обучение иностранному языку должно происходить на основе личностно- ориентированного и деятельностного подходов к обучению.

Информационные технологии, используемые при дистанционном обучения, условно можно поделить на три группы: 1) технологии представления образовательной информации; 2) технологии передачи образовательной информации; 3) технологии хранения и обработки образовательной информации. В совокупности эти группы и образуют собственно технологии дистанционного обучения. Стоит подчеркнуть, что при реализации образовательного процесса ведущее значение имеют информационно-коммуникационных технологий (ИКТ) передачи образовательной информации, которые, по сути, обеспечивают основную функцию процесса обучения, его поддержку [4]. Это новая форма обучения, новые способы коммуникации и информационного взаимодействия, основанные на использовании компьютерных технологий и технологий Internet для управления подготовкой и обучением студентов, там, где они находятся и там, где они в нем нуждаются [3, 6].

Современные Интернет-технологии дистанционного обучения строятся на базе следующих средств: 1) веб-серверы, 2) веб-страницы и сайты; 3) электронная почта; 4) форумы и блоги; 5) чат и ICQ; 6) теле- и видеоконференции; 7) виртуальные учебные аудитории; 8) вики-энциклопедии. Оживляется и трансформируется процесс взаимодействия преподавателя и студентов, между которыми сокращается психологическая дистанция и увеличивается интенсивность образовательных коммуникаций.

Создание электронной информационно-образовательной среды определяет успешность и качество дистанционного обучения. Системное применение компьютеров для оперативной обработки данных – закономерная реакция и средство эффективной организации информационной среды. Электронная информационно-образовательная среда должна обеспечивать:

1. доступ к учебным планам, рабочим программам дисциплин (модулей), практик, к изданиям электронных библиотечных систем и электронным образовательным ресурсам, указанным в рабочих программах;

2. фиксацию хода образовательного процесса, результатов промежуточной аттестации и результатов освоения программы бакалавриата;

3. проведение всех видов занятий, процедур оценки результатов обучения, реализация которых предусмотрена с применением электронного обучения, дистанционных образовательных технологий;

4. формирование электронного портфолио обучающегося, в том числе сохранение работ обучающегося, рецензий и оценок на эти работы со стороны любых участников образовательного процесса;

5. взаимодействие между участниками образовательного процесса, в том числе синхронное и асинхронное взаимодействие посредством сети Интернет.

Основными направлениями применения информационно – коммуникационных технологий в учебном процессе являются:

1. создание и применение электронных вариантов учебников, конспектов лекций, практических пособий;

2. использование электронной библиотеки;

3. разработка системы тестов для текущего и результирующего контроля;

4. использование компьютеров в лабораторном практикуме;

5. использование возможностей информационно-коммуникационных сетей и др. [2, 182].

Использование информационно – коммуникационных технологий в дистанционном обучении раскрепощает всю образовательную конструкцию, которая становится более подвижной и гибкой в пространственно-временном отношении: минимизируются жесткие требования по непосредственному присутствию обучаемых в определенный момент занятия, есть возможность продумать обсуждаемую тему, подготовить и направить письмо в удобное время.

При дистанционном обучении иностранному языку должны соблюдаться следующие принципы:

1. Принцип интерактивности учебного процесса.

2. Принцип телекоммуникационного межличностного общения.

3. Принцип гибкости процесса обучения и учебного материала.

4. Принцип индивидуальной траектории обучения.

5. Принцип мобильности обучения.

6. Принцип модульности обучения.

7. Принцип активности и самостоятельности обучающегося.

8. Принцип личностно-ориентированного обучения.

Основу дистанционного обучения составляет самообразование, повышающее уровень самоорганизации, мотивации, самостоятельности студента. Одной из самых актуальных проблем технического вуза является проблема повышения мотивации при обучении иностранному языку, и основным источником мотивации учебной деятельности являются внутренние потребности студентов, от удовлетворения которых зависят познавательная активность, инициативность и самостоятельность студентов. Осознание важности изучения иностранного языка как необходимого условия профессионального роста есть у первокурсников, но языковые трудности и психологические проблемы, возникающие в процессе адаптации, негативно сказываются на обучении. С целью повышения мотивации следует постоянно поддерживать интерес студента к самому процессу овладения иностранным языком, его результативности. Факторами, повышающими мотивацию, являются также внутренняя их активность, специфика иностранного языка как учебного предмета, личность преподавателя, от

которого зависит процесс организации учебной деятельности. Внутренняя активность, внутреннее поведение, побуждающие предпринимать какие-либо действия, являются основой мотивации. Мотивом могут быть потребности, идеалы, интересы, убеждения, социальные установки и ценности, за которыми стоят потребности. Формирование мотивации по иностранному языку влияет на самообразование студента, способствует его становлению, продвижению по карьерной лестнице, значимости в современном обществе.

Дистанционное обучение позволяет организовать текущий контроль и промежуточную аттестацию студентов с использованием электронных средств Тестирование, индивидуальные и групповые интервью, анализ отчетных работ, представленных студентами, анализ материалов вебинаров, записей чатов и видеоконференций, анализ выполненных кейсов, анализ статистической информации по работе студентов с конкретным сайтом Интернет (например, на котором находится электронный учебник) и др. являются основными формами контроля в системе дистанционного обучения.

Оперативность контроля, то есть быстрая проверка и оценка выполненной студентом контрольной работы, эссе, задания с комментарием выставленной оценки, также является важным требованием при дистанционном обучении. Показатели оценивания позволяют создавать в рамках дистанционного обучения эффективную учебную среду.

Применение технологии дистанционного обучения может привести и к ряду негативных последствий. В частности, свертыванию социальных контактов и чрезмерной индивидуализации, сводящей к минимуму ограниченное в учебном процессе живое общение преподавателей и студентов, студентов между собой, предлагая им общение в виде «диалога с компьютером». Имеются и другие недостатки: для успешной коррекции обучения и адекватного оценивания важно иметь непосредственный контакт между

преподавателем и студентом, невозможно точно проверить, именно человек работает, выполняет задания или это делает кто-то другой, не во всех населенных пунктах есть возможность доступа к сети Интернет. При длительном дистанционном обучении студент перестает правильно формулировать свои мысли, высказываться и проводить дискуссионное обсуждение. При неправильном использовании средств дистанционного обучения могут сформироваться шаблонное мышление, формальное и безынициативное отношение к деятельности и др. Но это не уменьшает роли преподавателя, так как преподаватель принимает решение о корректировке программы обучения, определяет уровень знаний студентов и оказывает консультативную помощь студенту, общаясь с ним в онлайн режиме, чтобы добиться наилучшего усвоения.

Использование информационных технологий значительно повышает доступность академических знаний, эффективность накопления и обмена академическими знаниями наряду с их социальными, познавательными и организационными функциями. Преимущества применения дистанционных технологий обучения заключаются в их экономичности, мобильности, технологичности, гибкости, доступности и открытости образовательных услуг.

Выводы. Использование новейших информационных технологий в сфере дистанционного обучения обеспечивает интенсификацию образовательного процесса. Повышается эффективность обучения, его индивидуализация и дифференциация. В процессе обучения появляются новые формы взаимодействия, планирования, контроля, модернизации механизмов управления системой образования, что приводит к раскрепощению и диверсификации образовательного пространства, содействует большей включенности студентов и их разностороннему развитию. Дистанционное обучение развивается, совершенствуется, открывая новые возможности получения знаний.

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TEACHING PHILOLOGY IN JUNIOR HIGH SCHOOL IN THE GLOBALIZATION SITUATION – CONTENTS, APPROACHING METHODS (CASE OF VIETNAMESE CONTEMPORARY SHORT STORIES)

Abstract. School Education Program in Literature (2018) demanded new requires. In addition to the goal of providing knowledge literature, language and culture, fostering students' souls, teaching philology also head for developing learners' abilities. In theoretical basis, researcher clarifies the globalization trend and some current methods to approach short stories. In the range of the research, we use research methods of analysis, synthesis, generalization, towards teaching Literature in junior high school in the situation of globalization – content, approaching methods to contemporary short stories). The research head for content, approaching methods, and evaluating methods of problems, phenomena of literature, languages, and teaching methods, being close the gap between research of Vietnamese and the world, open up expectations of academic equality: the acquisition and development, applying new theories to practical literature, language …

Keywords: globalization, contents, approaching methods, short stories.

Introduction

Globalization has made a connection among countries all fields in the world. Countries in the world have known the benefits of globalization such as: creating the development and universalizing information technology and telecommunications; forming a knowledge economy; making opportunities in cultural exchange, being close the distance among people; promote economic development; having abilities to solve a number of global problems. Moreover, globalization is posing a number of common problems for countries around the world that need to be solved: ecology, environmental pollution, resource depletion, population, public health, wealth inequality, social evils, problems with children, domestic violence, etc. Not only that, but it also strongly affects national sovereignty, economic and political integration.

Nowadays, the trend of globalization has developed really quickly, effecting on all fields around the world, posing many opportunities and challenges for countries in general and Vietnam in particular. It has had a strong impact on fields including education. Therefore, defining and specifying the educational perspective depends on each country. However, so as to globalize, each country need to have solutions suitable with the world's trend. In each specific subject, researchers have actively explored global issues. It has been demonstrated this points by Literature project 2018 through orient the selection of literary texts to be put into teaching and approaches to texts suitable as well as meet the development requirements of learners' qualities and abilities. Teaching of Literature research in the context of globalization in Vietnam is in the process of comprehensive renovation and international integration. Therefore, accessing research directions and educational models from countries around the world to make recommendations for education in Vietnam is necessary,

contributing to the success of the fundamental and comprehensive reform of Vietnamese education.

The article mention "Teaching Literature in junior high school in the context of globalization – content, approach method (Case of Vietnamese contemporary short stories).

Content

1. The impact of globalization to Vietnamese education

Nowadays, the world has seen profound changes in all aspects. The Fourth Industrial Revolution has made the strong knowledge economy, giving good opportunities to development, simultaneously giving significant challenges for each country. On the other hand, climate changes, resource depletion, environmental pollution, ecological imbalance and political and social changes also pose global challenges. To make sure sustainable development, many countries have constantly innovated education to improve the quality of human resources, equip future generations with a solid cultural foundation and high adaptability to all changes. of nature and society. Educational innovation has become an urgent need and a global trend.

For Vietnam, globalization is an inevitable opportunity. Vietnam education in the common situation other countries in the world, so it can find out its strengths and weaknesses, and gain advanced education in the world. The introduction of experience from developed education systems not only serves as an example, but also creates the necessary "push" to break the old and outdated stereotypes, from educational philosophy, content, and content. From curriculum content to teaching methods, school organization, etc. These advanced experiences will contribute to modernizing Vietnamese education, connecting between Vietnam and education systems in the world, and expanding vision over national and ethnic borders, heading for common standards, therefore it trains people who are not limited to a local thinking and knows how to think globally, has a democratic spirit, be able to cooperate, and can work in an international environment.

To respond the globalization trend, Resolution No. 29-NQ/TW also gave a guiding position, goals, tasks and solutions to guide the development of education in the new era. A comprehensive and synchronous solution system is introduced, which requires proactive integration and improving the efficiency of international cooperation in education- training [1]. These are large orientations that are actively implemented by all levels and sectors to create fundamental and comprehensive changes in Vietnamese education nowadays.

Implementing Resolutions of all levels, the school education program in 2018 is built in the direction of developing the quality and ability of learners; help them develop harmoniously physically and mentally, become active and confident learners, know how to apply active learning methods to complete foundational knowledge and skills; have the good qualities and abilities necessary to become a responsible citizen, a cultured, industrious, creative worker who meets the needs of personal development and the requirements of a construction career, protect the country in the era of globalization and new industrial revolution. Moreover, the common goal, each subject has its own objectives. To help learners to form and develop main qualities and contribute to the development of common competencies; develop language and literary competencies (practice reading, writing, speaking and listening skills); having a system of basic general knowledge about Vietnamese language and literature, developing figurative thinking and logical thinking, contributing to the formation of the basic education of a cultured person; know how to create common documents; knowing how to receive and appreciate literary texts in particular, communication products and aesthetic values in general in life are the main goals of Literature.

2. The content of teaching Literature

Literature is an instrumental and aesthetic – humanity subject; help students have communication tool, as a basis for learning all other subjects and educational activities in the school; simultaneously,

it is also an important tool to educate students in the noble values of culture, literature and national language; develop in students healthy emotions, humane sentiment, benevolent and altruistic lifestyles, … [1]. Starting from this characteristics, the Literature program in 2018 is built in an open and unified direction along from grade 1 to grade 12 so as to develop qualities, abilities for student. The Literature materials provided to teaching are really abundance and diverse, many genres. To each grade, it also give competence that students need to achieve, both general and specific. Teaching content is determined based on the required requirements of each class. For literature, it is necessary to ensure knowledge such as: literary theory (some practical literary theory problems, which are closely related to reading and understanding literary texts); literary genres (stories, poems, plays, and some typical genres); elements of literary texts (story, plot, characters, space, autographs time, narrator, point of view, rhyme, rhythm, …); literary history (some major authors and overviews of Vietnamese literary history are summarized at the end of junior high and high school). The Literature materials provided to teaching ensure: directly serving the development of qualities and competencies according to the program's goals and requirements; appropriate to the experience, cognitive capacity, and psycho-physiological characteristics of students in each class and grade level; having special value in terms of content and art, typical of text styles and genres, standards and creativity in language; reflect achievements in national ideology, literature and culture as well as show patriotism, national independence, sense of national sovereignty and humanity, education of compassion, tolerance content, true love of beauty, love of nature, spirit of international integration, towards universal values of humanity.

Depending on the school education in Literature 2018, the authors compile textbooks in the direction of topics and genres. This combination serves as a solid foundation to develop specific competencies and main qualities and specialized competencies for students. Reading, writing, speaking and listening skills is integrated in the same lesson. The content of the lessons are closely linked with each other. Diverse and rich reading comprehension texts ensure the characteristics of genres and types of texts to form reading comprehension, reading ability suitable for age and reflecting the achievements of national literature. is a new direction, creating favorable conditions for teachers in the teaching process as well as the grasp of knowledge by students.

Same with other genres, short story in junior high school are rich and diverse, reflecting issues of global concern such as climate change, environmental pollution, domestic violence, security, etc. security and social welfare, child issues, etc.

3. The approach to Vietnamese contemporary short stories in junior high schools according to genre characteristics

It can be said that literary works are subjective images of the objective world. For writers, works never reflect and express themselves directly, but must rely on a certain spiritual heritage of the nation and humanity, and problems of society.

Along with the development of society, modern literary research methods are increasingly developed and pose many problems to approach the work comprehensively. Because, a literary work is the sum total of a series of relationships such as structure, social reality, writer's subjectivity, public, cultural heritage. These relationships are not mutually exclusive. In the trend of integration and development with the advancements of literary research and the times, with the reforms and reforms in Vietnam and globally, the literary research method needs a new perspective., a newer, more effective, accurate, more scientific assessment.

Looking back at the history of our country's literary research in recent years, all social and cultural issues have been re-evaluated, with a new perspective with very capable literary research methods. Poetry (Artistic conception of people, Art space, Artistic language), Narrative study (Narrator, Narrative point of

view, Plot, Structure, Narrative tone), Culture (Cultural Semiotics, Sociology, Feminism, Postmodernism, Eco-Criticism),… … The path to find artistic truth is still a difficult one and complex, requiring explorations and concerns. Approaching the problem thoroughly, helping us to have a more scientific and accurate view and assessment of traditional literary values, opening up a new research direction that is in line with the development trend, while preserving the traditional identity of the nation.

Approaching literature from a poetic perspective is to understand the concept of art for people, that is, to understand the interpretation of people that has been transformed into principles, means, methods, and forms. … expressing people in literature, creating aesthetic value for that character's image [8]. To understand the artistic conception of people, the reader learns how the writer names the characters, how to describe the characters, pay attention to what actions the character repeats, describe How character psychology, even details, language also express the artistic conception of people. Understanding the artistic conception of man will see the inner depth that governs the way the writer's character is built, and will have a standard for evaluating human values in literary phenomena.

Each literary genre has a specific expression. Poetry is spoken in expressive and overlapping language, but in prose in general and short stories in particular, it is the choice of narration, the organization of point of view, structure, language, and tone of each writer. … to create a unique feeling, perspective, and unique assessment of the reality of the outside world and the inner turmoil of people in the work. Therefore, when teaching Vietnamese modern short stories in particular and modern short stories in general with a poetic approach, teachers must take notice: topics; artistic conception of man; the art of plot organization; narrative art, time and space art; artistic words; … Being good at these problems will help us see the problems of our lives, the social in reality that the writer interested in.

For example, in Lao Hac of writer Nam Cao. Even the name of the character, it also impress us this character. Writer Nam Cao has built a typical character. Lao Hac – an old farmer seems to be wandering, but under Nam Cao's ability, he becomes radiant with noble qualities: self-respect, kindness, selflessness, honesty, saintly gentleness. Lao Hac's miserable life is a testament to the life of poverty, facing the poor rice of Vietnamese farmers before the August revolution. The poor lives of people like Lao Hac still presence in the world. Those are the issues of social and concerned global security.

Approaching literature from the perspective of narration is the flexible and creative use of narrative theory to elucidate many aspects of narrative art from specific expressions through works through factors such as: narrative art, texture, character building, language, tone, … Narrative theory shows that in prose the event is not the most important, but the most important is the consciousness, which is the character's psychological development towards the event. The consciousness center is what narration is concerned with. Details in prose must be filtered through the character's consciousness to reveal the meaning [9]. The issue of stream of consciousness has been discussed with special attention by many Western theoretical researchers. The stream of consciousness technique is applied thoroughly, becoming an artistic principle that governs the structure organization of the work convincingly clarified the artistic meanings and values of the work such as story-making techniques, character system building, language, rhythm, especially the re-enactment of characters' psychological developments. Besides, it can also be seen that the strange and new problems of modern short stories are also explored and explained by researchers creatively and thoroughly from the narrator's point of view, such as the dramatic dramatization of the narrative. Under the light of narrative theory, the most complex problems of narrative structure in contemporary literary works were initially studied deeply and systematically. These

are probably good starting experiments for future researches to continue to have creative discoveries and discoveries to point out and properly appreciate the artistic achievements of the national literature.

It's the same way to approach literature from the perspective of poetics, approaching literature from the perspective of narration plays an important role in the teaching process of modern Vietnamese short stories. From the theory of autobiographical learning transformed into specific teaching methods and measures that are positive in the direction of narration approach, the teacher organizes activities to make the lesson exciting and meaningful for students through factors such as: teller, narrative point of view, plot, structure, narrative tone, etc. The product receives the layers of meaning of the work actively and creatively.

The story "Nhung ngoi sao xa xoi" has a simple plot about three girls in a bomb squad at a high point on the Truong Son route during the years of the American war. The story line develops according to the character's line of thoughts and moods, alternating between the present and the past that are re-enacted in the flashback. Stories written about war should have details and events about bombs, battles, and sacrifices, but still mainly focus on the inner world, showing the beauty of people's souls in war.

Approaching literature from a cultural perspective is an concerned approach nowadays. This approach is built on the close relationship between literature and culture. From a cultural perspective, we can find out the factors that govern the formation of literary values, concepts, and formal expressions of literary texts in social and cultural life. This is shown through themes, themes, characters, words, artistic techniques, and genres. Topics are usually issues of relationships between individuals and communities, individuals and families, between people and situations, between one nation and another, etc., showing quite clearly the imprint of national culture [10]. Example topics "Go cua trai tim", "Yeu thuong va chia se" Literature 6 volume 1 (Connecting knowledge). In the work "Gio lanh dau mua" by author Thach

Lam clearly shows the theme of the life of children in the market neighborhood. Characters in literary works clearly show their cultural imprints when they are portrayed as cultural personalities. Literary characters can express ethical issues in behavior between people and people, people and the social environment, the natural environment, and people with issues of belief, religion, and interests. aesthetics… We can see the attachment to the village in the character of Mr. Hai (*Lang,* Kim Lan)… language in literary texts is also a factor that reflects the national culture quite boldly, because words product of social culture. Each ethnic group has its own language, has its own language usage habits. Each writer has his own way of using language but is still influenced by the language usage habits of the community.

Teaching modern Vietnamese short stories in junior high schools in the direction of cultural studies, which means the theoretical perspective of culture in literary works has been transformed into specific teaching methods and measures that are positive in the direction of cultural approach, the teacher organizes activities to make the lesson exciting and meaningful, students through the cultural traditions in the work receive the layers of meaning of the work in an active and creative way. Supporting learners read creatively from a cultural perspective; Teachers use questions to raise cultural issues, analyze the cultural features used by the author in the work, combine methods of finding, exchanging, discussing, asking and answering… Teachers need to apply a cultural approach in teaching literary works to reveal the cultural aspect of the work, help students understand the national culture and the times, and feel deeply in the mind about the culture. cultural beauty that the work evokes. Noticing that, cultural approach cannot take care of everything in discovering and interpreting literary works, but it needs to combine with existing approaches to create persuasiveness in reception. The cultural approach in teaching Vietnamese modern short stories is necessary, but it is also important to note that there is no optimal teaching method when it stands alone, it is

necessary to have a flexible combination of teaching methods both traditional and modern. The idea of cultural perspectives in literary works and methods and methods of teaching literary works in the direction of a cultural approach have common points, which is the intersection between theory and method. But the cultural imprint in each work, the cultural intention of the writer imprinted in each of his or her spiritual children is completely different, depending on the specific teaching conditions and circumstances, the teacher applies the method of teaching and measures to exploit the appropriate approach.

Cultural values mentioned in literature are always the most typical and unique values. Literature chooses those values to enhance the nation's culture and beautify the country's traditions. A good literary work that is promoted and handed down to future generations must be one in which the author succeeds not only in terms of content but also requires how art applies cultural values in that work. Therefore, it is not enough to teach literary works in current high schools in general and to teach modern Vietnamese short stories in junior high schools in particular, if only focusing on exploiting literature is not enough and also focus on exploiting the cultural aspect of the work. The aim of this approach is first of all to discover and enjoy the value of the work, rather than the cultural value of the work.

For instance: We can approach Nam Cao's short stories from village culture, Vietnamese family tradition, naming culture, behavior culture, funeral customs, weddings, tears, laughter, popular culture…

When teaching Vietnamese modern short stories to junior high school students according to the approaches from poetics, autobiography, culturology, teachers and students must meet the following requirements:

– Having to stay on genre characteristics

– Having to be able to retell, summarize, remember, and visualize art pictures;

– Students read the work in advance at least once before class time, teachers must have a way to check this stage;

– Teachers carefully invest in the design of a series of teaching activities that are really suitable to the actual teaching conditions of the school, the locality and the student's level, and anticipate appropriate options such as: Start the mood, enter the lesson, question system, explanation of difficult words, use of annotations, interdisciplinary activities and options to end the lesson;

– In the process of guiding students to read and understand short stories, it is required to go from artistic signals to ideological content. Reading skills are fully promoted, from skimming to grasp the content of the work, reading quickly to locate paragraphs containing situations to reading in detail to find sentences containing the work's ideas;

– Noticing the development of the plot: the opening contradiction, development, knotting and opening. Visualization and imagination questions come into play at this time, interspersed with analysis and explanation. Fifthly, it is required to use flexibly teaching methods, measures and techniques in the organization of learning activities. Noticing specially to observe students' cooperation, interest in the problem, activities organized by the teacher and always pay attention to timely adjust the expected situations in the design;

– Choosing a flexible way of organizing lessons to avoid monotony and boredom because each short story has its own structure and operation.

Besides, in the process of researching, preparation and teaching, teachers must ensure the following principles:

– Staying on the text, going deeply into the analysis of words, grammar, and structure of the work, especially pay attention to the integrity of the text, avoid tearing apart, crumbling the work, causing the literary work to be lost. consistency, the writer's main inspiration, the work's theme ideas are blurred. It is necessary to choose an appropriate way of dividing the structure of the work so as not to lose the completeness and generalization of the work, which is the construction work of the writer;

– Specially noticing some factors: society, culture, history, writers, artistic conceptions of people, artistic space, artistic time, artistic words, storytellers, etc. Narrative point of view, plot, structure, narrative tone… This view is the same as the intertextual approach. This approaching is factors that closely related to the birth of the work such as the epochal context, historical circumstances, the origin of the work, special features in the life and personality of the author to explain work. We should consider history, era, circumstances, writers… as important information channels to help us understand and understand the work in-depth, should not be too dependent, leading to imposition and subjective inferences about the work;

– Learners are also readers, learners' views, students' reactions need to be focused, but we do not consider students' preferences to be absolutely immutable;

– Setting the student as the center, the subject of the perceptual process. Teachers do not play the role of bringing the truth to the role, but playing the role of leading the search for truth.

For the approaches available today, we can use them in teaching by topic or by specific works. However, depending on the genre and topic, teachers can choose a reasonable approach.

For example: when talking about the tragedy of children in modern short stories from a sociological point of view, it sees that many literary works are child-centered. Children are placed in many relationships: family, society, self… so that the writer can explore the process of personal personality formation, to re-realize core and fundamental human values. From the relationships of family, school, society, past, present, future…, children's characters are like a unique historical and social reference axis. In particular, most authors pay attention to depicting children's inner life, as a complex psycho-physiological entity, a self-conscious path between many inevitable and inevitable interactions. weaknesses of culture – literature with the times, current affairs. Children's characters are seen as multifaceted personalities, good and bad, both illuminating the adult world and keeping their own independence from age-specific psychophysiological characteristics. In the works, children's characters are always present in all problems of adults and society: in worries about food, in pursuits of happiness, in the need for self-improvement of personality and cultural environment (social community): responsibility of mass organizations, policies, cultural practices… Each child is a destiny, a piece of life that reflects the problems of society. Children who are deprived of their father's love (Chiec luoc nga by Nguyen Quang Sang). When her father appeared, she did not dare to look at her father's face because Mr. Sau was so strange compared to Thu's imagination, she was afraid of getting the wrong father. For her, the affection for her father is sacred and noble, but only for her father, it will definitely be no one else. But pitifully for Thu, the moment of reunion is also a moment of separation. So many emotions rushed back in a short moment, both painful and sad, both loving and feeling guilty for her. The scene of Thu hugging her father tightly, not wanting to let him go, and kissing his long scar – the cause of her father's misunderstanding and her remorse for her father. This situation makes the reader extremely emotional. Or children who have been abandoned since they were born but are still longing for their mothers to come pick them up (Da tro bong by Nguyen Ngoc Tu). Children's right to be human, right to life, right to love have been taken away by their own relatives. The indifference and inhumanity of adults pushed Kho into a tragedy. But more painful is that the child himself did not know he was falling into that tragedy. He still believes in the lie of the person who deliberately pushed him out of his life without a bit of anxiety and torment.

The loss of confidence leading to low self-esteem of children is also reflected by author Ta Duy Anh in his work "Buc tranh cua em gai toi". The older brother was in a bad mood when his sister's painting talent was discovered. Everyone was touched, excited and

amazed at her talent. The older brother felt sadder and felt his inferiority to his sister whom he had long despised. Everyone's concern for his sister is what the older brother finds the most difficult to accept. The guilt and pride in him happened very naturally.

Through the characters' fates, the authors have alarmed a painful reality in society: there are still many abandoned children, loss of confidence, domestic violence, affecting the negative aspects of society, … that needs community attention. The compassion that the authors have mentioned through the images of these children is a spark of conscience that awakens many readers to be less insensitive and to accompany children to understand them better.

Receiving literature from currently available methods will help readers discover the content in the literary text, at the same time it limits the closed approach to only discover the text's interior, separate from literature and social life. Besides, it also explains the causes of the formation of content elements, the formal elements of the text from the socio-cultural basis, which also helps the reading of literature to have a diverse and rich view, at the same time help readers feel that reading literature is not reading something foreign to the surrounding life. Literature also contributes to solving real life problems. In addition, cultural studies also pay attention to issues such as popular literature, feminist issues or the relationship between people and the natural environment… All these expressions make literature become closer to the reality of life, receiving literature helps readers to think, recognize and explain the reality problems.

Applying approach methods when teaching Literature for high school students (The case of the Vietnamese contemporary short story genre) that requires teachers to be flexible in exploiting content, using different teaching methods are appropriate to age characteristics, paying attention to children's feelings about social issues of concern. In the process of teaching, teachers can ask specific questions for students to boldly look at reality. Stimulating aspirations, lighting up children's faith, contributing to

creating a favorable environment for them to acquire morality by keeping their souls always sensitive to life's subtlest disturbances, of fellow fate. Thereby, helping them to appreciate and understand people, to empathize and share, to have a rich personality and spiritual life, to have a humane conception of life and behavior for those around them. Contributing to help children improve themselves, form and develop humane people, know how to receive, feel, enjoy, and appreciate the products of words and beautiful values in life and in any circumstances which also shows very clearly humanity and goodwill.

When instructing students, exploiting the negative sides of social ethics, teachers should pay attention to exploiting those negative sides with the purpose of evoking and awakening people to stay away from evil and evil to nurture, supporting and fostering the inherent goodness in life, not crushing and trampling human personality. Literature needs to fight mercilessly with human vices and vices, but writing about the dark side of society can't just be a place to provoke hatred, not just a place where writers vent their hidden memories. Moreover, literature also knows how to help the public perceive the painful wound and find ways to overcome it with a deep belief in the future.

Conclusion

Researching Vietnamese contemporary short stories from a sociological perspective is a growing research trend. This is not only a trend to the methods, knowledge need, … of many researchers nowadays, but it also is a trend to receive as well as select social issues by public Literature. Researching Vietnamese contemporary short stories from a sociological perspective has determined each person's responsibility for social issues and the intense vitality of Vietnamese people in general and Vietnamese literature in particular. This is also the main thing that the teaching- learning of literature in general need to concern, in the context of the new historical era, the country develops according to the current trend of international integration.

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ON IMPROVING THE TEACHING QUALITY OF SINO-FOREIGN COOPERATION EDUCATION

Abstract. Sino-foreign cooperation education has become an integral part of high education in China and has played an very important role in talents cultivation.But in recent years, some challenges has existed such as students' weak ability of English, unstable foreign teachers, traditional teaching methods, lack of effective monitoring of teaching Quality. We can improve the teaching quality of Sino-foreign cooperation education from four aspects: perfecting the English ability training curriculum system, setting up bilingual cross-displinary teaching team, using the "internet plus" teaching platform and enhancing the teaching quality supervision system. In this case, the teaching quality can be improved to ensure the sustainable development of Sino-foreign cooperative education.

Keywords: Sino-foreign cooperation education; Joint project; Teaching quality.

I. Brief introduction to Sino-foreign cooperation education

In China, one important function for higher colleges and universities is international exchange and cooperation, and Sino-foreign cooperation education has become an essential part of international cooperation. The paper will discuss the specialized higher education joint project in shipbuilding and marine engineering between Zhejiang international maritime college, China (hereinafter referred to as ZIMC) and Admiral Makarov National University of Shipbuilding, Ukraine ((hereinafter referred to as NUOS).

Zhejiang International Maritime College is located in Zhoushan Archipelago New Area, a beautiful island city famous for its "heavenly Buddhists' domain and rich fishing town". The college is a vocational and technical college, government funded, led by maritime related specialties, with Marine Equipment Manufacturing, Port Trade and Logistics and Petrochemicals as its main specialties (specialty groups) and coordinated development of Marine Electronic Information Technology and Modern Marine Services.

The Admiral Makarov National University of Shipbuilding (NUOS) was founded in 1920. It is a leading higher educational establishment of Ukraine which trains professionals for shipbuilding and other related fields.More than 55,000 specialists have graduated from the University and now work for the national and foreign shipbuilding industries.

In order to expand Sino-foreign education joint projects and improve the level of internationalization, starting from 2010, ZIMC and NUS have reached an agreement on the "2+2" undergraduate upgrading and the "3+2" master's degree training model. In 2012, ZIMC applied for the Sino-foreign education joint project "shipbuilding and marine engineering technology", which was officially approved by Education Department of Zhejiang Province on January 25, 2013; In September of the same year,

ZIMC started enrolling students. Up to now, 262 students have been admitted and registered in these two universities simultaneously. So far, ZIMC has sent 10 groups of students, a total of 178, to further study at NUOS in Ukraine. Among them, 132 students received the Bachelor's degree and 52 received the Master's degree.

II. The present situation of Sino-foreign education joint project

2.1 Students' Weak Ability of English

Although the Sino-foreign education joint project of higher colleges has been included in the National Enrollment Plan, most of the freshmen come from the fourth and fifth batches of high school graduates. On the other hand, the tuition fee for Sino-foreign education joint project is quite expensive, which is usually three times the price of other ordinary programs. Facing the challenge to recruit enough students, many colleges chose to reduce the academic requirements of students and consequently got a batch students whose academic competence are quite poor. Most of these students are from wealthy families, with a low learning motivation and unclear learning goals, therefor it is rather difficult for them to accept new knowledge, especially when their English are poor. Due to the weak listening and speaking ability, they might be totally confused at professional vocabularies and terms in courses taught in English.

2.2 The Lack of Faculty Stability

International teachers is an essential prerequisite for Sino-foreign education joint project. According to the "four one-thirds" requirement in the evaluation index system for Sino-foreign cooperative education, the introduced foreign courses and professional core courses should account for more than one-third of the total core courses. The number of professional core courses and teaching hours undertaken by foreign teachers should account for more than one-third of the total courses and teaching hours. Seeing from the current point, some undergraduate colleges do not satisfy this requirement and the situation is even worse in higher colleges.

Foreign teachers' high mobility and insufficient teaching qualifications have become main obstacles in Sino-foreign cooperative education. On the other hand, China parties always rely on on foreign parties more than they rely on us, which makes China parties more passive in cooperative education system and feel hesitated to ask for even reasonable teaching requirements. It is obviously that the instability of the teaching faculty hinder the teaching quality of Sino-foreign cooperation education to some extent.

2.3 The Lack of Attractive Teaching methods

Excellent teaching methods and teaching models can improve the effectiveness of classroom teaching. Most of the professional core courses of Sino-foreign cooperative education are undertaken by foreign parties which impart professional knowledge mainly in English. On the one hand, foreign teachers are not familiar enough with Chinese students' English ability and cognitive ability, therefore unsystematic and incoherent teaching appeared often. On the other hand, foreign teachers emphasize on knowledge teaching and adopt the traditional teacher-centered teaching method, such as the cramming method of teaching, this kind of teaching strategies and methods has obviously fallen behind the fast-growing education industry and hinder the development of high-quality talents in 21 st century as well as the development of Sino-foreign cooperative education. What's more, most of the foreign teachers choose to stay in China just for a short term (ranges from half a month to a month)for saving the teaching cost, which leads to a relatively concentrated and intensive teaching plan in a short period and consequently make students hate studying.

2.4 The Lack of Effective Monitoring of Teaching Quality

Teaching quality evaluation is an effective way to promote the sustainable development of Sino-foreign cooperative education. Course assessment that undertaken by foreign teachers is lack of strict assessment and evaluation requirements because of cultural difference and teaching concept difference. Most of the

time, the foreign party is responsible for classroom teaching and the China party is responsible for the monitoring of teaching content and teaching process. However, there is a lack of an effective monitoring of foreign teachers' teaching assessment and evaluation, so it is difficult to provide specific guidance and suggestions for foreign teachers' teaching.

III. Measures to improve the teaching quality of Sino-foreign Joint Project

3.1 Reform the English courses

One of the main factors affecting the quality of Sino-Ukraine Joint Project is the language level of students. The excellent language curriculum system is the premise of improving the teaching quality of Sino-Ukraine Joint Project. Some higher vocational colleges directly introduce original textbooks and foreign teachers in Sino-foreign joint projects to carry out traditional classroom teaching, with the problems of students' indigestion and low quality of classroom teaching. The reason, is that there is still a big gap between the language depth of the original textbook and the language foundation and cognition of students, it requires the Chinese and foreign teachers to actively discuss the talent training goals and optimize curriculum system. In particular, efforts should be made to set language curriculum, and a progressive English ability training curriculum system from "General English, professional English, bilingual English and English courses" to solve the language problems of students. As for Sino-Ukraine Joint Project "Shipbuilding and marine engineering", we should set up College English, basic English of shipbuilding, professional English of shipbuilding, bilingual courses from Chinese teachers, English courses from foreign teachers, etc., only in this way, we can solve the language problem of students in professional learning, and can achieve the two teaching goals of professional vocabulary and reading ability.

3.2 Establish a teaching team and innovate the teaching mode

The teaching team should consist of professional teachers from both sides, English teachers, teaching management personnel. These personnel should carry out frequent discussion on the talent training plan, curriculum, teaching methods and make out a set of appropriate plan, curriculum standard and teaching methods according to the level and real situation of Chinese students. For example, most courses of the project "shipbuilding and marine engineering" will contain some formula and calculation, which require the Chinese students to have good maths level. We both sides can discuss the maths reform and make a list of the required maths knowledge, which should be mastered by Chinese students during the Chinese maths teachers' class. In this case, the students will feel it easy in the professional classes by foreign teachers. Foreign teachers can make the best use of ZIMC's experimental training room and training practice base to carry out professional teaching, these practice teaching provide the students a real situation, and it not only improves the enthusiasm of students, but also helps to strengthen students' professional ability.

3.3. Build the "Internet plus" teaching platform to strengthen the teaching feedback

Educational informatization is the trend and product under the background of "Internet plus". "Internet plus", as a new development concept and a new development model, has been applied to various fields of society. Organic integration of "Internet plus" with Sino-foreign cooperation projects will become an inevitable trend of teaching innovation, especially under the background of pandemic.In view of the impact of the pandemic, some courses are given by foreign teachers online through "Dingtalk". Some teachers can not speak good English and the internet speed is so slow, and the teaching quality is difficult to ensure. So we should build a teaching platform, in which we should build curriculum teaching resources to upload the course related resources including PPT presentation, picture animation, videos, test and tasks to the platform. Chinese teachers should actively communicate with foreign teachers to help them make better use of the teaching

platform and improve the quality of curriculum teaching. Before class, the students will complete the relevant tasks and homework assigned by foreign teachers according to the online materials. During the class, foreign teachers mainly deal with the unfinished tasks and priorities and difficulties encountered in the learning process, and highlight some important knowledge points. After class, the students continue to consolidate their knowledge through the homework and tests assigned by the teachers on the platform. In this way, the cycle mode before and after class can effectively solve the problem of foreign teachers' short time to school. The online and offline communication and contact between students and foreign teachers are not limited by time and space, which effectively improves the quality of teaching.

3.4 Improve the teaching quality monitoring system

The monitoring of teaching quality is the lifeline to ensure the sustainable development of Sino-foreign joint projects. The two sides should strengthen the teaching reform with the high requirements of Sino-foreign joint projects in the new era, establish a good atmosphere of "leadership emphasizes teaching, policy protects teaching, management and promotes teaching", and further improve the teaching quality supervision system. First we should establish teaching management supervision system, strengthen the standard of curriculum, teaching documents, the standardization and integrity of teaching content, carry out the teaching inspection as a work routine, timely find and solve the problems existing in the process of teaching. Secondly, it is necessary that the teaching evaluation mechanism should be improved. On the one hand, a teaching evaluation group was set up to be responsible for collecting listening records and listening evaluation opinions. On the other hand, a student evaluation system was established to score the teaching situation of foreign education through face to face interview and questionnaire survey. The relevant results will be feedback to the foreign teachers in time. For the foreign teachers who do not get ideal evaluation and students are not satisfactory, it will be a standard for shipbuilding university when selecting the teachers for Chinese students.

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MAIN DIRECTIONS OF EDUCATION FOR SUSTAINABLE DEVELOPMENT

Abstract. The article reveals the factors of transition of the education system in the interests of sustainable development. This process involves the transition from traditional education to an environmentally oriented model, which should be based on broad interdisciplinary knowledge based on an integrated approach to the development of society, the economy and the environment.

Keywords: sustainable development, higher education, economic prosperity, social security, personnel training, environmental education.

The term "education for sustainable development" has been introduced into the vocabulary and is used by didacticians working in the environmental protection, ecologists, education experts, its relevance is undoubted.

Widespread ideas of environmental education in the 20th century and impact of globalization on all areas of social life were prerequisites for development of new type of education.

It is important to mention that historically environmental education and education for sustainable development are in mutual connection; a new direction as education for sustainable development emerged by means of environmental education; it includes the best methodologies and modern forms of education. Obviously, the concept of education for sustainable development is much broader than environmental education; most innovations here depend on methodical preparation of teachers and professional skills of educators. Continuing the tradition of environmental education, education for sustainable development applies all its achievements and at the same time includes new enriched social and economic components.

Main objectives of education for sustainable development could be defined as aspiration for achieving higher degree of economic development and prosperity of population, respectful attitude towards natural environment and protection of natural resources for next generation.

Sustainable development was first introduced in 1987 in the report Our Common Future by the International Commission on Environment and Development, chaired by Norwegian Prime Minister Gro Harlem Brundtland. In her report, Brundtland laid out the guidelines for what environmental global problems humanity was facing. These include the accumulation of large amounts of industrial and household waste in the world, climate change caused by man-made factors, environmental pollution, consumption and production imbalances.

Another innovation was the definition of the term "sustainable development", which was defined as "development that provides a balanced resolution of social and economic tasks and problems of preserving a favourable environment and natural resources potential and meets the needs of the present without compromising the ability of future generations to meet their own needs".

If we return to the history of education for sustainable development, we can trace the dynamics of its development. The origins of this trend can be found in the decisions of the 1972 Stockholm Conference of the United Nations Environment Programme and

the declaration adopted at the Tbilisi Intergovernmental Conference on Environmental Education (UNESCO-UNEP, 1977).

This declaration proclaimed that "Environmental education, properly understood, should constitute a comprehensive lifelong education, one responsive to changes in a rapidly changing world. It should prepare the individual for life through an understanding of the major problems of the contemporary world, and the provision of skills and attributes needed to play a productive role towards improving life and protecting the environment with due regard given to ethical values. It should involve the individual in an active problem-solving process within the context of specific realities, and it should encourage initiative, a sense of responsibility, and commitment to build a better tomorrow. Environmental education must look outward to the community" [2].

One of the milestones in the development of education for sustainable development was the United Nations Conference on Environment and Development, Rio de Janeiro (1992). The conference was attended by the heads of state and government of the world. The conference participants came to a consensus that the economy should serve the needs of people, not people and natural resources should serve the economy.

The conference resulted in the definition of the basic goals of education for sustainable development:

– Environmental – issues of ecosystem disturbance, human interference in the biosphere, respect for biological diversity and the state of the global environment;

– economic – issues of growth of digital economy, its efficiency, economic inequality;

– social – improvements in livelihoods, social justice, ethnic cultural preservation and respect for constitutional provisions.

One of the most important documents of our time, Agenda 21, was adopted unanimously by the heads of all countries in Rio de Janeiro. This document identified key milestones on the road to sustainable development.

Agenda 21 stated that environmental education should be seen as a level of development of moral and spiritual education, necessary for development of the environmental awareness of young people, it is necessary to introduce relevant topics and practices into existing educational curricula and to seek new ways of professional development and training of teachers and educators. The curricula should reflect the formation of a humane attitude towards nature, which should be taught through innovative and interactive methods and forms, it will give an opportunity to really help in environmental and ethical values, behavior, which are necessary to ensure sustainable development.

The UNESCO International Conference on International Conference Environment and Society, held in Thessaloniki, Greece, in December 1997 adopted the Declaration of Thessaloniki. This declaration affirmed the awareness that all living creatures on Earth are interconnected, all depend on each other, the disappearance of any link disrupts the biological balance and at the same time, each has an ecological niche to fill. Along with the traditional focus on the study of nature, it is necessary to develop their emotional sphere there must be a balance in learning the social sciences and humanities.

Students need to be taught how to develop critical thinking, to reflect on what place we occupy in the world, to use different forms that need to be successfully integrated into all activities, to consider how sustainable development can be developed. They need to look at ways of development in reality, they need to create an educational environment where the educator will demonstrate the importance and seriousness of the topic by personal example. Examples could be joint visits to parks and squares, watching educational films and videos, didactic games on the topic of sustainable consumption, mastering the latest knowledge in the field, learning to discuss and understanding the difference between

theories, as well as participating in the implementation of the conceptual framework into practice. Such skills, developed through the learning process, make Education for Sustainable Development part of the process of educating a new, informed population.

In October 1998, the first World Conference on Higher Education – Higher Education Higher Education in the Twenty-first Century was held in Paris. The conference participants addressed governments to address the world's higher education system as a major contributor to the optimization of the entire education system.

The report of the UN Secretary General in May 2001 in Johannesburg to the World Summit on Sustainable Development "Education and Public Awareness for Sustainable Development" is also worth mentioning. The report stated that "education is now seen as a lifelong process, which must not only be corrected, but also changed and transformed", i.e. education should accompany a person throughout their life – *lifelong learning*.

In today's society, fostering a culture of correct perception and adherence to ecological behaviour is too important for the formation of an efficient economy to ignore. It is obvious that a key role in many educational models in developed countries has been given to collaborative student projects to solve synergetic problems. It is not enough to realise that sustainable development and education have to develop together. It is important to teach learners to plan in advance the course of work that will enable them to complete their tasks on time and with quality, to understand that sustainable development in any field cannot take place unless new experiences are generated. Sustainable development must therefore create the right behaviours and interactions, through which the education system will include the best ways to improve teaching in the best possible way.

Four challenges for education for sustainable development have now been identified:

– *Improving access to high-quality basic education*, Cost-benefit analysis of education reform clearly shows that investments that improve the quality of learning are extremely beneficial to society. These trends are inevitably more qualitative than quantitative;

– *Refocusing existing education curricula*, as cognitive skills are determined by many factors, government efforts to achieve greater efficiency are mainly focused on improving the provision of educational services. The paradox is that it is the countries with high levels of education that do the most damage to the environment, consuming huge amounts of resources and energy to maintain a habitual way of life. Modern learning curricula are of great importance for the future of society, as they indicate that relevant educational programmes can expect to have a significant overall impact on learning outcomes. The inclusion of interdisciplinary knowledge in curricula is particularly important. The curriculum needs to encompass as many principles, knowledge, skills, beliefs and values related to sustainability as possible in all three spheres: ecology, society and economy;

– *Raising awareness and developing understanding of sustainability issues among the wider public*. To succeed in this direction, statistics show that increased awareness is more likely to be achieved through the selection of more highly qualified teachers. This points to the need for plans to improve learning and teaching, including systematic outreach to all age groups;

– *Professional training*. A new environment calls for innovation in the training of future professionals. Human resources are a crucial part of any country's intellectual potential. It is important to include representatives of business, industry, and nongovernmental organizations in the educational policy. It is necessary for managerial staff to receive advanced training and to complement their previous education, as managers are the carriers of innovative ideas and technologies on sustainable development issues, and ordinary employees are directly familiar with practical experience in the field of sustainable development.

The primary goal of education for sustainable development is recognised as the development of

the intellectual potential of society, whereby current activities and meeting people's needs do not harm future generations, but strike a balance between the two. Education for sustainable development provides scientific knowledge and technical skills. Countries which apply the principles of sustainable development in their governance will be able to give themselves a competitive edge, including attracting investors.

Building education for sustainable development implies reorienting education towards environmental stewardship, moving away from destructive production technologies, achieving social stability and introducing knowledge, which is based on an integrated approach to economic and environmental development.

Justification of theoretical and practical steps on the way to sustainable development presupposes mastering of corresponding economic knowledge. The content of this knowledge includes:

– studying the contradictions between sustainable development and peculiarities of economic modernisation, and the ability to build models of possible civilisational responses to it;

– economics is an integral part of sustainable development, but environmental education alone is not enough. People need to reconstruct mindsets, change the scale of values, learn to be responsible, design and implement solutions together;

– Developing and implementing sustainable development programmes at global, national and local level is a practical mechanism for solving environmental problems. This is where specialists are needed who can better respond to the needs of national economies.

It is important to recognise that in the twenty-first century, learning must be a lifelong process. While traditional learning learners learn from the past, and learning knowledge lags far behind the modern advances of science and technology, education for sustainable development must be oriented towards the challenges of the future.

There are two words for the term lifelong learning in English: *lifelong* (Education for the whole of life duration) both continuous and periodic and *lifewide* or learning that takes place in the whole range of human life, in all its manifestations; lifewide learning implies a high proportion of informal and non-formal education and learning that takes place in a person's life, which can and does happen in families, leisure time, social life and daily work.

By now, a certain academic community of researchers has developed around the world who understand that providing high quality life-long learning, accessible to all, is the main goal of modern educational policy.

The role of higher education institutions in this area cannot be overlooked. The active work of higher education institutions leads to the initiation of ideas in the field of sustainable development. Higher education institutions have great educational resources and can solve such global problems as the transition of society to sustainable development.

Higher education institutions conduct systematic monitoring of curricula undertaken in traditional education, create an educational environment for relevant innovations. Modern higher education institutions are the basis for training of a new generation of specialists, they act as innovation platforms, where information and experience are exchanged, dialogue and partnerships between stakeholders are established.

University graduates – professionals working in various sectors of the economy, must be able to consider the interests and the need for sustainable development of society, have the skills to forecast (design) such development or at least create models of regional socio-economic and environmental systems and based on them to develop projections of effective socio-economic and environmental development.

The main challenge for scientists and educators working in the field of education for sustainable development, within the development of teaching and learning tools, is that most students and pupils need to master the curricula which support scientific research. In addition, there is the challenge of imparting a broad practical knowledge base for sus-

tainable development, from everyday life to society as a whole.

There is an urgent need to teach people how to better understand our environment, to develop competencies such as environmental awareness, systems thinking and creativity.

Introducing elements of education for sustainable development thus requires a new educational paradigm. Introduction of ideas of education for sustainable development to some extent and in some form in educational programmes at all levels of education will create values and behavioural attitudes, models of behaviour and activities of young generation.

By now, European countries have accumulated interesting experience in restructuring school education towards the values of sustainable development. UNESCO has developed a special practical course for teachers on education for sustainable development (http://www.unesco.org/education/tlsf/TLSF/theme_d/uncofrm_d.htm)

For example, in Finland there is the ENO-Environment Online – A global virtual school and portal for sustainable development (http://eno.joensuu.fi) in which students learn about sustainable development topics once a week throughout the school year.

The UK has a dedicated website for pupils and teachers – www.schoolsfootprint.co.uk – which provides a toolkit and identifies what is known as the Ecological Footprint. The aim of the website is to enable schools to calculate the school's Ecological Footprint, i.e. to measure the impact of each individual school on the planet.

Sweden is the undisputed leader in this field in Europe. The Swedish government has not had to take up the challenge of moving society in this direction. It did not take long for the Swedish government to recognise this, and it has acted decisively to green the country's education system.

In recent years, the Central Asian countries of Kazakhstan, Kyrgyzstan and Uzbekistan have published textbooks and implemented numerous projects to introduce elements of sustainability into the curriculum at the secondary school level.

Today, the quality of the new education – education for sustainable development – depends to a large extent on access to information and communication technologies. Information and communication technology-based methods as well as innovative teaching methods based on an interdisciplinary approach to SD seem promising from the perspective of widespread dissemination and integration of education for sustainable development into curricula.

There is no ideal model of education for sustainable development in any country at the moment. Each country must define its own agendas and priorities, as well as goals and objectives in the implementation of education for sustainable development. In implementation, the greatest educational impact is achieved if the examples used to explain sustainable development issues are related to the learners' own country, region or locality, and then move on to the global level.

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Section 4. Political science

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THE ROLE OF PROPAGANDA AND TRAINING, IN THE STRATEGY TO PREVENTION OF MEDICAL DANGER, LIFETIME OF OFFICERS AND PARTY MEMBER

Abstract. Propaganda and training plays a particularly important role, directly spreading Marxism-Leninism, Ho Chi Minh's thought, and the Party's political line to cadres, party members and the masses. Thereby, ensuring the leadership of the Party in all areas of social life, especially in the fight against moral degradation and lifestyle of current cadres and party members.

Keywords: Propaganda; against moral degradation, lifestyle.

1. Problem:

Propaganda and training is the voice of the Party, honestly reflecting and promoting new, positive factors, bravely fighting against backward and negative moral phenomena, life style; Practically building a healthy public opinion, encouraging the masses to actively participate in the fight against deterioration in morality and lifestyle, especially among cadres and party members. In addition, the work of propaganda and propaganda also actively contributes to improving the spiritual life, building a new moral foundation and a new way of life in society.

In the current period, under the impact of the Fourth Industrial Revolution (Revolution 4.0), the new requirements of the task of building and defending the socialist Vietnamese Fatherland, the opposition of the forces hostile to the Vietnamese revolution, with the strategy of "peaceful evolution", riots and subversion, propaganda and propaganda work were constantly renewed in both content and form to meet requirements. mission. In the fight against degradation in morality and lifestyle, associated with the

implementation of Directive No. 05-CT/TW dated May 15, 2016 of the Politburo on "Promoting learning and following the ideology of the Communist Party of Vietnam". Ho Chi Minh's ideology, morality and style", Central Resolution 4 (Term XII) on strengthening Party building and rectification, preventing and repelling the deterioration of political ideology, morality, lifestyle, and expressions self-evolving, self-transforming internally. The work of propaganda and propaganda has made many positive contributions, fully demonstrating its leading role in detecting, fighting to condemn the phenomena of degradation in morality and lifestyle, doing well the task of social criticism, expressing positive factors, good examples, good examples, good deeds. "Strengthen the propaganda of the Party's lines and guidelines, the State's policies and laws; actively orient the Party's propaganda information and fight and oppose false and hostile views. Strongly and widely deploying information and propaganda on Party building work" [2, P. 214].

However, in practice, there are times when, on the front of the fight and prevention of moral

degradation, the lifestyle still reveals many limitations and inadequacies that are not commensurate with the requirements and tasks set out by the real situation. The practicality, predictability, and detection of complex issues in the evolution of political thought and public opinion have not been really active, and their sensitivity has not been fully promoted. The quality of political education, study, and grasping of the Party's resolutions and directives is sometimes not high enough, and advanced examples and models are not enough to repel negativity. The management of information is still loose, there is a lack of strong enough solutions to fight effectively with false information, counter misrepresentations, etc., promoting the role and responsibility of propaganda and propaganda. The effectiveness of training in the struggle and prevention of deterioration in a part of party cadres and people is not high. "The work of information and propagation of a number of lines and guidelines of the Party, policies and laws of the State is not timely, the form is not diversified. Fighting against false and hostile views is sometimes, in some places, not highly combative, still passive and confused. The forecasting and grasping of the ideological situation of cadres and party members, the people's thoughts and aspirations, and the orientation of public opinion are sometimes not timely. The results of the implementation of a number of Party guidelines on management of press, communication, publishing, internet and social network management have not met the requirements" [2, P. 172].

The decline in political ideology, morality and lifestyle of a part of party cadres has not been reversed, complicated developments, wasteful and negative corruption still take place in many places. focus on the number of party members with positions and rights in the state apparatus. Hostile, reactionary forces and opportunistic elements fully exploit the manifestations of moral degradation and lifestyle of a part of party cadres and members to distort, fabricate and oppose the revolutionary cause. and the national renewal process initiated and led

by our Party. "A part of cadres, party members and civil servants degraded in morality and lifestyle and violated public service ethics. There is no consensus in awareness and action about Vietnam's cultural and human value system and the link between economic development and national defense and security, cultural and social development, and environmental protection [2, P. 78].

2. Research content

In order to properly promote the role of propaganda and propaganda work in the fight against moral degradation and current lifestyles in the Party as well as in society, it is considered that public employees are considered public employees. Propaganda and training activities need to be carried out synchronously and comprehensively with many solutions. In which, focusing on effective implementation of a number of key solutions as follows:

Firstly, officials in charge of propaganda and training need to raise awareness of the task of preventing and combating moral degradation. ethics, lifestyle. This is the solution of primary importance, determining the quality and effectiveness of fighting against degradation in morality, lifestyle and dominating other solutions. Perception is the basis of action, right perception is the condition for right action in practice.

To be effective, propaganda cadres have a close and synchronous coordination of the whole political system, creating consensus among the people to promote the role of propaganda in the struggle and prevention of recession. ethics and lifestyle. Constantly innovating the content and mode of operation, further improving the combatability, uniformity and effectiveness of ideological work. "Improve the efficiency of ideological work, create unity in the Party, consensus in society; attach more importance to the struggle to protect the ideological foundation of the Party, and to oppose wrong and hostile views. Resolutely and persistently struggle to prevent and repel the deterioration of political ideology, morality, lifestyle, internal "self-evolution" and "self-transformation" manifestations [2, P. 229].

Carry out political tasks appropriate to each revolutionary period, propagate and educate to create unity in the Party and consensus in society. Focus on effectively implementing Directive No. 05 of the Politburo, Resolution TW4 (term XII) of the Central Executive Committee, Directive No. 42-CT/TW of the Secretariat. At the same time, thoroughly grasp and effectively implement Conclusion No. 23-KL/TW dated November 22, 2017 of the Secretariat on strengthening direction and management, promoting the role of the publishing press in preventing and promoting reverse the degradation of political ideology, ethics, lifestyle, "self-evolution", "self-transformation" internally; Resolution No. 35-NQ/TW dated October 22, 2018 of the Politburo on "strengthening the protection of the Party's ideological foundation, fighting against wrong and hostile views in the new situation" in order to create changes and new spillovers in society. At the same time, doing well in ideological work must combine "construction" and "anti", taking "construction" as a basic, strategic, long-term task, making progressive and active thought permeate the whole social life, has the effect of correcting deviant expressions, reforming outdated ideas, and repelling wrongdoings. Continue to strongly renovate the contents and methods of ideological work, ensuring the partyness, science, combat, practicality, timeliness and efficiency; improve the quality of propaganda, education and study of Marxism-Leninism and Ho Chi Minh's thought.

Two is, regularly pay attention to training and fostering staff engaged in propaganda and propaganda work. This is a solution that directly determines the effectiveness of the fight and prevention of current moral and lifestyle degradation. "Officers are the root of all work; All success or failure is due to good or bad cadres" [3, p.269]. "Officers are the chain of the apparatus. If the chain is not good, if it is not running, the engine, even if it is good, even if it runs the whole machine, will be paralyzed. Cadres are those who carry out the policies of the Government and of mass organizations among the people. If cadres

are bad, good policies cannot be implemented" [3, p. 54–55]. Comprehensive training, on the ability to identify, courage in the fight against degradation in morality, lifestyle, bravery in professional ethics, courage to face, recognize and expose the manifestations degradation in morality and lifestyle of the contingent of Party cadres with positions and rights in the locality, in agencies and units.

Propaganda officers must be people with political bravery, firm political ideology, and healthy lifestyle. This is an important criterion for propaganda cadres to carry out their mission of bridging the gap between the people and the Party, improving the Party›s character, the combativeness and the persuasion of the propaganda work; do well in setting an example, promptly advise ideological work to create unity within the Party and consensus among the people; the propaganda officer must have passion, dedication to the profession, always improve speaking and writing skills; Propaganda officers are always oriented towards the grassroots, sticking to reality and closely associated with the people; Propaganda officers need to have scientific working methods and styles. These are the necessary qualities of a propaganda and propaganda officer, which are the basis for conducting training with the best quality and effectiveness.

In order to improve, it is necessary to implement many solutions synchronously, such as: For propaganda agencies at all levels from the central to local levels, it is necessary to make long-term and annual plans, urgently perform the task of training and fostering teams. cadres engaged in propaganda work to ensure that full-time cadres engaged in propaganda work must be well-trained and regular, capable of long-term professional development, and at the same time create resources for Party cadres, the State and the whole political system.

Implement the rotation well, creating conditions for the propaganda staff to be trained and mature through practice. Propaganda agencies must also actively create resources and plan staff to avoid generational and structural imbalances. The most important

task of propaganda is to consolidate and protect the ideological foundation of the Party and make that foundation deeply permeate social life. Therefore, propaganda agencies, especially the Central Propaganda Department, need to focus on fostering and training a contingent of professional reporters on Ho Chi Minh's ideology, morality and style. For propaganda officers themselves, it is a very special profession: it is both political, science and art. Therefore, the mind, virtue and reach and talent of the propaganda cadres must be expressed into specific and specific criteria for the cadres to strive accordingly. Therefore, the propaganda and propaganda cadres themselves must constantly strive to self-study and strive for progress.

Third, diversify contents and modes of operation of propaganda and training in the fight against degradation in morality and lifestyle. This is an indispensable solution, making an important contribution to improving the quality of the fight against moral and lifestyle degradation. Especially in the current revolutionary period, in the face of rapid developments in the world and in the country, the content, form and mode of operation of propaganda and training in the fight against anti-corruption must be renewed morality, style, guidelines and policies of the Party, and laws of the State continuously, timely and directly. direct, direct, highly persuasive and engaging. Proactively and promptly provide essential information and receive feedback from the people in the fight against moral degradation, lifestyle, information on corruption, waste, bureaucracy and evils. society; praising positive factors, advanced examples, good examples, good deeds.

Applying diverse and creative forms of propaganda to orient and attract a large number of people from all walks of life to participate in the struggle against deterioration in ideology, morality and lifestyle, to form a new movement to fight against effective. Actively fight against, counter wrongly by hostile forces, political opportunities. Participating in the fight against corruption, waste and negativity, orienting political and ideological content on important, complex and sensitive issues of special interest to the public. Pro-

actively provide timely information to dominate and control information, take positive and official information to overwhelm false, malicious and reactionary information. To encourage exploitation and development on the advantages and benefits of the internet (social networks) and other forms of communication in the fight against moral and lifestyle degradation. "Strengthening and improving the efficiency of application of new communication technologies and social networks in external information and public opinion struggle" [3, P. 155].

Fourth, strictly observe the regulations on discipline and discipline in the work of propaganda and training, management and rational use of the contingent of cadres engaged in propaganda and propaganda work. This is the solution to maximize the strength in the fight against moral and lifestyle degradation. Paying attention to and creating conditions to promote the potential of experienced staff, combining the dynamism and creativity of the young team, ensuring timely, direct and direct combat in the fight against the enemy. against degradation in morality and lifestyle. To promote and set an example of good people, good deeds, new factors, and advanced examples in the fight against degradation in morality and lifestyle. If you perform well the basic tasks as mentioned above, firmly believe that the propaganda and propaganda work in each locality and unit is really a sharp ideological weapon of the Party and State committees, a The link between the Party, State and the people is an important means of propagating socio-economic development, building the Party and the political system, and is a forum for the People to participate in social management, monitor rights and interests. force, is an important basis contributing to building our Party to be truly ethical and civilized, a genuine revolutionary political party that continues to lead the cause of building and defending the socialist Vietnamese fatherland.

3. Conclusion

It can be seen that propaganda work as a particularly important component in the entire leadership

activities of the Party, is an important field for building and fostering the foundation of private thought. political ideology of the Party and the regime; is the key means in the propagation of Marxism-Leninism and Ho Chi Minh's thought, as well as in the struggle against moral degradation and lifestyle of current cadres and party members. At the same time, it is the basis for affirming and improving the Party's pioneering role in politics, theory, culture and morality, paving the way for the cause of firmly building and defending the socialist Vietnamese Fatherland. meaning in the new situation.

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Section 5. Psychology

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DEVELOPING A PREDICTIVE MODEL FOR EMOTIONAL AND BEHAVIORAL DISORDER AMONG CHILDREN

Abstract. Emotional and behavioral disorder (EBD) has been an ongoing issue in the United States. According to CDC, about 17% children and teenagers are reported to have symptoms of EBD. Thus, it is imperative for groups like parents, guardians, doctors, and teachers to develop a more in-depth understanding of the causes that lead to EBD. The data in this study are the responses of 67,625 individuals to the survey National Survey of Children's Health (NSCH). Mean value imputation, and min-max scaling are some of the pre-processing techniques that we used to prepare the data set for later model-building. Then we selected some independent variables including demographic information, and special therapy status, and used them to develop two predictive models, a logistic regression model and an artificial neural network, in order to predict the probability of developing EBD. Furthermore, we used AUC and ROC to evaluate the accuracy of the two models. Both predictive models have good performance. The AUC of the two predictive models are 0.93 and 0.94, respectively, and the ROC curve of the models are also good and similar. The results indicate that older children are more likely to have EBD, while the children who are receiving or have received special therapy for mental problems are less likely to develop EBD. This report concludes that offering quality health care to the children in need is an effective way to decrease their probability of developing EBD.

Keywords: emotional and behavioral disorder, logistic regression model, artificial neural network.

1. Introduction

Emotional and behavioral disorder is a broad term including various types of disorders. The most common ones are ADHD, anxiety, antisocial behaviors. People with emotional and behavioral disorder (EBD) have symptoms that varies from one another, and children's symptoms can be observed in academic performance as well as social ability. Emotional and behavioral disorder among children under the age of 18 is not a rare problem. According to CDC, among children aged 3–17, 7.4% have behavioral disorder, 7.1% have anxiety, and 3.2% have depression (CDC, 2021). Children with emotional and behavioral disorder often find themselves hard to have a good relationship with others or difficult to perform well in schools. They typically have either internalizing behaviors or externalizing behaviors. For children with internalizing behaviors, they tend to direct the negative mood, including anxiety and depression, toward themselves. Externalizing behaviors, on the other hand, are actions

that direct negative energy toward surroundings. Children with externalizing behaviors often act violently, such as breaking the rules and doing activities with physical violence. Both behaviors are problematic, either to themselves or to the society. For example, in schools, children with emotional and behavioral disorder will significantly affect other students both academically and socially.

Much research has been done in the field of emotional and behavioral disorder to find out its possible causes. A group of researchers from Naikai University (Wang et. al., 2021) used adolescent mice to establish the relationship between EBD and the exposure to melamine cyanuric acid, and they concluded that the exposure would cause mice to have depressive-like and anxiety-like behaviors, which are typical symptoms of EBD. Another research by Dolores Garcia-Arocena listed some potential indicators to emotional and behavioral disorder such as Serotonin and Dopamine. Moreover, the research provided several therapies and how each one of it could treat the problem. Although the research by researchers from Naikai University and Dolores Garcia-Arocena contributes to our understanding between EBD and certain chemical compounds, it does not help us diagnose EBD among children in an early stage effectively.

A precondition of the medical treatment is to recognize the existence of emotional and behavioral disorder on children with possible symptoms. In many cases, when children behave inappropriately, parents will not immediately consider the possibility of EBD. To help parents better evaluate the possibility of EBD, in this study, we are going to examine the predictors of emotional and behavioral disorder medication and build a predictive model for it using the logistic regression model and the artificial neural network.

2. Method

2.1 Data

This report uses data from the National Survey of Children's Health (NSCH) in 2019, which is a population-based survey established by the Health Resources and Services Administration (HRSA) Maternal and Child Health Bureau (MCHB) to monitor the prevalence of the children health condition in the United States and to evaluate their access to quality health care (NSCH – Questionnaires 2019). The whole survey mainly encapsulates family composition, children sex, special therapies, current medication, and a list of other health and family related questions. The data is collected from random households in the US by telephone surveys. The 2019 NSCH dataset is used in this report. Before the data-cleaning process, the NHIS dataset has 67,625 valid observations.

The table below shows all the variables that have been chosen in this report to examine the relationship between independent variables and the dependent variable:

Table 1. – Variables used for analysis

Item Code	Question	Function
1	*2*	*3*
TOTKIDS_R	Number of Children in Household	Independent Variable
TENURE	The Conditions under Which Land or Buildings Are Held or Occupied	Independent Variable
MPC_YN	Metropolitan Principal City Status	Independent Variable
C_AGE_YEARS	Child Age	Independent Variable
C_RACE_R	Race of Child	Independent Variable
C_SEX	Child Sex	Independent Variable
C_K2Q10	Child Needs or Uses Medication Currently	Independent Variable

1	2	3
C_K2Q16	Child Limited Ability	Independent Variable
C_K2Q19	Child Special Therapy	Independent Variable
C_CSHCN	Special Health Care Needs Status of Child	Independent Variable
C_FWS	Child Weight	Independent Variable
C_K2Q22	Child Needs Treatment for Emotion Develop Behave	Dependent Variable

This report uses the variable "C_K2Q22" as the dependent variable. Responses to the question "C_K2Q22" is dichotomous, meaning that the respondents either answer "yes", indicating that the child needs treatment for EBD, or "no", indicating that the child does not need such treatment.

2.2 Statistical Models

2.2.1 Pre-processing

Some pre-processing techniques are used in this step to improve the accuracy of this data set. Since there is inevitably missing data, imputation is required to better analyze and extrapolate the missing data. Due to the defect of most machine learning algorithms that missing values could not be processed, we use the mean value imputation to fill in the missing values using the mean value of the column. As required by some machine learning algorithms, such as the one we in the report called artificial neural networks, we use feature scaling to convert different data into comparable scales to improve the accuracy.

In this report, we will use the min-max scalar for this purpose. For each feature, the maximum and minimum are computed as X_{max} and X_{min}. Then each data point X with respect to that feature is replaced by X_{sc} calculated as:

$$X_{sc} = \frac{X - X_{min}}{X_{max} - X_{min}}$$

Using this formula, X_{sc} is the ultimate value that is going to be analyzed in this report.

2.2.2 Logistic Regression Model

A logistic regression model refers to a model that is used to predict the probability of an incidence to happen. The probability varies from 0 to 1, with zero indicating not likely to happen and one indicating very likely to happen. Instead of a linear relationship, the logistic regression model fits an "S" shape which can be expressed using the formula below:

$$In\left(\frac{y}{y-1}\right) = a_0 + a_1x_1 + a_2x_2 + \cdots + a_nx_n$$

In the above equation, is the intercept, x_n represents the independent variables, and to, are their corresponding coefficients (weights). In this report, our goal is to find the coefficients (…) minimizing the sum of squared errors (SSE) so that our predicted values will deviate the least from the real values.

2.2.3 Artificial Neural Networks

An artificial neural network is a system that shows the interrelation of each variable (input) to the result (output) through layers and nodes. The system is inspired by the biological neural networks that the inputs will travel through the hidden layers when signaled and eventually send the information to the output layer. Unlike in biological systems, here the "signal" is a real number, and the output of the neurons could be computed while the sum of some non-linear functions has applied on the inputs.

In a typical artificial neural network, there are a input layer, several hidden layers, and a output layer. The input payer receives the data; the hidden layer process the data; the output layer transformed it into some predicted labels. In this report, the artificial neural network model consists one hidden layer with three nodes.

In each layer, there are also edges connecting the nodes from the previous layer to the nodes in the current layer, and those edges are often used as weights during the calculation process. Like in logistic regression models, the goal for training artificial neural networks is to find a set of edges (weights) that minimize our cost function and to achieve the best prediction performance.

A package called "neuralnet" in R was used to conduct neural network analysis (Fritsch et. al, 2019). The package neuralnet focuses on multi-layer perceptron, which is well applicable when modeling functional relationships.

2.3 Model Validation

The true positive rate (TPR) and false positive rate (FPR) need us to get four values before calculation. True positive (TP) is when the prediction outcome and actual value are both positive. True negative (TN) has both values negative. False positive (FP) is when the prediction outcome is positive but the actual value is negative, and false negative (FN) is when the prediction is negative but the actual value is positive. In this way, the true positive rate (TPR) can be calculated as follows:

$$TPR = \frac{TP}{TP + FN}$$

And the false positive rate (FPR) can be calculated as:

$$FPR = \frac{FP}{TN + FP}$$

A receiver operating characteristic curve, or ROC curve, is a graphical plot that illustrates the diagnostic ability of a binary classifier system as its discrimination threshold is varied (Google, 2020). In ROC curve, the best prediction method would have a point showed in the upper left corner. The diagonal line from the top right corner to the left bottom corner represents a random guess. So, any random guess would have a point on the diagonal line. If a point is above the line, it means that the method is better than to randomly classify. Conversely, a point below the line represent that the method is worse than random classification results. Overall, ROC curve analysis tests the models and allow us to select the optimal one. However, it is possible that we could not identify the optimal one only by looking at ROC curves. So, we use Area Under Curve (AUC) to help us select the better model.

3. Results

3.1. Chorogram

A chorogram can show the correlation of two variables by presenting cells. The cells can be filled in with different colors and shade to represent the signs and magnitudes of their correlations. In this report, blue represents positive correlation, and red represents negative correlation. And darker color represents closer correlation.
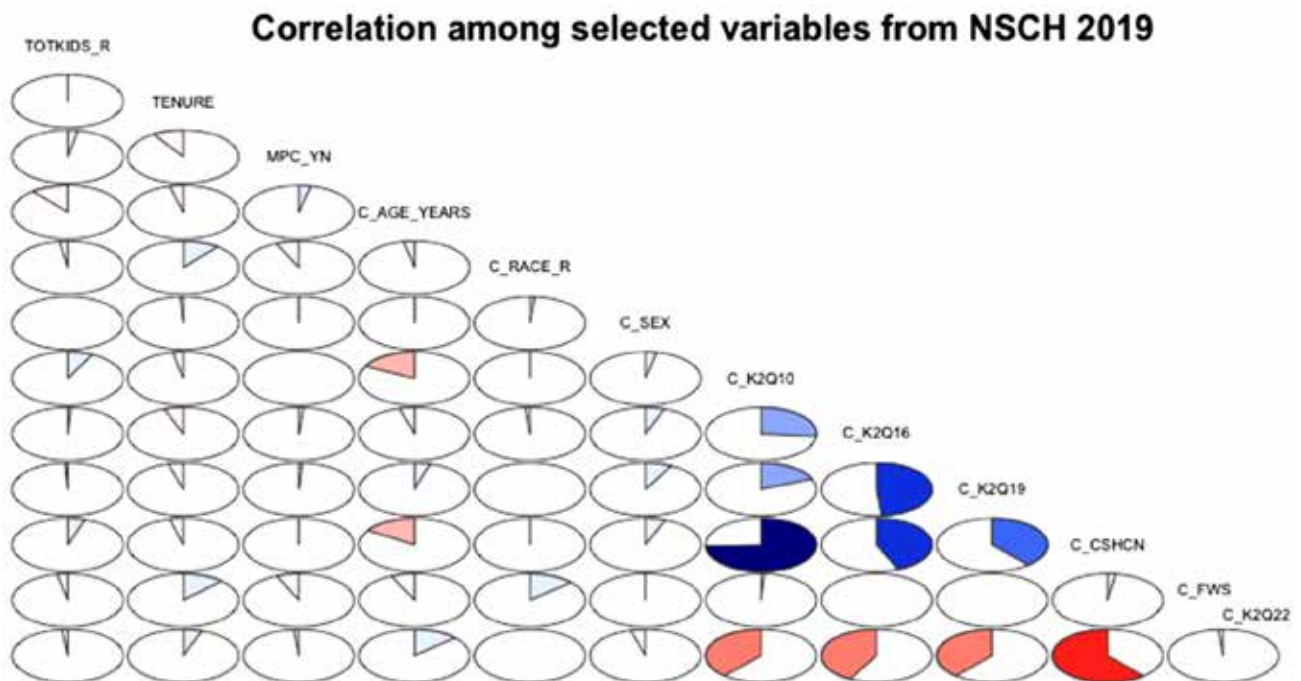
Figure 1. Correlation among variables

According to the chorogram above, children's need for EBD-related treatment has the strongest positive correlation with their age and has the strongest negative relationship with "C_CSHCN", "C_K2Q10", "C_K2Q16", "C_K2Q19", which is a series of variables indicating their need for special care.

3.2. Logistic Regression Results

The results of logistic regression analysis of children ever need medical treatment for emotional and behavioral disorder are listed in (Figure 2).

```
Coefficients:
              Estimate Std. Error z value Pr(>|z|)
(Intercept) -0.226776   0.106376  -2.132  0.03302 *
TOTKIDS_R    0.239056   0.076000   3.145  0.00166 **
TENURE       0.577085   0.086196   6.695 2.16e-11 ***
MPC_YN      -0.091501   0.062322  -1.468  0.14205
C_AGE_YEARS  1.606550   0.100896  15.923  < 2e-16 ***
C_RACE_R    -0.040904   0.085995  -0.476  0.63432
C_SEX        0.008856   0.049104   0.180  0.85688
C_K2Q10      0.693631   0.061743  11.234  < 2e-16 ***
C_K2Q16     -0.582991   0.066924  -8.711  < 2e-16 ***
C_K2Q19     -1.103371   0.065954 -16.729  < 2e-16 ***
C_CSHCN     -4.576340   0.084993 -53.844  < 2e-16 ***
C_FWS        0.260209   0.675181   0.385  0.69995
---
Signif. codes:  0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1
```

Figure 2. Logistic regression results

From the logistic results, it is not hard to find that, taking a 99.9% confidence level, family's occupation condition (i.e. whether the house is rented or owned), child's age, and the need for special care are all significant predictors of the dependent variable. More specifically, older children are more likely to develop EBD, while those who have received or are currently receiving special care are less likely to develop EBD.

3.3. Artificial Neural Network Results

Figure 3 presents the structure of artificial neural network. The number around the arrow represents the corresponding weight.

To figure out the relative importance of independent variables, Garson describes a method that can be used to identify the relative importance of a group of independent variables for a dependent variable in an artificial neural network (Garson, 1991). Whether the independent variable is important to the dependent variable or not, can be figure out by identifying the weighted connections of the nods. This process will be repeated for all independent variables until we get all weights of Figure 4 shows the importance of each question using Garson's algorithm.
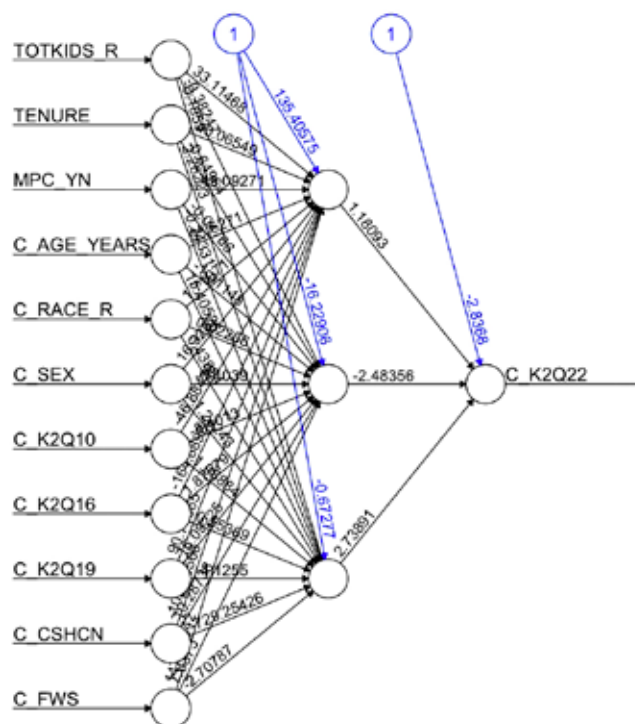
Figure 3. Structure of the artificial neural network
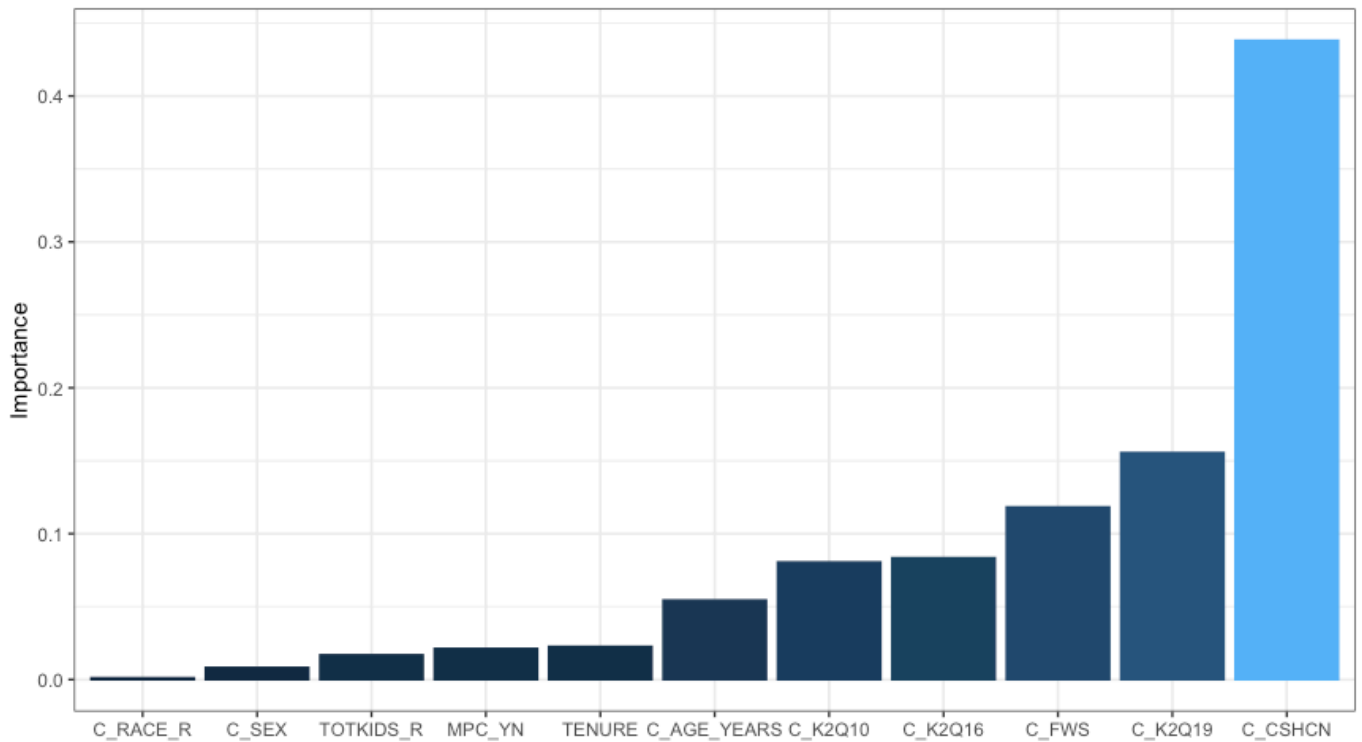
Figure 4. The importance of each question in the artificial neural network

The most important predictor is the respondent's special care need status, followed by the need for special therapy, weight, and whether the respondent is of limited ability.

3.4. Model Validation

Figure 5 displays the ROC curve for the logistic regression model and the artificial neutral network model, and (Table 2) shows the respective AUC scores of both models. Combining both (Figure 5) and (Table 2), it can be concluded that the performance of both models are rather similar, while the artificial neural network being slightly better than the logistic regression.

Table 2. – The AUC score for logistic regression and artificial neural network

Algorithm	AUC Score
Logistic Regression	0.93
Artificial Neural Network	0.94

4. Discussion

The purpose of this study is to build predictive models and select the one that has good performance, and figure out the correlations of the factors and children's chance for developing emotional and behavioral disorders. We built two models, the logistic regression and the artificial neutral network. And the two models both achieved a similar performance. Also, using Garson's algorithm, we are able to ascertain that the child's need for special care, special therapy, and weight are most related to emotional and behavioral disorders. Figure 2 also shows that these questions are important predictors of the dependent variable. Combining the results with Figure 1, we can see that in order to assess the child's chance of developing EBD, it will be most effective to look at factors such as the child's age and whether the child is currently receiving special care or special therapy.

According to the results of this study, parents, educators, and healthcare professionals can take appropriate measures to decrease their children's chance of developing EBD. For example, parents could strive to provide quality health care to children to ensure their mental health problems will not deteriorate into EBD. However, since most indepen-

dent variables we selected for this report are innately determined, there's not much we can change. Thus, treatments are more important for teenager mental problems.
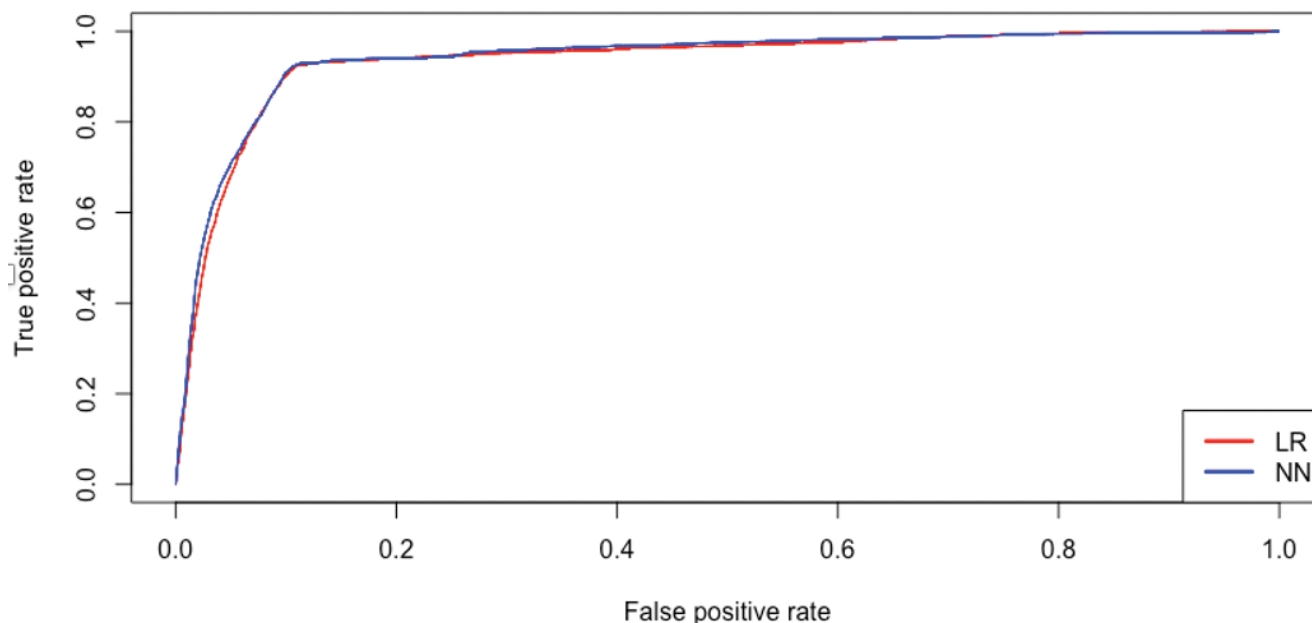
Figure 5. The ROC curve for the two models

One limitation of the study is the mean value imputation which we use the mean value to replace the missing value. This is a timesaving but flawed approach. We might have some new bias depending on the number of data that are imputed. For future studies, we can use more advanced techniques such as k-nearest neighbors (kNN) imputation, which replaces missing values with the mean of k (a parameter selected by the user) nearest neighbors of that sample. This technique requires more work but can generally achieve better performance and may help create a more accurate model.

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Section 6. Sociology

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ARE DEMOGRAPHIC CHARACTERISTICS AND SOCIAL NETWORK ASSOCIATED WITH ILLICIT DRUG USE? — A MULTINOMIAL LOGISTIC REGRESSION ANALYSIS

Abstract. Illicit drug use among adolescents, including the abuse of illegal drugs and/or the misuse of prescription medications or household substances, has become a public health concern. It is found that, by the 12th grade, about half of adolescents have misused an illicit drug at least once. The most commonly used drug is marijuana. In this study, we categorized adolescent students' drug use status into 3 levels: no drug use, use of marijuana only, and use of other illicit drugs. We aimed to explore if adolescents' demographic characteristics and social network are associated with drug use, using data of a nationally representative sample from the Youth Risk Behavior Surveillance System (YRBSS). We found that older age, higher grade, female gender, and having negative social network are associated with higher risk of marijuana or other drugs. There are also racial/ethnic differences.

Keywords: Illegal drug use, adolescent, logistic regression, model, social network.

1. Introduction

Illicit drug use among adolescents, including the abuse of illegal drugs and/or the misuse of prescription medications or household substances, has become a public health concern. It is found that, by the 12th grade, about half of adolescents have misused an illicit drug at least once [1]. The most commonly used drug is marijuana. Although some states have legalized marijuana use over the past decade, marijuana use remains illegal under federal laws [2]. Other harmful substances include cocaine, glues, aerosols etc.

Early use of drugs has been linked to a several times greater risk of developing substance dependence, as the majority of Americans aged 18–30 admitted for substance abuse treatment initiated alcohol or drug use before the age of 18.

Research has associated socio-demographic characteristics with drug use, including male gender, lower education, parents' marital status such as divorced/separated [3; 4]. Meanwhile, social networks such as peer influence are important for young adults [3]. For example, Gomez et al. found that negative social network including having friends who did not use alcohol, having friends who use opiates regularly increased substance use among homeless young people.

In this study, we categorized adolescent students' drug use status into 3 levels: no drug use, use of marijuana only, and use of other illicit drugs. We aimed to explore if adolescents' demographic characteristics and social network are associated with drug use, using data of a nationally representative sample from the Youth Risk Behavior Surveillance System (YRBSS).

2. Research Methods

2.1 Data source

The YRBSS was developed in 1990 by the Centers for Disease Control and Prevention (CDC),

aiming to monitor health-related behaviors that contribute to deaths and disabilities among youth and adults. It includes national, state, territorial, tribal government, and local school-based surveys of representative samples of students in 9th through 12th grade. These surveys are conducted every two years.

YRBSS monitors six categories of health-related behaviors:

• Behaviors that contribute to unintentional injuries and violence;

• Sexual behaviors related to unintended pregnancy and sexually transmitted diseases, including HIV infection;

• Alcohol and other drug use;

• Tobacco use;

• Unhealthy dietary behaviors;

• Inadequate physical activity.

For this study, we used the most recent data from year 2017. A total of 14,765 students in 9th through 12th grades were included in this year's data.

2.2. Variables of interest

2.2.1 Variables on drug use status:

In YRBSS, students were asked the following questions:

Q46. During your life, how many times have you used marijuana?

Q49. During your life, how many times have you used any form of cocaine, including powder, crack, or freebase?

Q50. During your life, how many times have you sniffed glue, breathed the contents of aerosol spray cans, or inhaled any paints or sprays to get high?

Q51. During your life, how many times have you used heroin (also called smack, junk, or China White)?

Q52. During your life, how many times have you used methamphetamines (also called speed, crystal, crank, or ice)?

Q53. During your life, how many times have you used ecstasy (also called MDMA)?

Q54. During your life, how many times have you used synthetic marijuana (also called K2, Spice,

fake weed, King Kong, Yucatan Fire, Skunk, or Moon Rocks)?

Q55. During your life, how many times have you taken steroid pills or shots without a doctor's prescription?

Q56. During your life, how many times have you taken a prescription drug (such as OxyContin, Percocet, Vicodin, codeine, Adderall, Ritalin, or Xanax) without a doctor's prescription?

Q57. During your life, how many times have you used a needle to inject any illegal drug into your body?

Based on these questions, we created a "drug use status" variable with 3 levels:

• no drug use;

• marijuana use only;

• other drug use (may or may not have marijuana use).

2.2.2 Variables on social network:

In the YBRS survey, there was no question that directly measures social network such as peer relationship of the participant. Therefore, we used the following question as a proxy of social network:

Q9. During the past 30 days, how many times did you ride in a car or other vehicle driven by someone who had been drinking alcohol?

A. 0 times B. 1 time C. 2 or 3 times D. 4 or 5 times E. 6 or more times

A "negative social network" variable is created: 0=if answer is "0 times"; 1=If the answer is 1 time or more

2.2.3 Demographic variables

• Age, Gender, Grade: 9–12, and Race/ethnicity

2.3 Statistical Analysis

This includes 3 parts of analysis.

Descriptive analysis: We first described the study sample's profile of demographics, social network, and drug use status, using mean values for continuous variables (e.g., age) and percentages for categorical variables (e.g., gender).

Bivariate analysis: We then examined the percentage of drug use by studnets' demographics and social network status.

Multivariate analysis: *Multinomial Logistic Regression Model*

Multinomial Logistic Regression is an extension of binomial logistic regression when the dependent variable has more than two levels.

In the model, not using condom is the outcome "y". The explanatory variable "x" included age, gender, race/ethnicity, and grade level, and social network.

Log odds of event= β_0+social network* β_1 + age* β_2+gender* β_3+race/ethnicity* β_4+grade* β_5.

The main output from Logistic Regression is regression coefficient b and odds ratio.

In this study, two levels of outcomes (marijuana use, and other drug use) are to be compared with "no drug use". β is regression coefficient for a specific X. The relationship between OR and β is OR= e^{β}

- If β >0, OR= e^{β} will be larger than 1, meaning that the predictor is related to a higher probability/odds of the event.

- If β <0, OR= e^{β} will be smaller than 1, meaning that the predictor is related to a lower odds of the event.

3. Results

3.1 Descriptive analysis results

After limiting to variables with non-missing values, the study sample included 12,706 high school students.

The average age was around 16 years. Only 23 and 13 students aged 12 and 13, so we combined them with students aged 14 years. Below are age group composition:
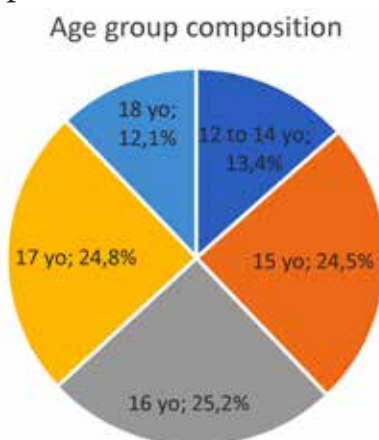
Figure 1.

51% were females and 49% were males. Students were proportionately from each grade of 9, 10, 11, and 12, with around 25% from each grade.
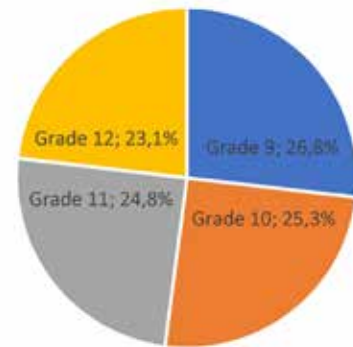
Figure 2.

In terms of race/ethnicity, the study sample included 48% Whites, 18% African Americans, and others.

Table 1.

Asian	Black
0.04761530	0.18322053
Hispanic/Latino Multiple – Hispanic/Latino	
0.10569810	0.14103573
Others	White
0.07484653	0.44758382

Overall 15% reported having negative social network.
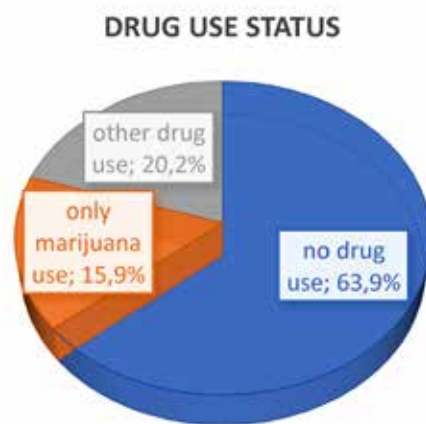
Figure 3.

3.2 Bivariate analysis
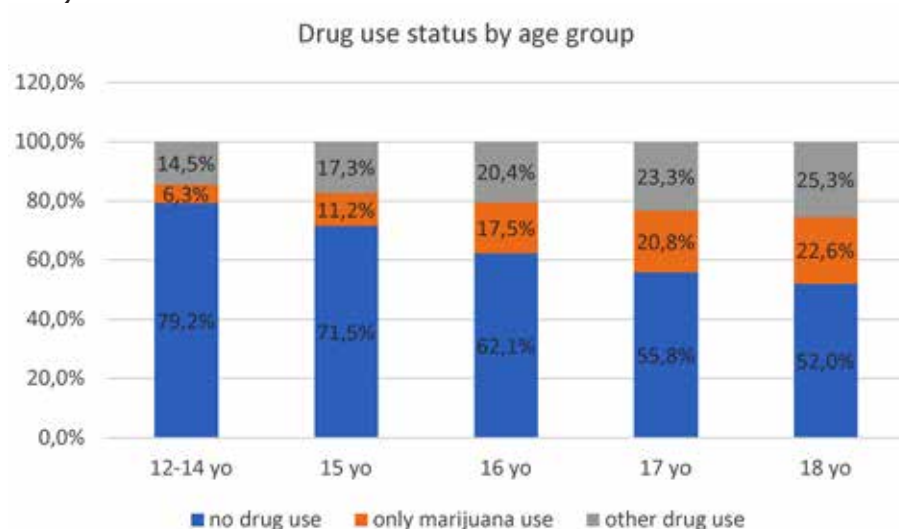
Figure 2.
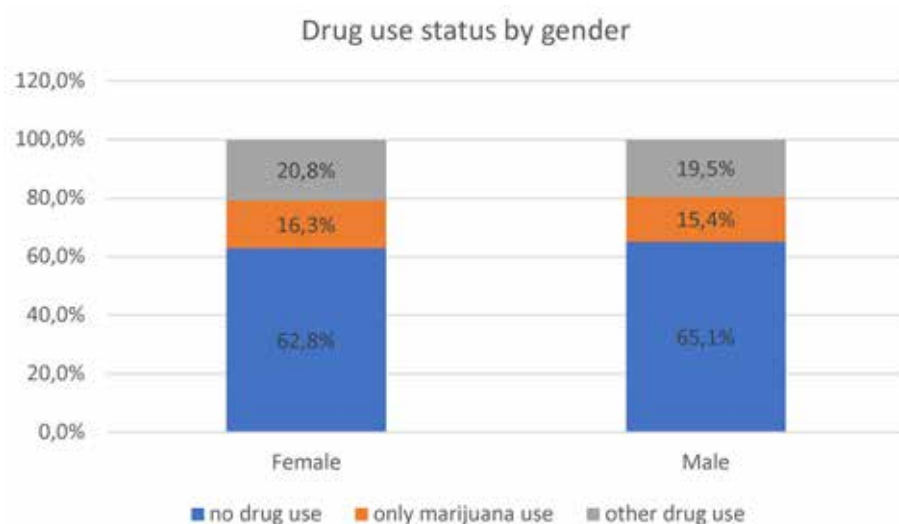
Figure 5.

Table 2.

data_2017_final$drug_use_status				
data_2017_final$grade	no drug use	only marijuana use	other drug use	Row Total
1	2	3	4	5
9	2589	279	538	3406
	0.760	0.082	0.158	0.268
10	2129	476	606	3211
	0.663	0.148	0.189	0.253
11	1844	620	684	3148
	0.586	0.197	0.217	0.248
12	1559	646	736	2941

1	2	3	4	5
	0.530	0.220	0.250	0.231
Column Total	8121	2021	2564	12706
	0.639	0.159	0.202	

Table 3.

data_2017_ final$race_ethnicity	data_2017_final$drug_use_status			
	no drug use	only marijuana use	other drug use	Row Total
Asian	506	34	65	605
	0.836	0.056	0.107	0.048
Black	1398	522	408	2328
	0.601	0.224	0.175	0.183
Hispanic/Latino	835	228	280	1343
	0.622	0.170	0.208	0.106
Multiple– Hispanic/ Latino	1050	302	440	1792
	0.586	0.169	0.246	0.141
Others	566	161	224	951
	0.595	0.169	0.236	0.075
White	3766	774	1147	5687
	0.662	0.136	0.202	0.448
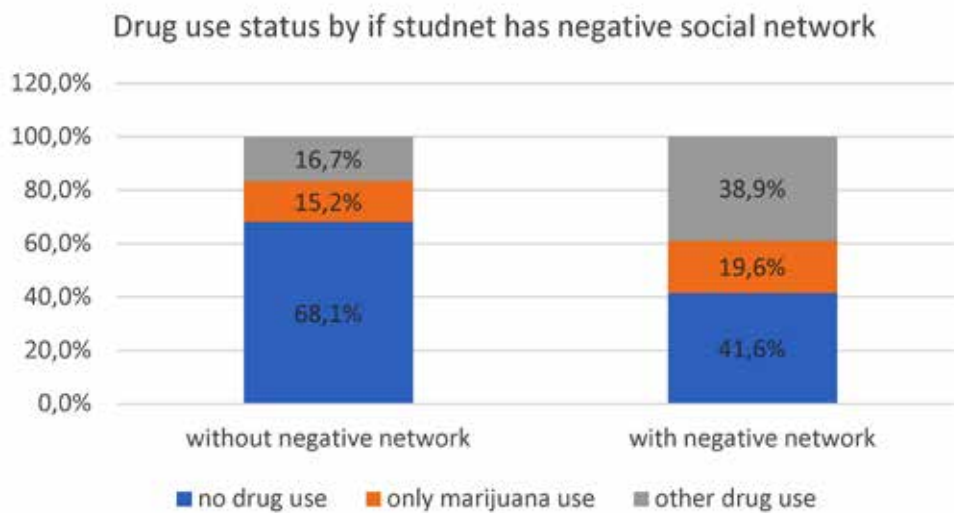
Figure 6. Drug use status by if student has negative social network

3.3 Multinomial Logistic Regression model results

Two tables are created, with regression coefficients and Odds ratios for "marijuana use" and "other drug use", respectively. Factors that are associated with higher risk of the outcome is highlighted in orange, while those associated with lower risk are highlighted in green.

- Older age is associated with higher risk of marijuana or other drugs.
- For example, compared with the youngest age group, those aged 15 years are 1.65 times more

likely to use marijuana, and 1.22 times more likely to use other drugs;

- Males are slightly less likely to use marijuana or other drugs;

- Compared with White Americans, Asians are less likely to use illicit drugs, while other racial/ethnic groups are more likely to use drugs;

- Similar with age, higher grade is associated with higher risk of drug use;

- Those who have negative social network are 2.1 and 3.8 times more likely to use marijuana or other drugs, respectively.

Table 4.

Odds Ratios for "only marijuana use"						
	beta	standard error of beta	p-value	Odds Ratio	lower CI	Upper CI
Age						
Refrence: 12–14yo						
15 yo	0.50	0.13	< 0.001	1.65	1.28	2.12
16 yo	0.85	0.15	< 0.0001	2.35	1.74	3.17
17 yo	0.98	0.17	< 0.0001	2.67	1.91	3.73
18 yo	1.08	0.19	< 0.0001	2.96	2.04	4.28
Gender						
male vs female	– 0.12	0.05	0.02	0.89	0.80	0.98
Race/ethnicity						
reference: white						
Asian	– 1.11	0.18	< 0.0001	0.33	0.23	0.47
Black	0.59	0.07	< 0.0001	1.80	1.58	2.05
Hispanic/Latino	0.25	0.09	< 0.001	1.28	1.08	1.52
Multiple– Hispanic/Latino	0.30	0.08	< 0.001	1.35	1.16	1.57
Others	0.41	0.10	< 0.0001	1.51	1.24	1.84
Grade						
reference: 9						
10	0.34	0.11	< 0.001	1.41	1.15	1.73
11	0.56	0.13	< 0.0001	1.75	1.35	2.26
12	0.63	0.15	< 0.0001	1.88	1.40	2.53
negative_network						
yes vs. no	0.74	0.07	< 0.0001	2.10	1.83	2.40

Table 5.

Odds Ratios for "other drug use"						
	beta	standard error of beta	p-value	Odds Ratio	lower CI	Upper CI
1	*2*	*3*	*4*	*5*	*6*	*7*
Age						
Refrence: 12–14yo						
15 yo	0.20	0.10	0.04	1.22	1.01	1.48
16 yo	0.42	0.12	< 0.0001	1.52	1.19	1.94
17 yo	0.50	0.14	< 0.0001	1.65	1.25	2.19

1	*2*	*3*	*4*	*5*	*6*	*7*
18 yo	0.55	0.16	< 0.0001	1.73	1.25	2.38
Gender						
male vs female	– 0.11	0.05	0.02	0.90	0.82	0.98
Race/ethnicity						
reference: white						
Asian	– 0.80	0.14	< 0.0001	0.45	0.34	0.59
Black	– 0.06	0.07	0.35	0.94	0.82	1.07
Hispanic/Latino	0.03	0.08	0.67	1.03	0.89	1.21
Multiple– Hispanic/Latino	0.27	0.07	< 0.001	1.31	1.14	1.49
Others	0.35	0.09	< 0.0001	1.42	1.19	1.69
Grade						
reference: 9						
10	0.14	0.09	0.12	1.15	0.97	1.37
11	0.30	0.12	< 0.0001	1.35	1.07	1.70
12	0.45	0.14	< 0.0001	1.57	1.20	2.07
negative_network						
yes vs. no	1.34	0.06	< 0.0001	3.83	3.42	4.29
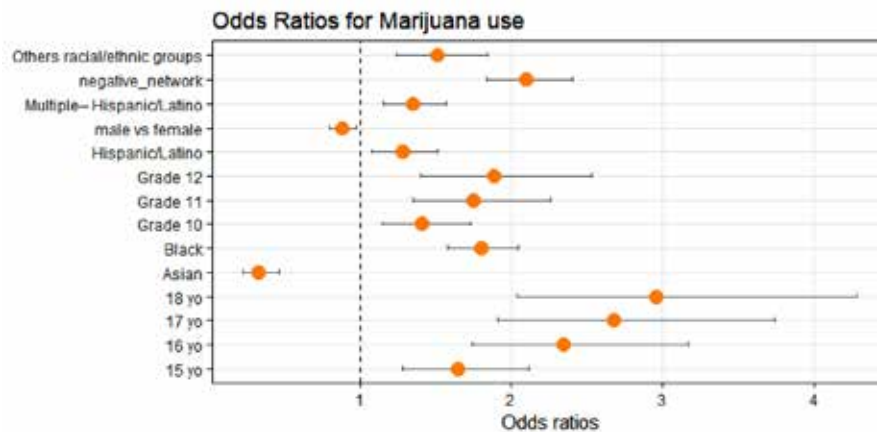
Figure 7.
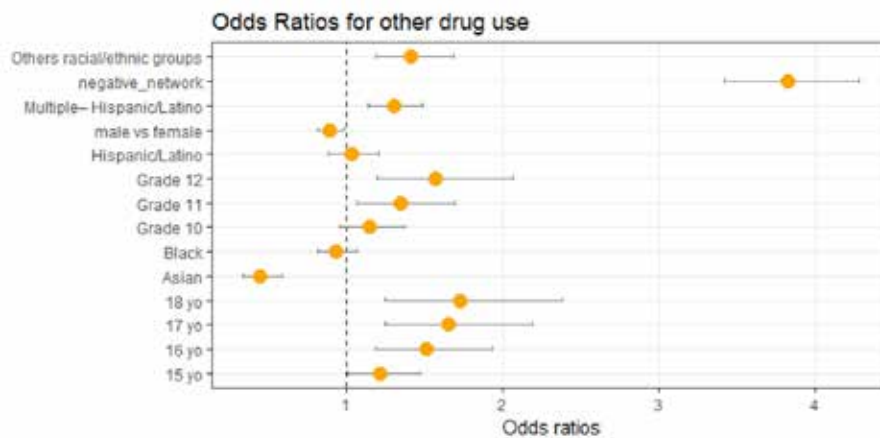
Figure 8.

To further illustrate the risk differences, we created two graphs of predicted probabilities.

Figure 1 is Predicted probability of drug use status by age and race/ethnicity for male students, grade 12, and without negative social network. It can be seen that: as age increases, the risk of drug use increases. Asian groups have highest probability of no drug use, while groups such as Black Americans have higher risk of marijuana or other drug use.
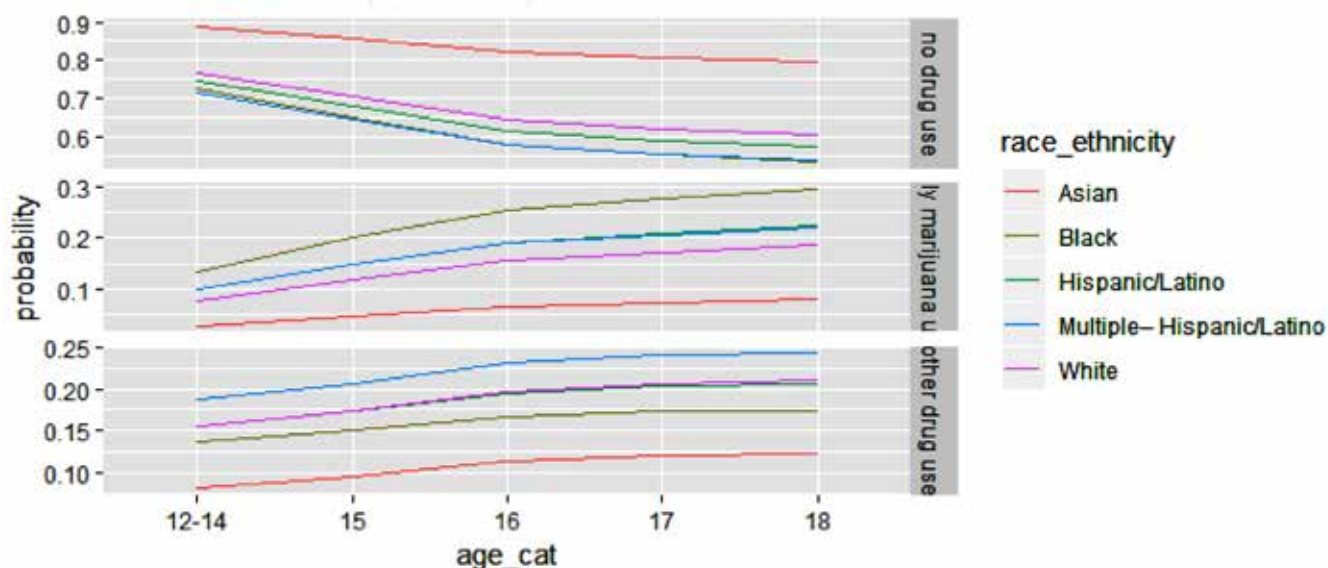

Figure 9. Predicted probability of drug use status by age and race/ethnicity
for male students, grade 15and without negative social network

Figure 2 is Predicted probability of drug use status by grade and negative social network for male White students aged 12–14 yo. It can be seen that: as grade increases, the risk of drug use increases. Students with negative social network are more likely to use illicit drugs.
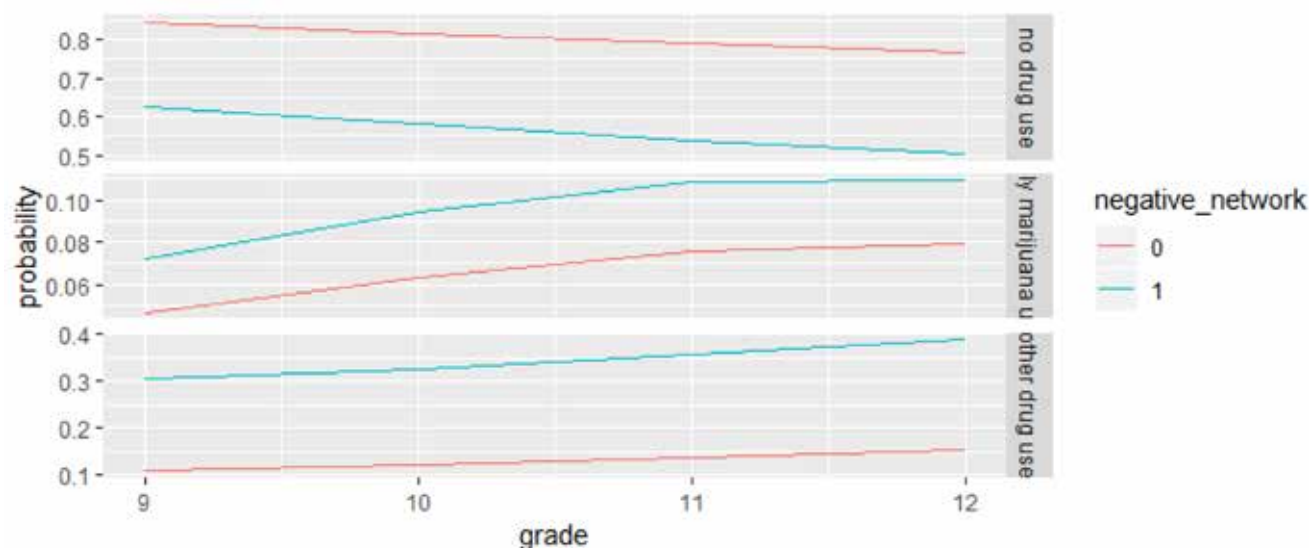
Figure 10. Predicted probability of drug use statys by grade and negative network

4. Discussion

We found that older age, higher grade, female gender, and having negative social network are associated with higher risk of marijuana or other drugs. There are also racial/ethnic differences. These findings are similar with previous studies.

Wang et al. found that peer substance was an important mediators accounting for variability in the prevalence of adolescent substance use by grade, race/ethnicity, and family structure [3].

5. Conclusion

We found that certain demographic characteristics such as age, race/ethnicity, grade, and gender. Meanwhile, having negative social network is associated with higher risk of marijuana or other drugs.

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Section 7. Science of law

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PREREQUISITES TO JUSTICE IN THE RUSSIAN FEDERATION

Abstract. The article analyses problems of Justice and of Judicial Power in the Russian Federation. Authoring definitions of Justice and Judiciary are given and subjective and objective prerequisites thereto are researched. Hermeneutic, historical and comparative approaches have been used in the analyses thereof. It is pointed out that, some norms of international law have been realized over the 30 years after Concept of Judicial Reform adoption, however, generally valid conceptual apparatus has not been developed and objective and subjective prerequisites to justice have not been instituted to the full extent.

Keywords: judiciary, prerequisite, judicial power, judicial reform, justice, social justice fair law, legal culture of judges, legal procedure.

Introduction

Perestroika in the USSR, which began in April 1995, soon led to aggravation of interethnic relations, crime rate rising, including organized crime, corruption, and decline in morals. In 1990 on the grounds of these processes there appeared a need of updating Judicial Systems of the USSR and the RSFSR. In 1991 Constitutional Court and Arbitration Court were instituted in Russia. Significant transformations of judicial system and changes in legislation began after adoption of "Concept of Judicial Reform of the RSFSR" in 1991. Judicial reform has been dragging on, causing controversial assessment of it, both by professional judges and by dilettanti. Judicial reform was going on, being influenced by mutually exclusive processes – building of law-based state and Russia's society criminalization, first and foremost of the State and the Municipal Authorities. Till present day there still is no unanimity in understanding of Justice and Judicial Power. Therefore the purpose of this article is working out of definitions of Justice and of Judicial Power in the first place and then analyzing objective and subjective prerequisites to Justice.

Having taken a great interest in the problem of Justice in 1989–1993 on the advice of V. V. Kulchikhin, Associate Professor of the Department of Criminal Procedure and Criminalistics, the author of this article reflected on Justice in Russia and offered some authoring definitions thereof. Having studied history of Russia as a state from ancient times till

the present day, it is easy to notice that often it was history of coercion and struggle of the state power against its own native people, in which the courts legally formalized the punitive function of the state. The history of the Russian Court in many respects is not the history of justice. Political pragmatism of the state power as represented by officials or judges played a decisive role in the legal procedure. In the Soviet times ruling elite determined the direction of activities of the Law Enforcement Bodies. It was suggested to define the term "*Justice*" in the narrow sense and in the broad sense. In the broad sense *Justice* is the activity aimed at resolving social conflicts on the basis of and in accordance with existing fair legislation, legal customs and traditions. However, in the narrower sense, *Justice* is court hearings aimed at consideration of criminal, civil and other cases on the basis and in accordance with the current fair legislation" [2, 256]. The second definition concerned justice-administering body. "Judicial Power is functioning of judicial system in a law-based state aimed at protecting of public order by means of Justice in compliance with the powers assigned thereto in the Constitution" [2, 256]. From the moment of its inception, Judicial Power is associated with the Law and is formally administered in legal form. The law guarantees stability and uniformity to Judicial Power. Objective and subjective prerequisites are necessary to Judicial Power.

Objective Prerequisites to Judicial Power

Objective prerequisites include fair legislation and Judicial System based on it. In many countries of the world objective prerequisites to justice do not exist. In Russia and in the majority of other countries, laws cannot be called fair. A legislator in many respects does not take into consideration public opinion; objective data on delinquency in the country are not taken into account before adoption of new laws, and sanctions themselves are often inadequate, not protecting native citizens against migrants. Hence, it appears that the number of crimes committed by migrants against citizens of Russia increases. For

effective administering of Judiciary, people must trust laws. The fairness of the latter implies their recognition by the majority of population and in strengthening of equality of citizens before the Law and the Courts. Otherwise, objective prerequisites to administering Justice will not exist. Fair Legislation can be initiated on condition that it is adopted at Referendum (with preliminary, sometimes lasting for years, discussion). Violation of laws approved by Referendum would be violation of Justice. Liability for violating such laws means Justice protection.

Subjective prerequisite for Justice administering is high legal culture of judges. All should be equal before the Law. Liability for offenses should not depend on property status, official position of a person who committed offense or crime, on nationality, party affiliation, or attitude to religion. In this case legal prerequisites to Justice will exist.

The Authority and the Laws are effective under circumstances of a stable society when it is uniform. Contemporary Russian society is split on property status, religious, political, national and other grounds. The center and the periphery also differ in the level and quality of life. In a number of subjects of the Federation, local customs are strong. But the major problem is insufficiency of Social Justice –*the collective judgment realized in practice of social relations in a concrete historical society about what should be, containing "… the most common assessment of real social relations, existing social norms and the practice of their implementation, taking into account economic, political and spiritual foundations*" [3, 14]. *After all, "… the greater the income gap between the rich and the poor is, the less social justice exists in the state and the more unfair its laws are"* [3, 14].

Subjective prerequisites to justice.

Any reform will not be successful without staffing. Justice has always depended on changes in the political course of the country and on those in power. We refer legal culture of judges, who must not only know and be able to apply laws, but also act in accordance with enactments to subjective prerequi-

sites. The last condition is the most difficult to fulfill. Evaluating a judge according to other criteria can lead to the fact that it will be problematic to select candidates for the position. It will not be possible to find a perfect person.

O. N. Shekshuyeva considers legality and validity to be the fundamental features of fair Court Decision [6, 72]. Judges must guarantee both. Judicial Discretion is also considered to be a subjective factor, which "… must respond to the State fair Decision notions. Therefore that is exactly why the content of knowledge of fair Justice depends on the content of the State political will, conveyed in the Rule of Law, on legal values protected by the State " [6, 77].

There also are many questions demanding answers in the XXI century. Why before 2013 there were 1% of acquittals in Russia, and in 2013 there were 4.5%? O. N. Shekshuyeva defines "fair justice" as "…judge's application of Rule of Law to particular controversial case in accordance with judge's own inner conviction in a particular procedural form", and "fair justice notion " depends the understanding of "fairness" and particular judicial practice [6, 79]. The very term "fair justice" is nonsense. Either justice is administered or is not. If justice is not administered, then it is appropriate to call such trial unjust, a frame-up trial.

In accordance with part 4 of Article 15 of the Constitution of the Russian Federation, in Russia it is appropriate to refer to the norms of International Law, to take into account international experience of other countries. Article 3 of the "Convention on Protection of Human Rights and Fundamental Freedoms" (hereinafter the Convention) stipulates, "no one should be subjected to either torture or inhuman or degrading treatment or punishment" [1]. According to part "a" of paragraph 1 of Article 5 of the Convention, no one can be deprived of one's liberty (except on the basis of the lawful detention of a person convicted by a competent Court). According to paragraph 3, every detainee or prisoner must be promptly brought "… before a judge or other official,

vested with judicial power by Law and is entitled to a trial within a reasonable period of time or discharge pending trial. Discharge may be conditional on provision of guarantees to appear in court".

Paragraph 4 grants everyone deprived of freedom as a result of arrest or detention "right to a prompt court hearing of the lawfulness of detention and discharge if detention was recognized unlawful by Court".

Article 6 enshrines the rights to a direct, fair, public trial. According to part 1, all are entitled to the right to case hearing "within a reasonable period of time by independent and impartial Court established by Law."

Part 2 establishes the presumption of innocence, according to which "everyone charged with a criminal offense shall be presumed innocent until his guilt is established by law." According to part 3 of this article, everyone accused of committing a criminal offense has the right to be notified of the nature and basis of the charge brought, and to using free assistance of interpreter.

All these prerequisites are required for fair adjudgement. Part 1 of Article 7 of the Convention states: "a punishment more severe than that which was to be applied at the time of the commission of the criminal offense cannot be imposed". According to part 2 of article 7, there is no obstacle "… to the conviction and punishment of any person for committing any action or for inaction, which at the time of commission was a criminal offense in accordance with the general principles of law recognized by civilized countries" [1]. Adoption of these norms into National Legislation by inclusion does not mean that they will be realized.

In consideration of criminalization of the Russian society in the 1990 s, there are still people who, according to their mentality, general level of legal culture should not occupy positions in the Administration and in the system of Law Enforcement Agencies, Judiciary, Law Schools that train lawyers. The reform of Law Enforcement Agencies, Judicial system and

Legislation in Russia should be carried out taking into account both international and Russian experience: the pros and cons of Judicial Reform of 1864, of Soviet experience and of modern times.

In this respect, it is appropriate to repeat the words of I. A. Ilyina: "There is no salvation for us in westernism. We have our own ways and set our own tasks. And this is the essence of the Russian idea " [4, P. 427]. In the modern world, in a number of aspects of realization of Judicial Power, some Asian countries have advanced far ahead of many European states [5].

Conclusions:

1. Reform goals and results never coincide. Reforms should not be realized only "from above", without taking into consideration the lower classes and the majority of citizens' opinions. The concept of Judicial Reform should have a single center for its development.

2. Judicial Reform in Russia began against the background of country's population legal awareness decrease; the society and the public authorities criminalization increase during the period of privatization and corruption increase.

3. Any copies are always worse than originals. Therefore, copying of Judicial System and Legal Institutions in full scope without taking into consideration the country's specifics and its preceding history will not be beneficial.

4. There is no need to make steep demands on judges.

5. The very term "Fair Justice" is nonsense. Either there is Justice or there is no Justice. If there is no Justice, then there is no fair punishment.

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