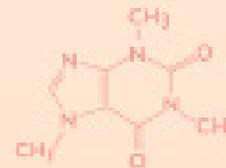


$$\frac{1}{\zeta(s)} = \sum_{n=1}^{\infty} \frac{\mu(n)}{n^s}$$



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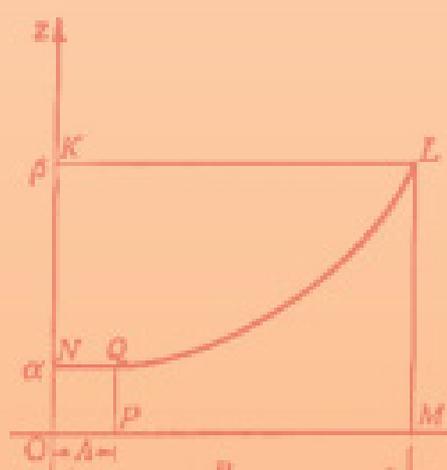


Fig. 1

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$$\frac{d(x)}{1 - \frac{d(x)}{100}}$$

$$\sum_{n=1}^{\infty} \frac{1}{n^x}$$

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UDK 338

Main Characteristics and Classification of Taxes

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Key words and phrases: financial purpose of tax collection; government expenditures; task of tax relations; types of taxes.



Abstract: The article studies the essence and features of taxes as an economic phenomenon of modern society and the origin and characteristic features of the taxation system. The article describes the financial purpose of tax collection, the main items of expenditure, the tasks of tax relations, the primary classification of taxes. Methods of historical and economic analysis have been used to find an approach to the description of the economic essence, tasks, and classification of taxes.

...

Taxes create special public-legal relations between the state, its subjects, local self-government bodies and taxpayers. In this case, taxes are an instrument of economic and inter-budgetary regulation.

Tax is an economic and legal category. On the one hand, it is a part of the profit or income received by the owner and expressed in monetary form, which is paid in favor of the state and redistributed in the interests of society. This is the fiscal and social nature of the tax.

The first truly centralized state method of fundraising was the so-called regalia (from Latin regalis-royal). Some areas of life have been declared public. So appeared:

- fees for the right of passage to certain territories (later transformed into customs);
- wind taxes for windmill owners;
- judicial regalia;
- coin regalia.

The first mention of taxes was in the Bible. One of the chapters tells how the publicans approached the apostle Peter with the question whether Jesus would pay the tax. Christ, when he learned from his disciple that he was required to pay, said: "Do the kings of this earth collect taxes and fees from their own people or from foreigners?"

The essence of this biblical message boils down to the fact that in ancient times taxes were one of the signs of slavery, and free citizens were not obliged to pay them. Rulers obliging free people to pay taxes were declared tyrants (for example, Emperor Diocletian).

Tax is an element of tax law, one of the key categories of the tax system that has a legal basis. The procedure for paying taxes, control over their collection, responsibility, protection of the interests of subjects of tax relations – all this is implemented through organizational and legal forms and procedures. Thus, the nature of taxes has a dual origin and affects several

industries: economics, accounting and law.

The tax differs in some features that distinguish it from other economic and legal categories. The main distinguishing feature of a tax is its legality. This assumes that the collected payment is included in the tax system established by the state at the legislative level. The second feature of the tax is the unilateral nature of its establishment.

The state approves a system of taxes, provided that citizens and organizations agree to pay them. The third feature of taxes is the obligation and individual certainty of the amounts paid by taxpayers to the budget in the form of cash receipts.

The financial purpose of levying the tax is to cover all government expenses. The main items of expenditure cannot depend on a specific source. The task of tax relations is to find funds to cover general expenses and fairly distribute the necessary payment obligations.

The concept of taxes originated in ancient times, when the first states appeared. Then taxes were called "tribute", "submit", they were random and collected as needed. In ancient Greece, for example, taxes were collected only during the war for the needs of the army, and in peacetime there were no taxes.

Currently, the tax is a mandatory and gratuitous payment, which is collected by various state bodies on a mandatory basis. The purpose of the collection is to financially support the activities of the state and the municipality.

The variety of taxes, differing in terms of taxation, collection and regulation mechanisms, necessitates their systematization and classification.

The very first and most commonly used to date is the division of taxes according to the criterion of attribution of taxation to income-property or to the taxation of consumption expenses, the most important division of taxes is the division into direct and indirect.

According to this distribution, direct taxes are taxes on income and property. Indirect taxes are levied on a specific individual or legal entity.

Direct taxes include income taxes, property taxes (land tax, house tax, capital gains tax), income taxes, social insurance contributions, property taxes (land tax, house tax, capital gains tax), securities transactions, inheritance and donation.

Direct taxes are also divided into real and personal taxes. Real taxes are levied on certain types of taxpayer's property (land, real estate, etc.) on the basis of a cadastre – a list of taxable objects compiled on the basis of their external characteristics and taking into account the average, not the actual profitability of a particular object. Real taxes are levied by virtue of the fact of ownership of property, regardless of the financial situation and income of the taxpayer. Depending on the object of taxation, direct real incomes include: payment for land, real estate tax, house tax, fishing tax, etc.

Personal taxes, unlike the real ones, take into account the taxpayer's solvency; when they are collected, the objects of taxation (income, property) are determined individually for each payer, taking into account the benefits provided to him.

Depending on the object of taxation, the following types of direct personal taxes are distinguished:

- income tax from individuals;
- corporate (firm) income tax;
- excess profit tax;
- inheritance and gift tax, etc.

Indirect taxes are levied on consumption expenses. They represent a premium to the price of a product or service.

These include:

- value added tax;
- excise taxes;
- customs duties;
- tax on purchases and sales;
- Indirect tax, therefore, appears as a price-forming factor.

Direct taxes are difficult to transfer to the consumer. Of these, taxes on land and other real estate are the easiest to deal with: they are included in rent and rent, the price of agricultural products.

Indirect taxes are transferred to the final consumer depending on the degree of elasticity of demand for goods and services subject to these taxes. The less elastic the demand, the greater part of the tax is shifted to the consumer. The less elastic the supply, the smaller part of the tax is shifted to the consumer, and the larger part is paid at the expense of profit. In the long term, the elasticity of supply is growing, and an increasing part of indirect taxes is shifted to the consumer. In the case of high elasticity of demand, an increase in indirect taxes may lead to a reduction in consumption, and with high elasticity of supply, to a reduction in net profit, which will cause a reduction in capital investment or a transfer of capital to other areas of activity.

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Основные характеристики и классификация налогов

Пумин Мохаммед (Израиль)

Ключевые слова и фразы: виды налогов; государственные расходы; задача налоговых отношений; финансовая цель взимания налога.

Аннотация: В статье с целью изучения сущности и особенностей налогов как экономического явления современного общества исследуются происхождение и характерные

черты системы налогообложения. В статье описаны финансовая цель взимания налога, основные статьи расходов, задачи налоговых отношений, первичная классификация налогов. Методами исторического и экономического анализа найден подход к описанию экономической сущности, задач, классификации налогов.

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UDK 338



The State of Municipal Solid Waste Management System in St. Petersburg

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...

Key words and phrases: regulatory and legislative framework for waste management; collection and removal of solid household waste; processing of waste of the population at factories; waste disposal; payment for the collection, disposal and neutralization of waste of enterprises, organizations and private entrepreneurs.



Abstract: The purpose of the study is to analyze the options for implementing a waste management system.

In connection with the set goal, the following tasks were set and completed:

- to consider theoretical approaches in waste management;
- give a classification of the danger of harmful substances;
- to study the state of the solid municipal waste management system in St. Petersburg.



As a result of the study, the classification of the hazard of harmful substances and an overview of the state of the solid municipal waste management system in St. Petersburg were presented.

...

Waste disposal is one of the most important problems today for cities, including megacities with a high population density. As cities develop and grow, the amount of waste generated also increases, and questions arise about what to do with it.

In St. Petersburg, of particular interest is the waste management system, in which garbage disposal and waste recycling are as important as options for its further development.

The main task of the waste management concept is to reduce the environmental burden from the impact of waste and increase the environmental safety of the population by optimizing waste management and, in particular, by switching from landfill disposal to industrial processing.

It is known that waste is the remains of products or an additional product that is formed during or after the completion of a certain activity and is not used in direct connection with this activity. The remains of raw materials, materials, substances, products, objects formed in the process of manufacturing of products, execution of works (services) and have lost completely or partially their original consumer properties are production waste. Residues of substances, materials, objects, articles, goods (products or articles), partially or completely lost their original consumer properties for use for direct or indirect use as a result of physical or moral or physical or moral use are waste products [1].

Depending on the hazard class of the waste, the method of its disposal is selected. The hazard class of harmful substances is a conditional value intended for a simplified classification of potentially dangerous substances. The hazard class is established in accordance with regulatory industry documents. Different standards and indicators are established for different objects – for chemicals, for waste, for air pollutants. Currently, in Russia, 5 hazard classes are established for waste in accordance with the order of the Ministry of Natural Resources of the Russian Federation No. 536 of December 4, 2014 [3].

The first class is waste extremely hazardous for the natural environment. It has a very high degree of harmful impact on the environment. As a result of the interaction, the ecological system is irreversibly disrupted. There is no possibility of restoring it.

The second class is highly hazardous waste for the environment. It has a high degree of harmful impact on the environment. Due to the interaction, the ecological system is severely disrupted. The period of its recovery is at least 30 years after the complete elimination of the source of harmful effects.

The third class is moderately hazardous waste for the environment. It has an average degree of harmful impact on the environment. Due to the interaction, the ecological system is disrupted. The period of its recovery is at least 10 years after the reduction of harmful effects from an existing source.

The fourth class is slightly hazardous waste for the environment. It has a low degree of harmful impact on the environment. Due to the interaction, the ecological system is disrupted. The period of its self-healing is at least 3 years.

The fifth class is practically non-hazardous waste for the environment. It has a very low degree of harmful impact on the environment. Due to the interaction, the ecological system is practically not disturbed [2].

There is also a classification of the hazard of harmful substances according to GOST 12.1.007-76 “Classification and general safety requirements”. It outlines the following signs for determining the hazard class according to the degree of exposure to the body:

- 1) extremely dangerous substances;
- 2) highly dangerous substances;
- 3) moderately dangerous substances;
- 4) slightly dangerous substances.

The hazard class of harmful substances is set depending on the norms and indicators.

The total annual formation of solid household waste in St. Petersburg in 2019 amounted to 7.99 million m³. The amount of waste similar to household waste generated by municipal institutions and small businesses was estimated in the same year as 2.39 million m³. In total, this amounted to 10.38 million m³ (about 2 million tons) of solid municipal waste generated in St. Petersburg in 2019 [4].

The morphological composition of municipal solid waste in St. Petersburg is shown in Table 1.

As can be seen from the data in the Table, organic components make up more than 2/3 of the mass of waste. It can be assumed that over the past time the share of organic matter in municipal solid waste has increased, since in Moscow this share exceeds 80 %.

Waste removal from households is carried out by several motor transport enterprises, among which the leading position is occupied by JSC “Specialtrans” No. 1 and JSC “Specialtrans” No. 6, the volume of transportation of urban waste which exceeds 75 % of their total amount. Large motor transport enterprises transport waste using a two-stage technology, for which, after the waste is removed from households, the waste arrives at the transshipment

Table 1. Morphological composition of municipal solid waste in St. Petersburg (%% by weight)

Component part	Share	Component part	Share
Paper and cardboard	15.6	Stone, ceramics	4.6
Food waste	34.9	Leather, rubber	1.0
Polymers	11.3	Textiles	3.8
Metals	4.6	Dropout	9.2
Glass	13.7	Other	0.5
Wood	0.8	Total	100.0

stations, where it is moved to larger containers. Currently, there are officially five garbage transfer stations in the city. Due to this organization of export, the number of cars engaged in the transportation of waste is reduced, and, as a result, the productivity of transportation increases, fuel consumption and the cost of waste removal are reduced.

At some transshipment stations, in addition to the transshipment of waste, its partial sorting and compaction is also carried out.

Currently, about 20 % of the generated waste is received for processing at two waste processing plants, and the remaining 80 % is buried at landfills. Two of the largest landfills receiving waste from St. Petersburg, PTO-1 and PTO-3, should be closed in the near future, which is why the already difficult situation with the disposal of waste in the city may sharply worsen.

In St. Petersburg, there are no separate collection of solid household waste in households with the allocation of secondary raw materials, as well as the collection of hazardous waste from the population. Most of the secondary raw materials and almost all the hazardous waste generated by the population are currently buried in landfills and landfills. Secondary raw materials extracted from municipal solid waste at waste processing plants, as well as some waste transfer stations, are estimated to be no more than 10 % of the mass of waste generated.

Liquid and gaseous emissions from the huge mass of waste accumulated at landfills located in the vicinity of the city intensively pollute environmental objects, which negatively affects the image of St. Petersburg.

The Russian federal regulatory and legislative framework for waste management has very significant shortcomings, including thematic gaps, contradictions in the requirements that are formulated in regulatory documents issued by various departments, etc. Therefore, the country urgently needs the development and adoption of new federal laws and updated regulatory documents, as well as the concentration of the functions of preparing such documents under the control of one federal agency.

Funds for the collection and export of solid waste are collected from the population in the form of payment for services. The amount of the payment of the population of St. Petersburg for the removal of waste, established from January 1, 2019, is 149.24 rubles per person per month. The costs of processing the waste of the population at factories and their disposal at landfills are financed from the city budget.

Payment for the collection, disposal and neutralization of waste from enterprises, organizations and private entrepreneurs is made at the expense of the waste producer.

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Состояние системы обращения с твердыми коммунальными отходами фирм в Санкт-Петербурге

О.В. Воронкова (Россия)

Ключевые слова и фразы: захоронение отходов; нормативно-законодательная база по обращению с отходами; оплата сбора, удаления и обезвреживания отходов предприятий, организаций и частных предпринимателей; переработка отходов населения на заводах; сбор и вывоз твердых бытовых отходов.

Аннотация: Целью работы является анализ вариантов осуществления системы обращения с отходами.

В соответствии с поставленной целью ставились и решались следующие задачи:

- рассмотреть теоретические подходы в обращении с отходами;
- дать классификацию опасности вредных веществ;
- изучить состояние системы обращения с твердыми коммунальными отходами в Санкт-Петербурге.

В результате исследования были представлены классификация опасности вредных веществ и обзор состояния системы обращения с твердыми коммунальными отходами в Санкт-Петербурге.

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UDK 373.2

Characteristic of the Semantic Scales Framework in Older Preschool Children

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Key words and phrases: older preschool age; speech activity; semantic side of speech.



Abstract: The relevance of the topic is due to the specificity of ontogenesis of this category of children, the formation of their structures of physiological, psychological and cognitive processes, which is typical for this age. The importance of the study is also determined by the specifics of age: by the six years of life, the main frame of semantic relations is almost completely formed, representing the result of previous semantic development.



The goals and objectives at which the work of educators is aimed are contained in the Federal State Educational Standard for preschool general education. Educators should be aware of the goals and objectives assigned to them, and properly teach their students.



The hypothesis is that an individually differentiated approach to the formation of semantic structures of older preschool children is determined by the specifics of the development of the semantics of speech generalization, the lexical system and the peculiarities of the frameworks of semantic kernels.



Research methods include theoretical methods of analysis of pedagogical literature; analysis of documents; generalization, etc.; empirical methods of observation; conversation; study of empirical experience; testing; study of pedagogical situations, etc.



The findings are as follows: it can be concluded that the presented example of a system of working with children aimed at the formation of the semantic side of speech of linguistic competence in older preschool children has shown its effectiveness, increasing their vocabulary. The art therapy that we used during our work had a beneficial effect on the development of semantics in this category of children. In general, this technique helps the child in preparing for school, as well as contributing to their overall development.

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Speech activity has a special place in the system of mental processes. Representing the foundation of thinking and the regulator of behavior, it performs social functions that ensure

adaptation to the environment. The formation of the semantic side of speech in preschool children is interconnected with their general system of knowledge and ideas, with the peculiarities of their fixation in the language code, as well as with the specifics of perception of the surrounding reality and memory capabilities. Forming grammatically into sentences, the word becomes the building material with which speech is able to perform a communicative role [10].

The prerequisites for the development of speech are determined by the non-verbal objective activity of the child himself, that is, the expansion of his connections with the surrounding world through a concrete, sensory perception of the world and the speech activity of adults and their communication with the child. There is a conscious connection of the child to speech activity with the help of language [9].

It is known that in the process of forming the semantic side of speech in children, the meaning of the word is also clarified. The word has a complex meaning in its structure. On the one hand, it is a designation of a certain object, correlates with its specific image. On the other hand, it generalizes a set of objects and signs of actions. Words acquire different meanings depending on the intonation and the accompanying gestures [1].

It was also noted by L.S. Vygotsky that in the process of child's development, the meaning of the word changes. In his opinion, any meaning of the word at any age is a generalization. However, the meanings of words develop from elementary types of generalizations to the formation of abstract concepts [2].

Approximately by the older preschool age, children learn words that denote generic concepts, that is, words of the third degree of generalization. In parallel with the clarification of the meaning of the word, the development of its structure is also carried out. It is different in different age periods. Initially, the child learns the denotative component of the meaning of the word, establishing the relationship between a specific object (denotation) and its designation [9].

The first stage of mastering a word is associated with the realization that the learned word will always be applicable to the object designated by it, regardless of its location at a particular moment. For some time, the word is assigned to a single object, representing the similarity of its own name, and the child learns the conceptual, conceptual components of the meaning of the word as the mental operations develop.

The specificity of the verb lies in the fact that in its meaning it represents a kind of collapsed utterance. This has been repeatedly noted by researchers (Yu.D. Apresyan, N.D. Arutyunova, V.G. Gak, S.D. Katsnelson, I.P. Susov, etc.). Thus, the meaning of the verb requires a "phrasal interpretation" [Arutyunova, 1976: 340]. The meaning of the verb, according to the definition of R.M. Gaisina [1981: 44], represents a multi-tiered formation consisting of a set of denotative semes that reflect the signs of the denotation (events or situations are determined extralinguistically) and non-denotative semes that are not directly related to the display of the signs of the denotation, they display various kinds of impressions and associations caused by the denotation, the assessment of the denotation or the way it is displayed in the language. Non-denotative semes are superstructural, autonomous in nature, since they do not have a hierarchical structure. Non-denotative semes, layered on denotative ones, can be included in the meanings of verbs of any thematic group. The difference between non-denotative (autonomous) the difference from denotative words is that they do not cover the entire verbal vocabulary, but only certain layers of it.

Denotative semes are inherent in all verbs. Since the denotation of the verb is a particular situation, event, its meaning includes elements that reflect the so-called situation. Among

the elements of the situation, it is possible to distinguish the participants of the situation (substances), processes and their signs. At the semantic level, the reflection of the first are substantial semes, the reflection of the second are non-substantial semes.

The actual verbal meaning is transmitted by non-substantial semes, which can be arranged in a hierarchical series. The top of the hierarchy is represented by three most abstract semes, or semantic superclassifiers, as they are called by the authors of the ideographic Explanatory dictionary of Russian verbs [13, p. 14], on the basis of which three lexical and semantic fields are formed: the field "Action and activity", the field "Being, state, quality", the field "Relation". All verbs recorded in the language can be attributed to one of these groups.

The next stage of the hierarchy is represented by less frequent semes, on the basis of which subfields are formed within the field (subfields – in the terminology of the authors of the Explanatory dictionary of Russian verbs). For example, the "Relation" field is represented in the Explanatory dictionary of Russian verbs by the following subfields: "relationship verbs", "possession verbs", "interpersonal relationship verbs", "social relations verbs".

The third stage of the hierarchical series is the identification of a categorical-lexical seme and an essential semantic feature that clarifies it, which underlies the formation of lexical-semantic groups (**LSG**) – smaller associations within semantic subfields. For example, in the field "Action and activity", the subfield "verbs of social activity" is allocated, in which, in turn, such LSG are isolated, as verbs of activity to achieve a goal, verbs of socio-political activity, verbs of publishing and dissemination of information, verbs of professional and labor activity, verbs of action and behavior, etc.

Since the material of our analysis is derived nominative suffix verbs, including non-subject verbs, an attempt was made to distribute the available verbal material in accordance with the classification proposed by the ideographic Explanatory dictionary of Russian verbs. Derivatives motivated by the names of persons: the overwhelming number of non-subject derivatives entered the field "Action and activity", which in this case is represented by verbs of activity (speech, social, sound verbs). The central place is occupied by the verbs of action and behavior, professional and labor activity, verbs of speech activity are less represented, single formations are noted in the LSG.

"Verbs of social activity aimed at achieving the goal": to compete, "socio-political activity": to spy, "verbs of publishing and information dissemination": to gossip (subfield "verbs of social activity").

A number of derivatives cannot be unambiguously attributed to a particular group, since their semantics can combine the values of action and state, state and relationship, action and relationship [For such combinations, see Gaisina, 1981: 50]. Therefore, they can enter two fields at once (create transition zones). For example, the verbs to cheat, hypocritical, lovelace, on the one hand, characterize human activity, in particular, actions and behavior, on the other – attitude (subfield "verbs of interpersonal relations", LSG "verbs of external manifestation of the relationship").

Synonyms: to do nothing, to be lazy, to be lazy, to be a parasite.

The verb is placed in the field "Action and activity", the subfield "verbs of social activity", the LSG "verbs of action and behavior".

For comparison, let's take the verb parasitism given as a synonym (to live at the expense of someone else's labor, at someone else's expense, not working, idling), which the authors of the TSRG attributed not only to another LSG (lifestyle verbs), but also to another field "Being, state, quality", a subfield "verbs of a qualitative state".

In addition, not all verbs fit into the classification proposed by the compilers of the dictionary. Perhaps, in the subfield “Verbs of social activity”, along with the LSG “verbs of professional and labor activity” and “verbs of action and behavior”, it is advisable to distinguish the LSG “verbs of a certain type of occupation”, “verbs of pastime”. Then the derivative to rob, which appeared in the dictionary on a par with verbs that characterize professional and labor activity, will occupy a niche that is more appropriate to its semantics.

The lexical and semantic group, which includes verbs by occupation, is replenished with such derivatives as to conjure, shamanize, enchant, share, berry, taiga, etc.

In this case, words are not only combined into semantic fields, but also distributed within them; the core and periphery are distinguished. The core of the semantic field is represented by the most frequent words with pronounced semantic features [10].

The study of specially organized speech activity with the use of a communicative approach, various forms and methods of teaching (including games), the use of creative tasks seems promising, which will undoubtedly contribute to the formation of the semantic side of speech, the activation of various speech manifestations in older preschool children, the development and improvement of coherent oral speech [8].

The framework of semantic scales in the research of A. Lavrentieva is understood as the gradual formation of a system of lexical meanings of words. If among younger preschoolers the framework of semantic scales is just beginning to be built on the basis of the formation of the core of the dictionary, then in older preschool children it is expanding, with the help of language, children at this age can already describe many objects and phenomena around them with the help of language.

When introducing children to new lexical units, A. Lavrentieva taught them to group them, depending on the communicative situation, to build whole sentences on the basis of lexical units in one way or another. After developing the skills of selecting words to describe objects and actions, the children were tasked with enriching the subjective layer of vocabulary based on understanding and using semantic scales.

The author identifies several such semantic scales: many-few, high-low, large-small, fast-slow, different-the same, wide-narrow, thick-thin. As this work was carried out, the children also got acquainted with another adjective that allows describing a phenomenon or object using the word “average”. Familiarity with lexical units in the study of A. Lavrentieva continued by teaching children to understand the meaning of words that are formed on the basis of changing the suffix or root of a word familiar to them [8]. The neuro-linguistic approach has found wide application in the study of such a common phenomenon as bilingualism [1].

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Характеристика каркаса семантических шкал у детей старшего дошкольного возраста

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Ключевые слова и фразы: речевая деятельность; семантическая сторона речи; старший дошкольный возраст.

Аннотация: Актуальность темы обусловлена спецификой онтогенеза данной категории детей, формирования у них структур физиологических, психологических и познавательных процессов, что характерно для данного возраста. Важность исследования определяется также спецификой возраста: к шести годам жизни основной каркас семантических отношений складывается почти полностью, представляя собой итог предшествующего семантического развития.

Цели и задачи, на которые направлена работа воспитателей, содержатся в Федеральном государственном образовательном стандарте дошкольного образования. Воспитатели должны осознавать цели и задачи, поставленные перед ними, и правильно проводить обучение своих учеников.

Гипотеза состоит в предположении, что индивидуально-дифференцированный подход при формировании семантических структур у детей старшего дошкольного возраста обуславливается спецификой развития семантики речевого обобщения, лексической системой и особенностями каркасов семантических ядер.

Теоретические методы исследования: анализ педагогической литературы, анализ документов, обобщение и т.д.; эмпирические методы: наблюдение, беседа, изучение эмпирического опыта, тестирование, изучение педагогических ситуаций и т.д.

Мы можем сделать выводы о том, что представленный пример системы работы с детьми, направленный на формирование семантической стороны речи языковой компе-

тентности у детей старшего дошкольного возраста, показал свою эффективность, увеличивая их лексический запас.

Арт-терапия, которую мы использовали в процессе работы, оказала благоприятное влияние на развитие семантики у данной категории детей. В целом данная методика помогает ребенку при подготовке к обучению в школе, способствуя также общему развитию.

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Features of Speech Disorders of Older Preschool Children

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Key words and phrases: speech disorders; clinical and pedagogical classification; psychological and pedagogical classification.



Abstract: The article examines the types of speech disorders according to two main classifications, and also gives the characteristics of these disorders of preschool children. The study aims to improve the teaching process of pre-schoolers with speech disorders through the effective use of teaching methods. The hypothesis is that speech disorders in older preschool children are due to the age and individual characteristics of older pre-schoolers. Research methods are: theoretical methods of analysis of pedagogical literature; generalization; analysis of documents, etc.; and empirical methods of observation; conversation; study of empirical experience; study of pedagogical situations; testing; etc. It can be concluded that the system of work aimed at the formation of language competencies in older preschool children has shown its effectiveness in teaching this category of children.



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Currently, the number of children with speech disorders is increasing in Russia, as evidenced by the analysis of statistical data by I.M. Larchenko [2] on the state of speech of children in Moscow (a set of data on reports for 2002–2011). The manifestations of speech disorders are becoming more diverse, often weighted with non-speech pathology.

Speech disorders are a disorder, a deviation from the norm in the process of functioning of the mechanisms of speech activity [3, p. 115].

There are different types of speech disorders depending on the time of onset, etiology, pathogenesis and severity, but the traditional division is into oral and written speech disorders. In accordance with the topic of the article and based on various classifications, we will consider the types of speech disorders in preschool children, that is, oral speech disorders [1].

In the clinical and pedagogical classification, oral speech disorders are divided into disorders of the phonation design of the utterance (dyslalia, rhinolalia, dysarthria, voice disorders, bradylalia, stuttering, tachylalia) and violations of the structural and semantic design of the utterance (alalia, aphasia).

Dyslalia is a violation of sound reproduction with normal hearing and preserved innervation of the speech apparatus, due to pathology in the structure or functioning of the articulatory apparatus. Accordingly, organic (mechanical) and functional dyslalia are distinguished.

The basis of organic dyslalia is the incorrect structure of the tongue (ankyloglossia – a short sublingual frenulum), the palate (gothic, i.e. too high palate, or vice versa, flattened) and the maxillary system (malocclusion: progenia, prognathia, direct and lateral bite).

Functional dyslalia is associated with biological factors (general physical weakness of the child due to frequent somatic diseases occurring during the most intensive formation of speech; delayed speech development; selective violation of phonemic perception) and social (limited social contacts, imitation of incorrect speech patterns, as well as educational shortcomings, when parents cultivate imperfect children's pronunciation, thereby delaying the development of sound pronunciation).

With dyslalia, certain sounds may be absent, distorted, replaced or mixed. Dyslalia occurs quite often, it is simple (one group of sounds is broken) and complex (several groups of sounds are broken), but with appropriate corrective work it is overcome quickly and does not recede.

Another violation of pronunciation in children is rhinolalia. Here it is important to focus attention on the fact that this is a violation of the entire pronouncing side of speech, and not just sound pronunciation. Along with sound reproduction, speech breathing suffers (and not just an air stream, as with dyslalia). The traditional speech breathing scheme "inhale through the nose – exhale through the mouth" is violated, namely: the differentiation of nasal and oral breathing is violated due to anatomical and physiological pathology in the structure and functioning of the articulatory apparatus. This includes, first of all, cleft upper lip and/or soft and hard palate (organic open rhinolalia), as well as the consequences of removing adenoid growths (functional open rhinolalia). Open organic rhinolalia refers to severe speech disorders, is considered a developmental defect, at the present stage it is rare due to the improvement of medical care at all stages of pregnancy, as well as the prevention of pathologies, but nevertheless there are cases of preoperative condition and lack of speech therapy even in children of preschool age. Closed rhinolalia includes cases of obstruction of the nasal cavities or a decrease in the nasopharyngeal cavity due to polyps, tumors, adenoid growths.

Violation of the function of speech respiration inevitably leads to a violation of voice formation (phonation), as a result of which speech acquires a characteristic nasal tinge (nasal), the degree of severity of which directly depends on the severity of rhinolalia. Articulation in rhinolalia also suffers specifically: the pronunciation of labial sounds (in the case of a cleft lip), lingual sounds (in the case of a cleft palate) is disturbed, because the tongue in this case is compensatorily pulled back, trying to "close" the passage into the nasal cavity. Sounds are replaced by others, specifically distorted, speech is incomprehensible.

It is important to note that the presence of clefts requires urgent surgical intervention, which at the present stage is performed at a very early age, sometimes even in the first weeks of life, because it threatens vital activity due to the difficulty or impossibility of eating a child (acts of sucking and swallowing). In the future, even if a cheiloplasty (lip regrowth) and/or uranoplasty (palate regrowth) was performed – this is the so – called postoperative period-speech therapy assistance is required to correct pronunciation. A successful operation is just the foundation for building the correct pronunciation. Without corrective work, the pronouncing side of speech will not recover independently. Thus, in rhinolalia, speech is more or less illegible, which is due to violations of speech breathing, phonation and articulation, and, as a result, requires a comprehensive correction of these functions.

Dysarthria is a pathology of the pronunciation side of speech due to a violation of the innervation of the muscles of the speech apparatus due to organic damage to the central and peripheral nervous system. Here, not only sound reproduction is also disturbed, but also the prosodic side of speech (speech breathing, voice, intonation; tempo and rhythm may suffer due

to difficulties in articulation). Violations of the pronouncing side of speech manifest themselves in different ways: from mild (blurred speech-erased dysarthria) to severe in cases of cerebral palsy (anarthria) and are accompanied by neurological symptoms both in the organs of articulation and in the general motor sphere (muscle tone disorders, hypersalivation, tremor, hyperkinesia), which makes children motor awkward, inhibits the development of movements. In children, the frequency of dysarthria is associated with perinatal pathology (lesions of the nervous system of the fetus and newborn).

Voice disorders are the absence (aphonia) or partial phonation disorder (dysphonia) caused by pathology in the vocal apparatus associated with its various diseases that are both organic in nature (chronic laryngitis, tumors and conditions after their removal, etc.), and functional in nature (voice fatigue, the influence of mental factors, etc.). Such characteristics of the voice as height, strength, timbre are violated.

Stuttering is a violation of the tempo-rhythmic organization of speech due to the convulsive state of the muscles of the speech apparatus. The symptoms of stuttering are diverse and, unlike other speech disorders, have the most pronounced psychological character. Physiological symptoms include speech seizures, disorders of the central nervous system and physical health, disorders of general and speech motor skills. Psychological symptoms include: speech stutters and other violations of expressive speech, the phenomenon of fixation on a defect, logophobia (fear of speech), speech tricks, accompanying speech movements and other features.

Tachylalia is an accelerated, choking, uneven speech in rhythm. Bradylalia is a slow, drawn-out speech. Both disorders can be caused by innate features of the nervous system, emotional state, dysfunction of the subcortical parts of the brain, but unlike stuttering, there are no convulsions of the muscles of the speech apparatus. Timely elimination of these disorders at an early age eliminates the negative impact on the formation of speech and personality of the child in the future, and also contributes to the prevention of stuttering.

Aphasia is a systemic speech disorder due to a focal lesion of the cortex of the dominant hemisphere in speech during speech maturity. That is, this speech disorder is characteristic of adults whose speech was formed, but was disrupted due to a traumatic brain injury or stroke, but nevertheless, cases of aphasia in children are described in the scientific literature, which is associated with a tendency to "rejuvenate" strokes (but in this case, children after 5 years are also meant).

A much more frequent systemic speech disorder in children is alalia. This is the underdevelopment of speech in a child, which has a systemic character and is caused by a pathology of the central nervous system at the level of the cerebral cortex. Adhering to the modern view, it is the language system that is broken with alalia, which manifests itself in the form of motor alalia (this is a failure to assimilate the norms of language) and sensory alalia (misunderstanding of speech). Violations of other aspects of speech that were previously described in the alalia syndrome, scientists (T.G. Wiesel, A.N. Kornev et al.) refer to speech auditory agnosia (violations of phonemic hearing and sound pronunciation) and articulatory dyspraxia (violations of articulation and syllabic structure of the word).

In the psychological and pedagogical classification developed by R.E. Levina, speech disorders are divided into violations of the means of communication (general underdevelopment of speech, phonetic and phonemic underdevelopment of speech) and violations in the use of means of communication (stuttering). This classification is designed to work with a team of children and identify common manifestations of the defect in various forms of dysontogenetic speech development in children.

General speech underdevelopment is defined as a form of speech pathology, in which the formation of all components of the speech system related to both the sound and semantic sides of speech is disrupted. It is important to note that this concept is applicable to children with normal hearing and primary preserved intelligence. ONR occurs in the most complex, systemic speech disorders-alalia, but can also be noted in phonation disorders (rhinolalia and dysarthria), when not only violations of the phonetic side of speech are diagnosed, but at the same time there is a lack of phonemic perception and the lexico-grammatical side of speech. With ONR, there is a late onset of speech, poor vocabulary, agrammatism, defects in pronunciation and phonemic formation. Speech underdevelopment is expressed in children to varying degrees: from the complete absence or its babbling state to expanded speech, but with elements of phonetic-phonemic or lexical-grammatical underdevelopment.

Phonetic and phonemic underdevelopment is a violation of the processes of formation of the pronunciation system of the native language in children with various speech disorders due to defects in the perception and pronunciation of phonemes. Children with phonetic and phonemic speech underdevelopment are children with rhinolalia, dysarthria, dyslalia of acoustic-phonemic and articulatory-phonemic forms.

Thus, speech disorders in preschool children are deviations in the development of oral speech that do not allow the child to fully master speech as a system and/or function. They arise as a result of pathological factors acting in the prenatal, natal and early postnatal period of development, manifest themselves to varying degrees, but in any case require timely detection and correction, because they have a negative impact on the mental and social development of the child, and also make it difficult to master written speech at school age.

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Особенности речевых нарушений у детей старшего дошкольного возраста

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Ключевые слова и фразы: клинико-педагогическая классификация; нарушения речи; психолого-педагогическая классификация.

Аннотация: В статье рассмотрены виды речевых нарушений по двум основным классификациям, а также дана характеристика этих нарушений у детей дошкольного возраста.

Цели и задачи, содержатся в Федеральном государственном образовательном стандарте. Необходимо правильное выстраивание процесса обучения дошкольников, это достигается путем постоянного совершенствования методов обучения у воспитателей.

Гипотеза состоит в предположении, что речевые нарушения у детей старшего дошкольного возраста обусловлены возрастными и индивидуальными особенностями старших дошкольников.

Методы исследования:

1) теоретические: анализ педагогической литературы; обобщение; анализ документов и т.д.;

2) эмпирические: наблюдение; беседа; изучение эмпирического опыта; изучение педагогических ситуаций; тестирование; и т.д.

Можно сделать вывод, что данная система работы, направленная на формирование языковых компетенций у детей старшего дошкольного возраста, показала свою эффективность при обучении данной категории детей.

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Animated Films as Edutainment in Teaching Foreign Languages

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Key words and phrases: Russian as a foreign language; video materials; linguistic and cultural competence.



Abstract: Video materials are an informative visual aid in teaching foreign languages that facilitates the development of linguistic and cultural competence. The purpose of the article is to substantiate the choice of animation materials as a means of teaching Russian grammar and the formation of linguocultural competence in foreigners. The objectives are to characterize the role of animation materials; to outline the criteria for their selection and methods of introducing in the classroom of Russian as a Foreign Language. Multicultural communication implies learning vocabulary, grammar and background cultural information of a foreign language and comparing them to those of a native language. In the article, we consider the history and methods of introducing cultural linguistic information. Learners of Russian have a positive reaction to working with Russian animated films. Educational and entertaining techniques for teaching, video increases motivation to study, which contributes to the study of the Russian language and culture by foreigners. The results of the work showed the need to use video for language learning and the development of a dialogue of cultures.



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Introduction

The development of linguistic and cultural competence has become a key issue in teaching languages to non-native speakers. Multicultural communication implies learning grammar and cultural information of a language. The development of linguistic and cultural competence will help non-native speakers to overcome the language barrier and cultural divide.

The research is to review procedures in using video in teaching Russian as a foreign language (**RFL**); review advance techniques in workint; describe characteristics of methods animated short films in a RFL classroom to boost motivation of learners and quality of teaching (use of edutainment). The purpose is to study the major role of the linguistic and cultural aspect in learning background information necessary to understand specifics of animated films, mentality of speakers of the studied language. The practical relevance of this research lies in highlighting the complex use of linguistic and cultural approach to teaching RFL and

development of new classroom materials.

Russian animated films reflect the specifics of the Russian language, help to develop listening skills, consolidate linguistic and cultural material, which sums up the history of the Russian nation development and stores and transmits cultural information. Video materials are easy to understand since the linguistic component is accompanied with the visuals that grab students' attention (use of edutainment) and facilitate learning of new information. Using videos is a highly informative teaching aid in a foreign language classroom. It can be used as a supplement for all learners of Russian: both in class with a teacher and outside the linguistic environment.

Theoretical background

Resources on using video in teaching RFL are fairly scarce. The first such a tutorial – The Russian world in Russian films [1] – was published in 2007 at Moscow State University. Its authors – Moscow State University academics K. Baburina, N. Klyueva, M. Kulgavchuk, I. Kurlova, B. Mikitchenko, A. Petanova, O. Chubarova – presented some of their teaching techniques on using various types of videos, including animation. Few specialists in teaching methods have publications on using animation in a RFL classroom (L. Boris [2], I. Kurlova [3], E. Rublyova [4], T. Yudina [6; 7]).

This paper summarizes the ideas proposed by the researchers mentioned above. An animated film makes it possible for learners to immerse in a foreign language as a system of meanings, connotations and means of expression. Animated films used in a RFL classroom help to understand the Russian language and culture. Hence, it is crucial to develop new teaching resources, which will include methods of introducing linguistic and cultural information. Learners of Russian have a positive response to working with Russian animated films. Edutainment boosts motivation for studying, which results in a better learning of the Russian language and culture, real-life spoken language, better understanding of real spoken Russian, and develops listening skills [3]. Using animated films in the classroom facilitates the formation of cultural knowledge (moral values, stereotypical behavior) since animation reflects the real world [4].

The materials mentioned above include methods for introducing animated films. The first method is as follows. For elementary learners of Russian, animated films are used as an easy way to introduce a new material, a universal teaching aid. Researchers believe that, in the first place, learners should be shown animated films with a simple story line, such as V. Suteev's tales – a comic book and animated films based on that book [5].

Repeated situations and phrases help learners understand the text easily. L. Boris suggests that elementary students first watch animated films with the volume off. When students understand the story line and guess the phrases of characters, a teacher has to make them perform voice-overs for the video. When watching the film for the second time, students say their presumable lines, voice act the characters. Students learn to speak in sync with the characters [2, p. 176]. Sometimes students say much more than in the original text. We can talk about comprehension of a text if a student can summarize it in several sentences. It is necessary to train students to paraphrase, develop skills to find equivalents for words.

The second method is a part of edutainment (education + entertainment), when students focus on studies through entertainment. Watching animated films always cheers students up. Then, students watch animated films that are a bit more difficult to understand, for example,

The Snow Maiden, which has numerous cultural connotations that require explanation. It is most important for students to understand the story line and grasp the main idea of dialogs. Upon watching the film, students discuss what they understood and what they put down for retelling in their own words. Students should learn background information and cultural realia: the Russian traditions, customs, way of life, and compare them with those of their own. Animated films combine linguistic and cultural information and lexical and grammatical material that helps students make progress in the Russian language.

The works by the researchers mentioned above describe methods of introducing animated films for learners of Russian in detail, and some works contain good pieces of video materials, including animated films, for analysis in a RFL classroom and exercises for students, and, in addition, they highlight the importance of cultural information for learners of Russian to ensure that they know the meanings and implications of Russian words, proverbs and sayings and compare them with those of their own language and culture, i.e. the essence of multicultural education. However, few materials reflecting this multicultural aspect of education are currently available, and specialists in teaching methods should focus on developing such materials. New materials combining linguistic and cultural information in teaching a foreign language should constantly be developed in addition to the existing teaching resources for working with videos.

I have started developing my resources with the precedent phenomena in the Russian folk tales [7]. However, regional phenomena and situations are also interesting. Northern (Arctic) Federal University hosts students from many different countries, who spend four years close to the Arctic. It is only natural that they are interested in the culture of people living in the Russian North, their worldview and survival in the North. I have developed teaching materials for RFL classes that include a description of the phenomena of the North of Russia [6].

Following L. Boris, I. Kurlova, T. Yudina methods of introducing authentic videos into activities for learners of Russian and using animated films based on the Russian folk tales, the fairy tale “Kolobok” was selected for the research. The gingerbread man personifies carelessness, bragging, irresponsibility, the need for freedom, disobedience. He does not know how to assess the situation, does not see the danger; does not obey the parents. As a result, Kolobok was eaten by Fox. “What is the moral of the tale? This is what happens to children who run away from home” [7, p. 134]. The tales raise the problem of good and evil, compare ways and actions of protagonists and antagonists, and describe the qualities of every character. Knowledge is vital for non-native speaker for successful communication with people of other linguistic and cultural community.

Conclusion

To sum up, it is important to develop the linguistic and cultural competence in teaching a language to non-native speakers, i.e. develop language skills and skills to understand cultural meanings, and skills of communication in the multicultural context. The language is a system of meanings, connotations and means of expression. Animated films used in a RFL classroom help understand the Russian language and culture. Hence, it is crucial to develop new teaching resources, which will include methods of introducing linguistic and cultural information.

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Анимационные фильмы как образовательно-развлекательная программа в обучении иностранным языкам

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Ключевые слова и фразы: анимационные видеоматериалы; лингвокультурологическая компетенция; русский язык как иностранный.

Аннотация: Анимационные материалы являются информативным наглядным средством в обучении иностранным языкам и способствуют развитию лингвокультурологической компетенции. Цель статьи – обосновать выбор анимационных материалов как средства обучения грамматике русского языка и формирования лингвокультурной компетенции у иностранцев. Задачи: охарактеризовать роль анимационных материалов, критерии их отбора и способы введения на занятии по русскому языку как иностранному. Поликультурное общение подразумевает изучение лексики, грамматики и базовой культурной информации иностранного языка и их сравнение с таковыми на родном языке. В статье рассматриваются история и способы введения культурно-лингвистической информации. Изучающие русский язык положительно отзываются о работе с российскими анимацион-

ными фильмами. Edutainment, или эдьютейнмент (образовательно-развлекательные приемы при обучении) повышает мотивацию к учебе, что способствует изучению русского языка и культуры инофонами. Результаты работы показали необходимость применения видео для развития диалога культур.

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For notes

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