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*Geopolitics, human rights*

*Геополитика, права человека*

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## **The Crimean War (1854-1856): the Army and the Navy of the Second French Empire put to the test of expeditionary war experience\***

Since the Second World War, the wars waged by the major Western powers have been military expeditions carried out far beyond their borders. There are many examples: Korea, Vietnam, Gulf War, Iraq, Afghanistan. They are carried out by deployable forces involving fewer soldiers. These forces include at least land and air components, sometimes supplemented by naval forces. The War of Afghanistan (2001-2014) illustrates this type of remote intervention by a NATO contingent of up to 130,000 soldiers from the ground and air forces of 51 different countries<sup>1</sup>. The military campaigns conducted by France since 1945 also follow this pattern, as did the decolonization wars in Indochina and Algeria, but also with more recent interventions in Africa and the Middle East: Mali, Côte d'Ivoire, Syria... France has increased military campaigns with limited resources. The most successful of these French operations, and which perfectly illustrates

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**Крымская война (1854-1856): армия и флот Второй французской империи подвергли испытанию опыт экспедиционной войны**

1 La mission de la FIAS en Afghanistan (2001-2014) // NATO – OTAN North Atlantic Treaty Organization web site [website]. // URL: [https://www.nato.int/cps/fr/natohq/topics\\_69366.htm](https://www.nato.int/cps/fr/natohq/topics_69366.htm).

this military concept of expeditionary warfare, is Operation Serval in Mali in 2013<sup>2</sup>.

At first sight, these conflicts seem very different from the wars waged by European countries and in particular by France throughout their history. The history of France since 1789 has been rich in military conflicts: wars of the Revolution and the Empire, interventions in Spain and Belgium between 1820 and 1830, the war of 1870 against the German states, the world wars... This constant military commitment stems from France's position as one of Europe's leading military, diplomatic and economic powers. Thus, France was the leading continental power during the wars of the Revolution and the First Empire. Although it was isolated by the Congress of Vienna in 1815, it remained one of the major diplomatic powers on the European continent, especially from the second half of the 19th century, mainly thanks to Napoleon III. While French military history is dominated by European wars that take place close to its borders, military historiography shows that before 1945 France also engaged in distant conflicts. Examples include the conflicts resulting from colonial competition between European states such as the American War of Independence, the conquest of Algeria or, in a more recent past, the Battle of Narvik in the spring of 1940<sup>3</sup>. The navy's involvement in contemporary French military history (contemporary history begins in 1815 according to French historiography) is explained by a new phase of colonial expansion linked to competition with England. This period began with the conquest and pacification of Algeria between 1830 and 1870, the conquest of the Indochina Peninsula and sub-Saharan Africa. Like England, France uses its fleet to defend its interests throughout the world and, this policy is applied more intensively from the July Monarchy,

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2 Shurkin M. *France's War in Mali: Lessons for an Expeditionary Army*. – Santa Monica, CA: RAND Corporation, 2014 [website]. // URL: [https://www.rand.org/pubs/research\\_reports/RR770.html](https://www.rand.org/pubs/research_reports/RR770.html).

3 Mabire J. *La saga de Narvik : combats au-delà du cercle polaire, printemps 1940*. – Paris : Presses de la Cité, 1990.

during the various naval operations against the Latin-American states, the most notable of which is the 1838-1839 Pastry War against Mexico (with the Veracruz blockade)<sup>4</sup>.

The Crimean War of 1853-1856, the first conflict between the major European powers since the Treaty of Vienna of 1815, broke out in this diplomatic and military context. As a reminder, in this conflict, Russia is facing the Ottoman Empire, the United Kingdom and France alone. This war resulted from multiple factors, the main one being the Russian-Turkish rivalry in the Black Sea and led the belligerents on several fronts: Black Sea (Balkans, Crimea, Caucasus), White Sea, Baltic Sea and Pacific Ocean<sup>5</sup>. Although unknown to the French, it allowed France to once again become, as before 1815, a key player on the European diplomatic scene. Although it was subsequently marginalized, particularly after the Russo-Turkish War of 1877-1878, the Crimean War had significant impacts in the maritime field. It was thus at the origin of the introduction of international maritime regulations on the maritime blockade and the prohibition of race warfare<sup>6</sup>.

Unlike Russia and Turkey, which fight on their borders, the Crimean War is, for France and England, a distant and expeditionary war based mainly on the marine and armed logistical capabilities to project and supply their forces. This article will focus on understanding how the French army and navy, which have invested more than any other belligerents, have faced this conflict and its difficulties. To understand this, he is first of all interested in the situation in which his armed forces find themselves at the time of France's entry into the war.

The French army of Napoleon III is a two-speed army composed of a metropolitan army and an army known as "Armée

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4 Drévilion H., Wieviorka O. Histoire Militaire de la France tome I. Des mérovingiens au Second Empire. – Paris : Perrin – Ministère des Armées, 2018. P. 781.

5 Тарле Е.В. Крымская война (2 тома). – Москва- Ленинград : Издательство Академии Наук СССР, 1944.

6 Gouttman A. La Guerre de Crimée. 1853-1856. La première guerre moderne. – Paris : Perrin: 2012. P. 391.

d’Afrique”. The first is responsible for the defense of the territory but which in practice is a law enforcement army. The second is deployed in Algeria and is experienced in counter-guerrilla and small war actions<sup>7</sup>. This army was also rebuilt from scratch some thirty years earlier, following the dismissal of the armies by Louis XVIII on his return after Napoleon’s Hundred Days in 1815. This army therefore has a dual Napoleonic and monarchical heritage: The Napoleonic heritage is rather doctrinal and is manifested by the massive use of skirmishers and the speed of maneuvers<sup>8</sup>. The monarchical heritage is manifested by the conscription system, which allows a reduced but experienced semi-professional army, and by a duality between technical innovation and the conservatism of the cadres<sup>9</sup>. Thus this army adopted among others: rifled bore weapons such as the Delvigne rifle and then Minié, shells, or the replacement of flint by a percussion system with fulminate capsules for long guns<sup>10</sup>. But at the same time, as William Serman and Jean-Paul Bertaud recall in their *Nouvelle histoire militaire de la France 1789 – 1919 : A strong caste spirit prevails, especially among officers, with the idea that non-commissioned members and officers should not receive training superior to that required to perform their duties*<sup>11</sup>.

This conservatism is particularly present among cavalry and infantry officers who are not trained in strategic or tactical thinking and freeze their regiments in the application of the regulations. As Louis Delpérier explains, the cavalry settled into a certain routine and lost what made them the best cavalry

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7 Martinez B. 1789-1870 : De la Révolution française à la Commune de Paris. // Histoire de l’Armée Française (documentary film serial). France 5/JEM productions/SFP, 2006.

8 Edgerton R. *Death or glory : The legacy of the Crimean war.* – Oxford : Boulder (Colo.), Westview, 1999. P. 53–54

9 Ortholan H. *L’armée du Second Empire : 1852-1870.* – Saint-Cloud : eds SOTECA, 2010. P. 11.

Serman W., Bertaud J-P. *Nouvelle histoire militaire de la France 1789-1919.* – France : Fayard, 1998. P. 308.

10 Corvisier A. *Histoire militaire de la France tome II. De 1715 à 1871.* – Paris : Presses Universitaires de France, 1992. P. 486.

11 Opus cit. Serman W., Bertaud J-P. P. 239.

in Europe in 1815<sup>12</sup>. On the other hand, artillery and engineering officers are much more open and intellectual<sup>13</sup>. However, while the latter are responsible for the development of new weapons with the Artillery Committee, it is generally to the former that the highest military functions fall due to their status as noble weapons (which is not specific to this period, nor to the French army)<sup>14</sup>. This results in a discrepancy between the theoretical doctrine of the use of weapons and soldiers and reality. The highest echelons of the French command therefore suffer from a lack of think tanks to rethink French doctrine and develop a strategic vision. Also they are not in a position to coordinate joint maneuvers or to take into account the evolution of armaments, forcing the Ministry of War to set up such studies<sup>15</sup>. The French army of 1854 is therefore an army that is undergoing several changes and has not been able to adapt its doctrine to the modern weapons at its disposal.

The French navy at the beginning of the Second Empire was also undergoing a major transformation. Having emerged weakened from the turmoil of the revolutionary and Napoleonic wars, the French Navy devoted the entire period of the Restoration and Monarchy of July to strengthening, modernizing and implementing a new naval doctrine defined in particular by Pierre-Barthélémy Portal, Minister of the Navy of Louis XVIII. Indeed, as André Corvisier explains, it was under his direction that the unofficial abandonment of the maintenance of a large fleet capable of competing with the Royal Navy emerged, and that it was no longer necessary to seek an alliance as had been the case throughout the 18th century, particularly during the reign of Louis XVI. On the contrary, it is a question of acquiring a smaller navy capable of managing diplomatic crises and defending French interests, while allowing France to remain the second European navy<sup>16</sup>. However,

12 Delpérier L. *L'armée de Napoléon III. – Saint-Cloud* : eds du Coteau, 2011. P. 13–14.

13 *Opus cit.* Serman W., Bertaud J-P. P. 239-240.

14 *Opus cit.* Corvisier A.P. 484.

15 *Ibidem.* P. 489-490.

16 *Ibidem.* P. 401–402.

until the 1840s, the funds allocated did not make it possible to carry out the entire project and to catch up with the technological backwardness of these former adversaries. Several ships launched during the Revolution or the Empire such as *l'Océan*, were thus kept in service until the 1850s and, modern production programs did not start until the old programs launched under Napoleon I were completed<sup>17</sup>. Thus, when the 1840 Eastern crisis broke out, the Navy proved incapable of defending French interests against those of the United Kingdom, as the number of available ships did not allow France to launch a naval war<sup>18</sup>.

After this diplomatic retreat, the July Monarchy will not question Pierre-Barthélémy Portal's policy but will accelerate the modernization of the fleet. This modernization policy, defended in particular by the Duke of Joinville, son of Louis-Philippe I, led to the French fleet during the Crimean War. This policy has two main components: the launch of modern vessels and the modernization of armaments. The objective of the 1843 law is to have a navy of 44 ships of the line, 66 frigates and 136 small vessels<sup>19</sup>. The new vessels are equipped with steam engines in tandem with the sail. Indeed, if steam had already been used on warships equipped with auxiliary paddle wheels, the development of the propeller allowed the creation of steam warships<sup>20</sup>. This technological revolution was manifested through the work of the naval engineer Dupuy de Lôme, supported by the Duke of Joinville and then by Napoleon III, and took shape with the launch of the *Napoleon*, the first mixed propulsion warship with a very important role in the Crimea. In terms of armament, the navy innovated, ahead of the Army, by acquiring a mass of 160 and 220 mm Paixhans guns, whose effectiveness had been proven in 1838 during the bombing of

17 *Ibidem*. P. 402–403.

18 *Ibidem*. P. 405–406.

19 Monaque R. *Une histoire de la marine de guerre française*. – Paris : Perrin, 2016. P. 287–288

20 *Opus cit.* Corvisier A.P. 491.

*Opus cit.* Serman W., Bertaud J-P. P. 244.

the Mexican fortress of San Juan de Ulúa<sup>21</sup>. These guns, which would be used by the majority of European navies (for example, during the Battle of Sinope in 1853 by Russian ships), had the revolutionary capability at the time to fire explosive ammunition with tensile fire, whereas previously only howitzers with curved fire were capable of doing so<sup>22</sup>. The French navy will make the Paixhans guns the main weaponry for its warships<sup>23</sup>.

This army and navy were not inactive between 1815 and 1854, because as David Cumin shows in his book on the history of war, Europe did not experience “a long peace” in the 19th century. While some may have thought so following the importance of the Revolutionary and Napoleonic wars and the conflicts of the 20th century, the 19th century was shaken by many revolutionary movements, several wars of independence as in Greece, unification as in Italy and Germany, and colonial campaigns<sup>24</sup>. These wars, with a strong nationalist or imperialist character, are limited in time, space and means and are resolved by clear victories<sup>25</sup>. And the French army took part in a large number of European conflicts of this period: the Italian Campaign of 1858 - 1859, the Franco-German War of 1870-1871.

The army and navy preparing to fight the Russians in 1854 therefore in theory assimilated the results of several military campaigns and learned to cooperate. The first French military engagement after 1815 was the 1823 Spanish expedition, commanded by the former chiefs of Napoleon I's army. This expedition involved 95,000 men and mixed land movements and joint operations with the navy, particularly in front of Cadiz. However, this success is marred by logistical problems and outdated stewardship. The army and navy were then involved in the Morea expedition of 1827, which highlighted the inad-

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21 Opus cit. Corvisier A.P. 492.

22 Opus cit. Monaque R.P. 286-287.

23 Opus cit. Serman W., Bertaud J-P. P. 243-244.

24 Cumin D. Histoire de la guerre. - Paris : Ellipses, 2014. P. 162.

25 Ibidem. P. 163.



equacy of the army's health service<sup>26</sup>. But the most important expedition carried out jointly by the Navy and the Army was the 1832 Algiers expedition led by an expeditionary force of 35,000 men, 4,000 horses and 70,000 barrels of equipment. To provide artillery and logistical support, the Navy mobilized 8 ships of the line, 12 frigates for transport and 11 ships of the line, 24 frigates, 8 bombards and 55 small ships in the war squadron. While the organization seems to be running smoothly, the government is forced to requisition 678 additional civilian vessels for transport and logistics and to compensate for the Navy's limited and insufficient capacity. The success of the landing is rather mixed since it will take 4 days to land all the equipment<sup>27</sup>. The Navy will then play an essential role in the further conquest of Algeria since it is responsible for the logistics and transport of reinforcements for military operations<sup>28</sup>. The last operation before the Crimean War that required cooperation between the Navy and the Army was the sending of an expeditionary force to Rome to restore Pope Pius IX to power and crush the 1849 Garibaldian uprising. This expedition will once again highlight the shortcomings of the French health service<sup>29</sup>.

During this same period, several operations were conducted by the Navy alone across the globe and, in addition to military operations, scientific expeditions multiplied, particularly under the July Monarchy<sup>30</sup>. Naval operations during this period are, like land operations, time-limited and involve few ships<sup>31</sup>. Thus, the most important expeditions were that of Portugal in 1831, which engaged 6 ships of the line and 4 frigates, and that against Argentina in 1840, which mobilized 42 warships. This last expedition is part of a series of actions in Latin America

26 Opus cit. Corvisier A.P. 501.

27 Opus cit. Monaque R.P. 276-278.

28 Boulaire A. *La Marine française. De la Royale de Richelieu aux missions d'aujourd'hui*. – Quimper : Palantines, 2011. P. 210.

29 Opus cit. Corvisier A.P. 506-509.

30 Opus cit. Monaque R.P. 286.

31 Opus cit. Boulaire A.P. 210.

and culminates with the occupation of Buenos Aires. These expeditions remained costly in manpower and equipment with the loss of 63 vessels under the July Monarchy alone and the ravages of epidemics such as cholera and yellow fever<sup>32</sup>. In conclusion, the French army that left for the Crimea in 1854 theoretically had lessons in logistics and health services that enabled it to engage as best it could in this new expeditionary war. However, the historiography of the Crimean War shows that the army and navy will improvise this campaign.

Indeed, as previously pointed out, the French army does not have a permanent body for strategic and tactical reflection and therefore remains anchored in a doctrine developed under the First Empire. Thus in March 1854, when the diplomatic crisis broke out the previous year and Turks and Russians clashed in the Balkans and the Caucasus, no war preparations were launched, while part of the fleet was already deployed in the Black Sea alongside the British and the chances of rapid peace were diminishing. This impression of military unpreparedness at the outbreak of the Crimean War was shared in the second half of the 19th century. The historian Gustave Marchal in his book *The Crimean War* published in 1888 recalls that although several units had been put on the war footing before the declaration of war, preparations were not completed at the beginning of the hostilities and, the sending of a first expeditionary force of 6,000 men was done in the most total improvisation<sup>33</sup>. Thus, when the Marshal of Saint-Arnaud, Commander-in-Chief of the so-called "Oriental" army, arrives at the Gallipoli camp, he can only observe the chaos created by the absence of prior organization and the deficiency of logistics<sup>34</sup>. This observation is reflected in several testimonies from French soldiers. For example, General Thoumas, then captain, wrote that in March 1854, no serious war preparations had

32 Corvisier A.P. 505.

33 Marchal G. *La guerre de Crimée* par Gustave Marchal. Ouvrage illustré de 26 gravures hors texte inédites par Quesnay Beurepaire. – Paris : Firmin-Didot, 1888. P. 28 and P. 40.

34 *Ibidem*. P. 44.

been made and that everything was being done in a hurry<sup>35</sup>. However, as Alain Goultman reminds us, neither the Russian Empire nor the United Kingdom were prepared to wage such a war; the former paying dearly for its unpreparedness and lack of knowledge of the Allies' offensive capabilities by its defeat; and the latter for the losses that its army would suffer before Sevastopol in the winter of 1854-1855, making its participation in land operations negligible to the benefit of the French<sup>36</sup>. But to return to the French case, this lack of organization and logistical weakness is accentuated with the reinforcements sent to Gallipoli, then to Varna and finally to the Crimea. The study conducted by André Corvisier on the military history of France perfectly summarizes the situation in which the military and political leaders of the Second Empire find themselves once the war is declared: all operations carried out during the Crimean War are carried out in a permanent improvisation and the leaders must face the needs in terms of manpower, equipment as well as losses and diseases; these problems having not been anticipated while the fighting takes place at about fifteen days' sailing from French ports<sup>37</sup>. The best example of this improvisation is the decision to attack the Russians in Sevastopol once they had evacuated the Danube provinces with a first modest expeditionary force, the lack of resources preventing the dispatch of the cavalry and the 5th infantry division<sup>38</sup>.

This lack of preparation by the French army (but also by the English, Russians and Turks) would result in very high losses due to diseases such as cholera, scurvy or typhus, but also to the lack of supplies for an unexpected siege war. France will thus lose about 95,000 soldiers in the Crimea, including 75,000 who died of disease<sup>39</sup>. The supply problem will be partly offset

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35 Thoumas C. *Mes souvenirs de Crimée - 1854-1856* - Par le général Thoumas - Illustrations de Maurice Pallandre. - Paris : Librairie Illustrée, 1892. P 3.

36 Opus cit. Goultman A.P. 129.

37 Opus cit. A. Corvisier A.P. 510.

38 Opus cit. Marchal G.P. 78-79.

39 Opus cit. Goultman A.P. 393.

by the establishment of private merchants around the English and French logistics bases of Balaklava and Kamiesch Bay<sup>40</sup>. These problems of supply and epidemics are reported in the testimonies of French soldiers. In one of his letters, a chaplain wrote that unlike the Russians, who have the advantage of being on their territory, the French must fight far from their country with only those who manage to cross a sea prone to storms as their only resources<sup>41</sup>. In his recollections of the Crimean War, Colonel Charles Duban, recounts that soldiers are reduced to buying what they need from merchants in Kamiesh because neither the stewardship nor the “patriotic gifts” can meet their demands<sup>42</sup>. An anonymous sergeant major reported that since reinforcements could not cover artillery losses, the infantry was forced to detach men to serve in the siege batteries<sup>43</sup>. Finally, in letters written while he was a captain in the Crimea, General Herbé recounts that ambulances are constantly lacking linens, bandages and lint despite the massive shipments from the metropolis<sup>44</sup>. These few factual testimonies highlight the shortcomings and lack of French doctrinal knowledge to wage distant and important wars. The supply problem, which affects all belligerents, may also result from the experience of previous campaigns that did not lead military leaders to reflect on stewardship issues. Indeed, during the American War of Independence and previous European wars or, during the conquest of Algeria, the French expeditionary forces were able to live with the resources of the country where they were fighting. This habit of living in the country removed the need for substantial stewardship and masked supply problems, except during the

40 Ibidem. P. 284–285.

41 Révérend père de Damas. Souvenirs religieux et militaires de la Crimée par le Révérend Père de Damas de la Cie de Jésus, aumônier supérieur de l’armée d’Orient. – Paris : Joseph Albanel Librairie, 1866. P. 62–63.

42 Duban Ch. Souvenirs militaires d’un officier français 1848–1887 (2e éd.). – Paris : E. Plon, Nourrit, 1896. P. 124–125.

43 Anonym. Journal d’un sous-officier d’infanterie de marine à l’armée d’Orient (1854–1855) [Manuscrit]. – Château de Vincennes. P. 71.

44 Herbé. Français & Russes en Crimée. Lettres d’un officier français à sa famille pendant la campagne d’Orient. – Paris : Calmann Lévy éditeur, 1892. P. 152.

Russian campaign of 1812 due to the Russian scorched earth policy. Moreover, it was only in 1817 that France set up an Intendance Service<sup>45</sup>. The Crimean War therefore made French and British military leaders aware of the importance of logistics.

However, the Crimean War was to end with a victory for France and its allies because the victories in the Alma, Inkermann and Chernaya battles and the success of the siege of Sevastopol owed a lot to the supply chain of the allies, which proved to be more efficient than that of the Russians. Indeed, as André Corvisier reminds us, this victory is also that of the French and English navies and the merchant fleets of both countries<sup>46</sup>. And French historians are unanimous on the fact that the French Navy has perfectly fulfilled its missions despite limited resources and the multiplicity of theatres of operations. Thus, once war broke out, the French navy was able to provide three war fleets for operations in Europe while maintaining a naval presence across the globe and participating in operations against Russian possessions in the Pacific Ocean with the British<sup>47</sup>. The Navy, like the Army, is going to be caught off guard by the declaration of war, as William Serman and Jean-Paul Bertaud explain. To ensure the transport of metropolitan and African troops to Turkey while transporting troops to Algeria to replace the skirmishers, hunters and Zouaves sent to the East; the Navy was forced to requisition all steamships of the Imperial Messenger Company while the Military Intendance had to requisition many merchant ships of various nationalities<sup>48</sup>. However, if the initial organization was problematic, for example, with the men transported by steamer who had to wait for horses and equipment transported by sailing boats, the Navy would succeed in transporting 300,000 men, 50,000 tonnes of ammunition and tens of thousands of tonnes

45 Opus cit. Corvisier A.P. 501.

46 Ibidem. P. 510.

47 Erulin. *Guerre de Crimée 1854–1856 – Opérations dans le Pacifique – Campagne du Kamchatka et des bouches de l'Amour*. – École supérieure de la guerre navale 1933–1934.

48 Opus cit. Serman W., Bertaud J-P. P. 343.

of weapons, equipment and supplies to the Crimea until 1856 with 1,400 ships, including 200 steamers, which enabled the French army to align 120,000 men from May 1855 onwards<sup>49</sup>.

This success is to the credit of talented admirals such as Bruat, Hamelin, Lyons, La Roncière, Rigault de Genouilly or Febvrier-Despointes who will be able to draw some conclusions from the Crimean War<sup>50</sup>. This success is due to two factors: the first is the effort made by the merchant fleet and the navy, which will convert several of its ships to troop transport. Sailors will suffer from this mass transport by also being victims of the epidemics that ravage the army on land and whose transmission is facilitated by overcrowding on board ships<sup>51</sup>. The second factor is the lack of reaction from the Russian navy during the transport of the Allied army to the Crimea because, as Rémi Monaque reminds us, Admiral Nakhimov could have taken advantage of the congestion of the majority of French and English warships to launch some attacks on the fleet and strike it hard<sup>52</sup>. This passivity will allow the Allies to lock the Russian fleet in Sevastopol and convoy reinforcements and supplies without fear. This success partly masks the failure of the French and British navies during the bombing of Sevastopol in support of the land bombardments. Indeed, as Daniel Panzac recalls, on 17 October 1854, the 27 ships involved in this operation suffered significant damage and losses in the face of the Russian Peacehans artillery guns landed by the Black Sea fleet. This failure, combined with the success of the missions attributed to the steam frigates (naval blockade and raids against Russian ports), and the successful engagement of the armoured floating batteries at Kinburn will mark the end of the wooden and sailing navy<sup>53</sup>. The Crimean War showed

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49 Ibidem. P. 347–348.

50 Opus cit. Boulaire A.P. 215.

51 Opus cit. Monaque R.P. 298.

52 Ibidem. P. 300.

53 Panzac D. *La marine ottomane. De l'apogée à la chute de l'Empire.* – Paris : CNRS Editions, 2012. P. 328–329.

France that it had a fully operational navy that had taken advantage of the technological innovations and campaigns of the first half of the 19th century. Thus, as Admiral Darrieu and Captain Quéguiner explain, the French Navy and its leaders have shown their skills, and their ability to carry out major operations, and even to supplement the Army by landing its guns without conducting naval combat<sup>54</sup>. On the side of the Army, on the other hand, the Crimean War shows weaknesses that will only be resolved with the fall of the Second Empire: Its generals are for the most part unable to have a global strategic vision, focusing solely on bringing down Sevastopol for example<sup>55</sup>. These same leaders are also often unable to carry out joint actions and owe their victories to improvisations and the mistakes of their opponents. These weaknesses are confirmed in the other wars waged by Napoleon III and particularly during the War of 1870<sup>56</sup>. The Crimean War and more particularly the siege of Sevastopol allowed artillery and engineering to prove their worth by imposing a technical war on the infantry and cavalry that were leading the game with colonial conquests<sup>57</sup>. The importance that artillery was beginning to take on was evident in front of Sevastopol but especially during the siege of Bomarsund where victory was achieved through a combination of artillery fire<sup>58</sup>.

The Crimean War is therefore a perfect illustration of the campaigns conducted by the Second Empire, i.e. a war unleashed without any real preparation and without any strategic vision. The French victory with the fall of Sevastopol was the result of improvisations by French military and political leaders who were able to adapt to a conflict of unforeseen proportions, to the conditions of an expeditionary war and to mobilize most of the naval and land forces at France's disposal

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54 Darrieu H., Queguiner J. *Historique de la Marine Française (1815–1918)*. – Saint-Malo : Éditions de l'Ancre de Marine, 1997. P. 56–57.

55 Opus cit. Monaque R.P. 306–307.

56 Opus cit. Martinez B.

57 Opus cit Corvisier A.P. 513.

58 Serman W., Bertaud J-P. P. 338–339.

at the time. The joint cooperation between the Navy and the Army was strengthened and was noted by General Péliissier in his agenda of 5 October 1855<sup>59</sup>. This victory in Crimea and the learning of intensive expeditionary warfare were made in pain with a lack of stewardship amplified by epidemics. Improvisation is the key word in this war. The same is true for the British army and navy. The first suffered severely in the winter of 1854-1855 and was forced to reduce its participation in operations in the Crimea. The second one assumes the supply and reinforcement of its army, while supporting Turkish and Piedmontese logistics and supporting its French counterpart. In the end, the Eastern War above all made France aware of its power and the importance of combining the actions of the fleet and the army<sup>60</sup>.

While the army did not learn the lessons of the Crimean War, by not creating a strategic think tank, a permanent staff or permanent divisional units after the conclusion of the Treaty of Paris, the navy was able to learn several lessons from this conflict. The first is the creation of an auxiliary fleet of specialized and non-specialized steam-powered transport vessels to project a force of 40,000 men and 12,000 horses. Endorsed by the 1857 naval program, this decision reflects the awareness of the need to own skimmer ships and hospital ships<sup>61</sup>. The second is to remove all warships propelled only by sail<sup>62</sup>. The role played by the *Napoléon*, who towed part of the fleet trapped in the Dardanelles Strait in 1853, and then by the steam frigates, which showed the need to stop relying solely on the wind. The third was to develop iron-hulled battleships, including the *Gloire* frigate launched in 1859 and designed by Dupuy-de-Lôme, which was the first example<sup>63</sup>. This deci-

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59 Opus cit. Darrieu H, Queguiner J.P. 59.

60 Ibidem. P. 60.

61 Opus cit. Boulaire A.P. 215.

62 Opus cit. Darrieu H., Queguiner J.P. 56-57.

63 Opus cit. Monarque R.P. 296. Renard. *L'art naval* (3e édition). – Paris : L. Hachette, 1873. P. 72



sion is the result of the damage suffered by the fleet during the bombardment of 17 October 1854, the results obtained by the Russian Paixhans guns in Sinope and the effectiveness of the floating batteries during the battle of Kinburn<sup>64</sup>. These three decisions were also accompanied by an awareness of the importance of meteorology following the damage suffered by the army and especially the fleet during the various storms in the Black Sea and particularly during the one in November 1854<sup>65</sup>.

However, not all the lessons of the Crimean War will be learned. The Mexican expedition, the second major expeditionary operation of the Second Empire that lasted from 1861 to 1867 with a maximum contingent of 40,000 men, was also improvised as it progressed. The health lessons from the Sevastopol headquarters have not been retained with 84% of losses due to diseases (which is proportionally lower than in the Crimea), but this shows that the Health Service is still lacking<sup>66</sup>. The land lessons of the Crimean War were not applied in this new conflict as it took an insurrectional form closer to the Spanish experiences of Napoleon I and Algerian. On the other hand, the Mexican expedition shows one essential thing: the logistical constraints of the expeditionary war had been understood by the French Navy, which proved capable of transporting 36,000 men on its own between 1861 and 1863 and which is comparable to the 51,000 men it had transported to the Crimea with its warships. The Crimean War thus had a lasting impact on the French navy, which then proved capable of continuing its mission of logistical support for the land forces projected throughout the world. It also marked a turning point in the naval war with the beginning of the era of battleships.

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64 Opus cit. Darrieu H., Queguiner J.P. 56 – 57.

65 Ferrand F. La crue de 1910 à Paris // Au cœur de l'Histoire (Radio podcast) – Europe 1 – You Tube. // URL : <https://www.youtube.com/watch?v=DppCe3HnjHY>.

66 Avenel J. La campagne du Mexique (1862-1867). La fin de l'hégémonie européenne en Amérique du Nord. – Paris : Economica, 1996. P. 39.

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**The Crimean War (1854-1856): the Army and the Navy of the Second French Empire put to the test of expeditionary war experience**

**Abstract.** In 1854, the great-European powers are once again at war. Following the crisis in the holy sites and the diplomatic impasse to resolve what was at first a diplomatic then became a military conflict between the Ottoman Empire and Nicolas I's Russia, Napoleon III's France and Queen Victoria's England went to war alongside the Turks. Thus began the Crimean War. But if this conflict is, for Russia and Turkey, a classic conflict because the fighting takes place on their borders or on their own soil, it is not the same for the French and the English. The latter are indeed confronted with a distant war that requires a navy capable of supplying the army sent to Turkey and then to the Crimea, while being able to carry out combat actions in cooperation with the landed troops. This article attempts to answer the question: how could France have fought an expeditionary war that required so many resources? The outbreak of the Industrial Revolution in the first half of the 19th century led to a number of innovations, as well as technical and strategic developments. Combined with the many maritime expeditions and military campaigns carried out by the latter, France of 1854 therefore theoretically had the means and knowledge to carry out a war far from its bases. This article will therefore examine this theoretical potential and see whether the lessons of the past were learnt by French military leaders or whether the answers to the problems encountered in Crimea were found at the time thanks to the genius of these same leaders. To do so, this study will draw on recent publications by French historians specializing in military history and the testimonies of French veterans of the Crimean War.

**Key words:** Crimean War, Second French Empire, French Navy, French Army, Expeditionary force, Expeditionary War.

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**Крымская война (1854-1856): армия и флот Второй французской империи подвергли испытанию опыт экспедиционной войны**

**Аннотация.** В 1854 году крупные европейские державы вновь вступили в войну. После кризиса в святых местах и дипломатического тупика, возникшего для разрешения дипломатического, а затем и военного конфликта между Османской империей и Россией Николая I, Франция Наполеона III и Англия королевы Виктории вступили в войну вместе с турками. Так началась Крымская война. Но, если для России и Турции этот конфликт является классическим, потому что бои происходят на их границах или на их собственной земле, то для французов и англичан это не одно и то же. Последние действительно сталкиваются с дистанционной войной, которая требует наличия военно-морского флота, способного снабжать армию, направляемую в Турцию, а затем в Крым, и одновременно вести боевые действия в сотрудничестве с сухопутными войсками. В этой статье делается попытка ответить на вопрос: как могла Франция воевать в экспедиционной войне, которая потребовала столько ресурсов? Действительно, первая половина 19 века была благоприятна для технического и стратегического развития благодаря началу промышленной революции во Франции и многочисленным морским экспедициям и военным кампаниям, проводимым последней. Поэтому Франция 1854 года теоретически располагала средствами и знаниями для ведения войны вдали от своих баз. Поэтому в данной статье мы рассмотрим этот теоретический потенциал и посмотрим, были ли уроки прошлого известны военачальникам Франции или ответы на проблемы, с которыми они столкнулись в Крыму, были найдены в то время благодаря гению этих же лидеров. Для этого в данном исследовании будут использованы последние публикации французских историков, специализирующихся на военной истории, и свидетельства французских ветеранов Крымской войны.

**Ключевые слова:** Крымская война, Второй Французская Империя, Военно-морские силы Франции, Сухопутные войска Франции, Экспедиционная Сила, Экспедиционная война.

*UNESCO: culture  
and national traditions*

*ЮНЕСКО: культура  
и национальные традиции*

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**Business culture\***

Coffee is not just one of the most common drinks around the world, it can be an indicator of a person's belonging to a particular culture, in particular, "coffee" or "tea". But this is not enough - coffee acts as a kind of organizer of a person's life, measuring it into important parts, separating work and rest time, forming different approaches to interacting with superiors, colleagues, relatives, and even setting the tone for self. All this allows us to regard coffee as an indicator of a culture of communication, both business and everyday. There are several areas to help make such an assessment<sup>1</sup>.

The first of them should be called global. In the network information society, one of the most stable networks was coffee. It is woven from several components, the most massive and most prominent of which is the chain of coffee shops, which have received almost global distribution. This is a company selling coffee and the same-name chain of coffee shops Starbucks Corporation. It was founded in Seattle (USA) in 1971. By the end of 2016, there were over 24 thousand outlets in 65 countries, including Russia, in the Starbucks network. Starbucks is a leader not only in covering the market for such

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\* © Вознесенский И.С., 2019.

**Культура делового общения**

1 Терновая Л.О. Войны в кофейном и чайном «пространствах» // Государственная служба. 2013. № 4. С. 54-57; Терновая Л.О. «Кофейная» культура против культуры «чайной» // Этносоциум и межнациональная культура. 2013. № 1 (55). С. 122-129; Hewitt R.G. Coffee: its history, cultivation, and uses. N. Y.: D. Appleton and company, 1872.

services, but also in understanding the social responsibility of business, which has been working on programs since 1994.

In 2008, the company began to pursue a cost-cutting policy of \$ 600 million. As a result of studying the data on the company's expenses, it turned out that more than \$ 300 million was spent on medical insurance for employees, which was much more than the cost of buying coffee beans. Despite strong recommendations to reduce the share of payments to the employees' insurance fund, CEO Howard Schulz refused this venture and decided to close 600 stores, 80% of which were opened only less than two years ago. In the summer of 2018, Starbucks announced that by 2020 it would completely abandon the plastic tubes for cold drinks. The problem is that every year, Starbucks visitors emit more than a billion of these tubes. The problem attracted particular attention after a marine biologist from the United States published a video of a turtle with a plastic straw stuck in its nostril. According to environmentalists, used beverage tubes are the fourth largest pollutant in the oceans.

Gloria Jean's Coffees, the second largest coffee shop chain after Starbucks, has stores in more than thirty countries. The company grew out of a small coffee shop and store opened in Chicago in 1979 by Gloria Jean Kvetko. Thanks to the introduction of franchising to use the concept of this enterprise, a network of 800 different outlets in various countries appeared. This network is also inherent in following corporate social sheer: in 2009, the company established its own charitable foundation GJCI, With Heart, which, in particular, supports other charitable organizations, such as Opportunity International, which fights against poverty.

Another international chain of coffee houses, Aroma espresso bar, was founded in 1994 in Israel. It is distinguished by the original style of service: after the visitor places an order at the checkout, he takes a table. As soon as the order is ready, the controller in the microphone calls on him by name with a request to pick up the order, which creates an atmo-

sphere of friendliness<sup>2</sup>.

Also on our list is the “Coffeeshop Company” — part of the Schärf Group, which specializes in selling hot and cold drinks, snacks and desserts, which includes more than 300 coffee shops in 29 countries.

These and other coffee houses create an opportunity not only to drink your favorite drink, but also to communicate with relatives, meet on business, get away from worries for a while and feel the taste of life with a sip of coffee. It is not surprising that coffee has become an integral part of the business environment. This gave grounds for “Ак Барс Bank” employees to calculate how many cups of this drink are drunk by the staff of this organization, and to draw several conclusions about the connection of coffee types with the professional specialization of financiers. You can extrapolate this picture to other professions.

With ristretto, rich aroma and taste of coffee beans, compare financial analysts. These experts are engaged in the analysis, accumulate large amounts of information, collect economic indicators.

Rough is comparable to the features of the work of tellers, who are required to be just as soft and pleasant, have a neat appearance and a comfortable manner of communication.

A red eye coffee is associated with the financial security of officers, who are expected to externally show strength and brutality, and internally they must be able not to miss any dubious operation. You can expect a special vigilance from a professional in this area, which is comparable to what happens if you add an extra portion of espresso to the red eye.

A personal financial adviser was compared to Irish coffee. The overall qualities of the drink and the professional manifest themselves in that they can both relax and cheer.

Mokkachino recalls a blockchain specialist who needs to

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2 Бехар Г. Дело не в кофе. Корпоративная культура Starbucks. М.: Альпина Паблишер, 2010; Шульц Г., Йенг Д.Дж. Влейте в нее свое сердце. Как чашка за чашкой строилась Starbucks. СПб.: Стокгольмская школа экономики в Санкт-Петербурге, 2005.



keep abreast of financial technologies. Then he perceives reality as immersed in chocolate and whipped cream.

Turkish coffee can be called a king, or rather, a sultan in the coffee world. Therefore, only a representative of the top management of the bank can compare with this type of drink, since the manager must also combine possession of endurance and patience, strength of spirit, honoring the traditions of doing business, the ability to set standards and adhere to them. All this characterizes Turkish coffee, which requires unhurried brewing, a special drinking culture, reflecting the wisdom of the East and the susceptibility of the West.

A psychology professor at the University of California, Ramani Durvasula, after analyzing the habits of thousands of coffee men, found out how our personality traits relate to what kind of coffee a person drinks<sup>3</sup>.

People who prefer bitter, including black coffee without any additives, prone to narcissism and antisocial behavior, drink black coffee without anything.

Those who drink espresso, as a rule, are distinguished by exquisite taste and wide outlook. Among espresso lovers there are many avid travelers.

Lattes and other types of coffee with a lot of milk or cream are liked by those who are open to the new, often helping others, love comfort and seek to freely dispose of their time.

Cappuccino lovers are extremely demanding, more than other people take care of their health and try to keep everything under control.

Coffee with syrup or coffee cocktails, for example, with caramel or coconut syrup, is preferred by thrill-seekers who are not afraid to take risks.

Decaffeinated coffee drinkers are usually careful and carefully take care of their health. They like to completely control their own lives, and they are intimidated by unexpected and

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3 Что можно узнать о человеке по тому, какой кофе он пьет // URL: <https://lifehacker.ru/kofe-i-xarakter>.

risky situations. But sometimes they seem selfish to others.

People who prefer coffee-glasses, as well as other unusual and sweet coffee drinks, have an open, straightforward character. They love spontaneity and have a good imagination, but often show recklessness.

Coffee from sachets and ordinary instant coffee are preferred by those who can be described as procrastinators and people who are easy to relate to their life, inclined to go with the flow and put things off on the back burner.

In the cited study, people were offered different scenarios in which many of us find ourselves: how we feel about waiting in line, how we plan dinner, or how we usually spend the weekend. Participants chose their version of the script. In addition, they were asked if they drank coffee, and what they usually ordered. The experiment of Californian psychologists helps to make its work more harmonious and efficient based on the knowledge of coffee preferences of employees of the organization and its partners. Some business practices went even further and decided with coffee to check whether the companies are suitable for one candidate or another.

Trent Innes, Managing Director of “Xero Australia”, has found a way to choose ideal candidates with a cup of coffee among many applicants for a vacant place with a brilliant resume. The essence of his method is that before starting the interview, he invites job seekers to go with him to the kitchen in order to get something from the drinks: water, tea or coffee. Most often, candidates choose coffee. And then, already with a cup of invigorating drink, they follow the boss to the meeting room, where the potential employer acquaints the applicant. But after him, Innes and conducts his own test, which allows to determine how this person fits the company outside his professional literacy. If the candidate offers at the end of the conversation to grab an empty mug and take it to the kitchen, then this behavior meets the elementary rules of politeness. And he will be glad to see him among the staff.

When the applicant is forgiven and leaves, leaving a dirty cup on the table in front of a potential leader, his candidacy is added to the “black list”<sup>4</sup>.

Since the beginning of the XX century. in America, in business circles, during business events, the practice of organizing small breaks with mini-buffets, called coffee breaks, became widespread. Quickly enough, the tradition of coffee breaks spread throughout the world, becoming part of business etiquette. Such breaks are mandatory during conferences, seminars, trainings, etc. The reason for approving coffee breaks in the protocol of events is not that you can demonstrate the organizer’s face or launch an advertising campaign during these intervals, but in understanding the effectiveness of a short break from listening to speeches, participating in discussions, a few minutes of a coffee break help to relax, relieve fatigue, to switch. This is a time of sharing experience, active networking. Dating during the coffee break period, dating can be useful in a variety of projects.

There are no strict rules for organizing a coffee break, however, there are several important points that should be considered in order for these breaks to help, and not to impede the effective interaction of the participants in the events. Firstly, there is a strictly regulated time of the event itself, which allows you to calculate the number of periods required for a coffee break and their duration. Secondly, such pauses imply the device of a buffet table, which makes the atmosphere informal, allows you to relax a bit and even warm up. It is desirable that the participants of the event did not look for a place where a buffet table is installed, therefore, if possible, it should be brought closer to the meeting place.

Coffee is an important element of business communication and during negotiations. A timely and properly served cup of

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4 Кальницкая Ю. Находчивый босс нашел простой способ проверять потенциальных сотрудников с помощью чашки кофе // URL: [https://www.passion.ru/news/karera/nakhodchiviy-boss-nashel-prostoi-sposob-proveryat-potencialnykh-sotrudnikov-s-pomoshyu-chashki-kofe-03-06-2019.htm?utm\\_referrer=https%3A%2F%2Fzen.yandex.com](https://www.passion.ru/news/karera/nakhodchiviy-boss-nashel-prostoi-sposob-proveryat-potencialnykh-sotrudnikov-s-pomoshyu-chashki-kofe-03-06-2019.htm?utm_referrer=https%3A%2F%2Fzen.yandex.com).

coffee can give you time to think, help you not to hurry with the answer, to find some way out of the impasse in which the interlocutors find themselves. Even with the most favorable negotiation situation, coffee contributes to strengthening the atmosphere of cooperation. Therefore, in organizations that respect themselves, their partners and clients, they are very careful in serving coffee, trying to ensure that the product is of high quality, properly ground and welded, and also offered in accordance with the rules of etiquette. In particular, the cup should be filled with a drink no more than two-thirds of the total; when serving, the cup handle is turned to the left; the spoon handle “looks” to the right and lies in front of the cup with a drink. It is advisable to know not only the coffee preferences of the guests, but what they usually use with this drink - cream, milk, sugar, pastries, etc. In combination with the hospitality of the owners, such a cup of coffee can become an effective tool for building strong business relationships.

And, of course, we must not forget that in many cultures, coffee has become an element of everyday life. Sweden has such a wonderful custom called *fika* (Swede. - *Fika*). This - and a break in work in order to drink coffee, and the very ceremony of receiving coffee, always hot, with something tasty and in good company. It is believed that many world-famous Swedish projects, such as ABBA or IKEA, would not have become such without *Fika*. But as a whole, there is a fair share of justice in the statement that in this custom a large share of happiness is laid. There is a Swedish proverb: “Coffee with friends is happiness caught in a cup”<sup>5</sup>.

When a person has a good mood, when he is satisfied with life and even happy, he wants to share these feelings with others. You can also share a cup of coffee. In 2005, the Italian writer and screenwriter Tonino Guerra on the radio ECHO of Moscow in the program “Book Casino” spoke about the Neapolitan tradition of “suspended coffee” (Italian - *caffè sospeso* -

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5 Линда Б. *Fika*, или шведское счастье в чашечке кофе. М.: Эксмо, Бомбора, 2018.

so). In Russian, it would be more correct to talk about prepaid coffee, since the essence of the custom is that a cafe visitor, ordering a cup of coffee to himself, leaves the amount of coffee for another, which may be a poor man who has no money for this pleasure, or, forgotten wallet. In December 2011, in Naples, “Rete del Caffè Sospeso” (Hanging Coffee Network) with the support of various organizations and the mayor of the city even organized a special “Hanging Coffee Day”. Slowly, this practice began to spread to other cities in Italy and other countries, and also moved to a different service area, where it is possible to leave a certain amount for charity when ordering.

Tatiana Muzhitskaya, a professional psychologist, business trainer, author of the Mirror training, an internationally certified NLP trainer, a writer and bard, states that “centrifugal force acts on all objects that are on a rotating surface. Those that lie on the edge, she pushes out. But those who are in the center, on the contrary, holds”<sup>6</sup>. She was convinced that there are different levels at which you can communicate with a person, no matter what kind of communication - business, personal, friendly, intimate or love, it is based on the same laws. Muzhitskaya called these levels of communication “the latte law.” Its essence is reminiscent of the idea of the cultural layer of archaeologists or the concept of “layers of the earth” of geologists. They are available in communications. With the help of the tube, you can taste the coffee latte layer by layer, while also separating the layer from the layer. According to Muzhitskaya, “foam is a discussion of what they say“ on TV ”or on the Internet. But foam is the safest level, it creates the illusion of intimacy without intimacy, it is very safe, but it becomes uninteresting for those who have learned the depth”.

A cup of coffee has convincingly proved its effectiveness as an indicator of a culture of business communication; it not only helps in business, but also becomes a symbol of warmth, kindness and mutual understanding.

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6 Мужичкая Т. Закон чашки кофе латте // URL:<http://muzhitskaya.ru/latte>.

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**Business culture**

**Abstract.** Coffee culture in many ways can be considered a model of global culture. Not only because it covers all regions and almost all all states, it creates its own spaces in which people are most comfortable in communicating. In the business environment, the coffee culture has its own functions that, in addition to the communicative orientation, make it possible to solve creative problems, create and implement joint projects. In addition, coffee culture encourages thinking about other people, to show social responsibility and participate in charity programs.

**Key words:** business environment, communications, coffee culture, charity, corporate social responsibility.

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**Культура делового общения**

**Аннотация.** Кофейная культура во многом может считаться образцом глобальной культуры. Не только потому, что она охватывает все регионы и почти все государства, она создает собственные пространства, в которых людям наиболее комфортно общаться. В деловой среде кофейная культура имеет собственные функции, которые помимо коммуникативной направленности, позволяют решать творческие задачи, создавать и реализовывать совместные проекты. Кроме того, кофейная культура побуждает думать о других людях, проявлять социальную ответственность и участвовать в благотворительных программах.

**Ключевые слова:** деловая среда, коммуникации, кофейная культура, благотворительность, корпоративная социальная ответственность.



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## **К 500-летию Гаваны\***

В преддверии 500 летия Гаваны и в ознаменование Российско-Кубинской дружбы в здании Министерства иностранных дел Российской Федерации корпус «Азимут» состоялась выставка Кубинского и Российского художника Годинеса Лансо Омара. Перед присутствующими с приветственной речью выступил Чрезвычайный и полномочный Посол заместитель министра иностранных дел Российской Федерации Рябков Сергей Алексеевич. Он обратился к присутствующим с поздравлением к грядущему 500 летию Гаваны, подчеркнул важность и значение творчества художника в развитии Российской-Кубинской культуры, межнациональной культуры, международных отношений и укрепление связей между Россией и всем Латино-Американским континентом. Творчество художника известно не только в России, но и во всех странах мира уже не одно десятилетие. Творчество художника направлено на укрепление дружбы, на возвышение культуры и является примером лучших образцов творчества Латинской Америки в России.

Далее слово для приветствия было предоставлено Чрезвычайному Полномочному **Послу Республики Куба в Российской Федерации Е.П Херардо Пеньяльвер** Порталь. Посол, который имел честь присутствовать с супругой Мартой, подчеркнул важность выставки не только на

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**К 500-летию Гаваны.**



сегодняшний день но и в перспективе развития и укрепления экономических связей России, Кубы и всего Континента. Не умаляя значения как таковых картин, Посол подчеркнул важность развития межкультурных коммуникаций и экономического сотрудничества и других важных политических геополитических векторов в их развитии.

Далее слово было предоставлено Президенту академии художеств Российской Федерации, Народному художнику России Зурабу Константиновичу Церетели. Много тёплых слов было сказано в адрес организаторов выставки, Комиссии Российской Федерации по делам ЮНЕСКО, в адрес Министерства иностранных дел Российской Федерации, придающего большое значение художественному творчеству российских и кубинских художников, особенно гениальному художнику Омару Годинесу Лансо. Зураб Константинович Церетели торжественно принял кубинского российского художника Омара Годинеса Лансо в Почетные члены Академии художеств Российской Федерации.

На открытии присутствовали также Чрезвычайные и Полномочные послы Никарагуа, Мексики, Колумбии и других стран, Директор Латиноамериканского департамента МИД России Александр Валентинович Щетинин, Посол доброй воли ЮНЕСКО Александра Васильевна Очирова, генерал-лейтенант, Герой Советского Союза Валерий Николаевич Очиров, Ответственный секретарь Комиссии РФ по делам ЮНЕСКО Григорий Эдуардович Орджоникидзе, первый вице-президент Российского общества дружбы с Кубой, генерал-майор авиации Михаил Маркович Макарук и другие представители дипломатических кругов, государственных и общественных организаций.

В ответном слове Годинес Лансо Омар поблагодарил всех присутствующих, поблагодарил администрацию Министерства иностранных дел, комиссию Российской Федерации по делам ЮНЕСКО и всех присутствующих не только тёплое отношение к своему творчеству, но и за высокую оценку общественной деятельности и жизненного пути, особенно в преддверии 500-летия Гаваны, которое, кроме того, совпадает с юбилеем маэстро.

Художник также поблагодарил поэта Александру Очирову за сопровождающие картины её замечательные стихи. Это порадовало присутствующих, среди которых находились Послы стран Латинской Америки, представители испаноязычной художественной интеллектуальной элиты и многие другие общественные деятели. Представленные картины являли собой не только высокий образец художественного творчества, но и как настоявшийся в дубовых бочках кубинский Ром являли собой экстаз и стабильность любви в море политических турбуленций.

На выставке было представлено 30 картин, написанных в самой разнообразной технике. Например, картина «Герника», посвященная памяти о трагических событиях Гражданской войны в Испании, выполнена в смешанной технике. Картины художника сопровождаются

стихами Посла доброй воли ЮНЕСКО Александры Васильевны Очировой, переведённые Омаром Годинесом на испанский язык. Вот одно из них:

Нет ничего дороже бытия,  
Способности дышать и наслаждаться  
Тебе судьбой дарованным богатством  
И красотой вечера и дня.  
Но спросит Бог у каждого – за всех,  
Зачем мы так немыслимо жестоки  
Что превращаем в ценности пороки,  
Забыв про искупление и грех.  
И спросит Бог у каждого из нас,  
Куда девались Истина и Вера?  
За то, что отравили атмосферу,  
За то, что раздевались напоказ,  
За то, что пахли деньги и душа,  
Когда мы всё на свете продавали.  
За то, что мать убила малыша.  
За то, что мы друг друга не прощали  
И что пускали зависть за порог  
Своих друзей, и брата, и соседа.  
За то, что мы не верили в победу,  
Но говорили: пусть поможет Бог.  
Нет ничего дороже Бытия,  
Способности и двигаться, и слушать.  
Кричит эфир: Спасите Наши Души!  
И скажет Бог: живите без меня.

После окончания церемонии вручения регалий Почётного члена РАХ Омара Годинеса спросили, какие чувства он испытывает?

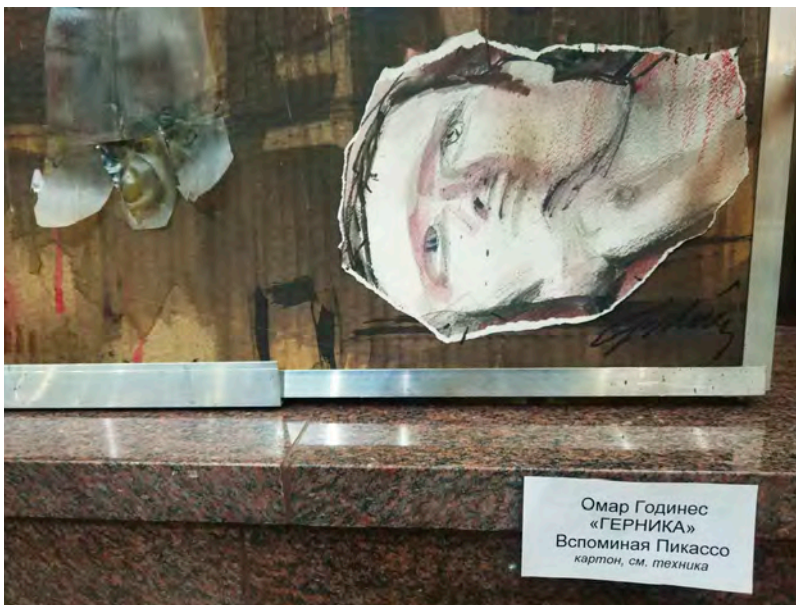
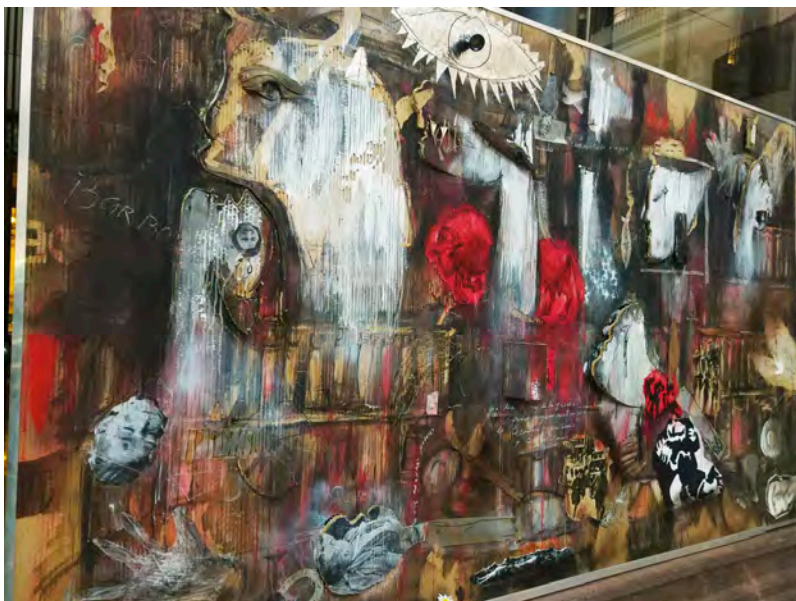
Омар Годинес ответил: «Признание моего творчества очень важно для меня, для моей семьи и для Кубы. Я постоянно нахожусь в работе. Провожу много выставок.

Своим искусством я стремлюсь сблизить наши братские народы, объединить людей и рассказать о культуре Кубы. Сегодня у меня один из самых счастливых дней в моей жизни. Следующая моя выставка, которая откроется 5 ноября, будет посвящена снятию блокады против Кубы».

Омар Годинес родился в 1953 году. Окончил художественное училище Сан-Алеjandro в Гаване, по специальности «Рисунок и живопись», Московский государственный академический художественный институт имени В.И. Сурикова по специальности «Плакат, иллюстрация и оформление книги», международные курсы шелкографии в мастерской Рене Портокаро в Гаване. Является членом международной федерации художников ЮНЕСКО (International Federation of Artists UNESCO) и Московского Союза художников, куратор фестиваля Ибероамериканской культуры. Участник более 60 выставок на Кубе, в России и за рубежом. Работы представлены в российских зарубежных музеях и галереях, корпоративных и частных собраниях.

Также гостей порадовала дополнительная программа фуршета, музыкой кубинских исполнителей в страстных ритмах латинской Америки в исполнении музыкальной группа Eduardo Breff & su son del son и изумительным искусством скрутчика сигар, торседор Феликс Франциско Миранда Санчес и его помощницы Онеиды.

Как праздник и единение культур, как квинтэссенция, в фуршете принимала участие кухня Карибского моря, великолепное ассорти морепродуктов и некоторые элементы российской национальной кухни. В целом выставка представляла собой образец Российско-Кубинской дружбы, образец высоких политических отношений и предполагает наличие глубокого вектора развития позитивных геополитических межкультурных коммуникаций.



Омар Гудинес  
«ГЕРНИКА»  
Вспоминая Пикассо  
картон, см, техника

Герника «Вспоминая Пикассо» Гудинеса Ланцо





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**To the 500th anniversary of Havana**

**Abstract.** In anticipation of the 500th anniversary of Havana and in commemoration of Russian-Cuban friendship in the building of the Ministry of Foreign Affairs of the Russian Federation, the Azimuth building hosted an exhibition of Cuban and Russian artist Godines Lanza Omar. The Ambassador Extraordinary and Plenipotentiary, Deputy Minister of Foreign Affairs of the Russian Federation Sergey Alekseevich, delivered a welcoming speech to those present. He addressed those present with congratulations to the upcoming 500th anniversary of Havana, emphasized the importance and importance of the artist's creativity in the development of Russian-Cuban culture, interethnic culture, international relations and the strengthening of ties between Russia and the entire Latin American continent. The artist's work is known not only in Russia, but in all countries of the world for more than a decade. The artist's work is aimed at strengthening friendship, at the exaltation of culture and is an example of the best examples of Latin America in Russia.

**Key words:** exhibition, anniversary, Havana, Cuba, friendship, Russian Federation, culture.



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**К 500-летию Гаваны**

**Аннотация.** В преддверии 500 летия Гаваны и в ознаменование Российско-Кубинской дружбы в здании Министерства иностранных дел Российской Федерации корпус «Азимут» состоялась выставка Кубинского и Российского художника Годинеса Лансо Омара. Перед присутствующими с приветственной речью выступил Чрезвычайный и полномочный Посол заместитель министра иностранных дел Российской Федерации Рябков Сергей Алексеевич. Он обратился к присутствующим с поздравлением к грядущему 500 летию Гаваны, подчеркнул важность и значение творчества художника в развитии Российской-Кубинской культуры, межнациональной культуры, международных отношений и укрепление связей между Россией и всем Латино-Американским континентом. Творчество художника известно не только в России, но и во всех странах мира уже не одно десятилетие. Творчество художника направлено на укрепление дружбы, на возвышение культуры и является примером лучших образцов творчества Латинской Америки в России.

**Ключевые слова:** выставка, юбилей, Гавана, Куба, дружба, Российская Федерация, культура.



Балконы X Акрил  
115x35 см.



Город I X Акрил  
100x50 см.



Богиня моря X См техн  
100x80 см.



Рассвет X M  
120x100 см.

*Social projects  
and information technologies*

*Социальные проекты  
и информационные технологии*



***Shamanova Kh.Kh.***  
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## **Peculiarities of teaching Russian language to Indian students\***

In modern world, the role of intercultural communication has increased significantly and in the practice of teaching Russian as a foreign language it is also of great importance. Exploring a different culture allows you to make significant progress in the inter-lingual dialogue. Taking into account all the above, we can say that cultural traditions and vision, as well as moral values in education, help optimize the process of teaching foreign languages including teaching Russian to foreign students.

Since the first decade of the 21st century, we have witnessed a process of change in the field of education and an increase in its mobility and this can be proved by the fact that thousands of students are currently studying in our country.

There are various reasons and motives for learning a language and a culture of another country, such as personal development, social responsibility, economic reasons, motive of intercultural communication and dialog, a motive connected with mass media etc. [2].

Teaching Russian to Indian students is associated with certain difficulties caused by sharp differences both in linguistic and cultural aspects. Agreeing with the position of methodologists we note that from a substantive point of view, the interaction of languages and cultures should have a social orientation

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**Особенности преподавания русского языка индийским студентам**

in satisfying a person's need to communicate in another society, and it implies development of linguistic and socio-cultural competence including knowledge and awareness of the trainee national cultural characteristics of the country the studied language, the norms of verbal and non-verbal behavior of its native speakers and ability to build their behavior and communication with these particular spikes and norms; ability to carry out different types of cognitive activities and choose certain language means in accordance with the situation that is adequate to the social status of the communicating partner [4, p. 142-143]. Therefore, the teacher of Russian as a foreign language faces certain problems and their solution requires using certain lingua-didactic methods.

A teacher explains reasons of phonetic problems and necessity of consulting with special dictionaries and other reference materials while learning the meaning of certain words. He is also expected to explain the factors causing semantic differences in certain groups of words helping find ways to overcome difficulties in studied languages belonging to different language families.

The lexical background of words is another important aspect. This approach determines the relevance of the lingua-cultural method in study of semantics of words which contributes to the full understanding of the meaning of words by foreign students.

The purpose of teaching vocabulary of Russian language is forming the word in a way that its meaning becomes very close to the consciousness of Russian native speakers. Such approaches should increase interest of students to learning Russian. Comparative aspect and orientation to the native language of students are extremely important as they contribute to an adequate lingua-didactic description of the lexical units allocated for educational purposes.

It is necessary to keep in mind that majority of Indian students speak English. A separate group of words presented by

lexemes, which came to English and Russian from Indian. For example, nabob, maharadja , bungalow, jut, jungle, cashmere, pyjamas.

Borrowing elements from one language to another is a consequence of geographical location, historically established relations of peoples, as well as language contacts in various areas: science, culture, economics, politics, sports.

The reasons of this phenomenon are different, but they are the same for all languages: intra-lingual, external and extra-linguistic. Intra-linguistic reasons are the following: a) the need for the name of an object or phenomenon, determined by the absence of designated phenomenon in the cognitive base of the translated language; b) the need for the name of the object or phenomenon connected with the inaccuracy of the concept present in the language. If a native and foreign languages have a word with a similar meaning the English word, as a rule, native word has more general meaning, and a borrowed one has both a general meaning and a narrower concept; c) the tendency is that a single, unbroken and constituent object should be denoted as a “whole”, and not as a combination of two or more words.

The extra-linguistic reasons include: a) socio-psychological: perception of a foreign language word as more prestigious and beautifully sounding including communicative relevance of the designated concept; b) the active strengthening of international, cultural, political and economic relations, the process of globalization causing the emergence of a large number of internationalisms - words of one language borrowed from many languages of the world [6].

The process of study is based on quantitative and qualitative methods of research and study materials used in practice of teaching Russian language to Indian students who are currently studying in the Russian Federation.

It is also important to remember that when working with a basic textbook that meets educational requirements and



standards, you should pay attention to the following points: learning new vocabulary; listening to conversations; learning grammatical structures of the language [1].

It is also necessary to strive to enhance the cognitive activity of students, increasing the emotional intensity of classes, which will contribute to the disclosure of their abilities and the formation of independence and creative activity [3, p. 291].

In the process of teaching Russian as a foreign language, it is extremely important to pay attention to the following aspects of learning: a) learning new vocabulary through doing exercises, listening to dialogues, watching educational films in accordance with the course being studied; b) work on communicative situations (compiled by students) that were recorded and repeatedly heard and analyzed in such a way that in future it would be possible to identify and avoid the most typical mistakes; c) learning about the most important events of Russian history, Russian culture, traditions and customs; d) improving speaking skills through reading texts, dialogue and exercises for expanding and learning the general literature vocabulary and enhancing their skills of students in oral speaking; e) to take part in communicative situations and psychological testing, to discuss topical issues in various motivating dialogue and other interactive methods of teaching foreign languages.

The main components of a foreign language assessment level are: goals, principles, functions, types, forms, scales (gradations of levels of mastering), criteria, indicators, test and measurement materials for evaluation (control). The listed common components of a foreign language level assessment are fully related to the assessment of speaking in a foreign language communication [5, p. 222]. Testing the knowledge level and competencies acquired by students by the end of a certain period of time might be of several types and variations: a) project work performed by students on a specific subject, with the purpose developing writing skills and getting them ready for

the oral part of the exam. All student projects are rigorously and thoroughly checked, b) a written exam that includes one text for understanding and requires to give answers to questions in written form; one written text with answers to questions (in writing); grammar test; answers to typical everyday questions in writing (no more than 20-30 words for each answer); a topic chosen by the student based on the project work (approximately 100 words); c) oral examination (duration 20 minutes plus 20 minutes to prepare).

Firstly, two students work with a given text, and discuss it with the examiner. The second stage of the oral response is a communicative situation on the topic included in the curricular program of this course, based on their project work.

The examiners evaluate several key aspects, such as phonetic purity, the appropriateness of the speaker's reaction, vocabulary and grammatical correctness of the speaker. The final grade consists of the sum of the total result for both written and oral exams.

The goal of the course is to form the skills and abilities of foreign students to read texts in Russian, to learn historical and cultural aspects of the country, traditions and customs of the Russians, to get necessary information about cities and sights of Russia. The choice of language material was determined by the program requirements for students' progress in the social and cultural realities of the Russian Federation and includes lexical and grammatical minimum that foreign students should be able to use in socio-cultural sphere.

Thus, an integrated approach to teaching Russian language to Indian students, using not only traditional teaching methods, but also a possibility of intercultural communication during immersion into a language environment and working together, can be useful for those who plan to get engaged to teaching Russian language to foreign students for-  
eign students and those who are already working and have experience in this area.

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### **Peculiarities of teaching Russian language to Indian students**

**Abstract.** This article explores the specificity of teaching Russian as a foreign language to students from India. The process of teaching lexical structure of Russian language to Indian students is described and a teacher should solve a number of methodological problems such as developing skills and abilities of foreign students to read Russian texts, learn more about historical and cultural aspects of the country together with traditions and customs. The choice of language materials determined by curricular standard requirements for the progress of foreign students in social and cultural realities of the Russian Federation, as well as the necessary lexical and grammatical minimum that foreign students have to be able to use and communicate with in social and cultural communication.

**Key words:** Russian as a foreign language, specificity, foreign students, methods, tasks.

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### **Особенности преподавания русского языка индийским студентам**

**Аннотация.** В данной статье рассматривается специфика преподавания русского языка как иностранного студентам из Индии. Описан процесс преподавания лексической структуры русского языка индийским студентам, и учитель должен решить ряд методологических проблем, таких как развитие у иностранных студентов навыков и умений читать русские тексты, узнать больше об исторических и культурных аспектах страны вместе с традициями и обычаями. Выбор языковых материалов определяется общепринятыми учебными требованиями, предъявляемыми к успеваемости иностранных студентов в социальных и культурных реалиях Российской Федерации, а также необходимым лексическим и грамматическим минимумом, который иностранные студенты должны уметь использовать и общаться в социальной и культурной сферах. культурное общение.

**Ключевые слова:** русский язык как иностранный, специфика, иностранные студенты, методика, задачи.

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## **The study of the self-organization of man in the Vladimir Solovyov's philosophy\***

Since the end of the X century, the idea of self-development of the individual in Russian philosophy is based on the way of thinking that developed within the framework of religious ideology. The concept of moral ideas in Russian ethical thought developed within the general framework of the religious ideology. They were organically merged with the worldview of a particular era.

The development of religious and moral ideas of Russian idealism found its vivid reflection in the philosophy of V. Solovyov. The views of V. Solovyov on a number of important topics converge with the moral aspirations of F.M. Dostoevsky. The doctrine of the morality of Dostoevsky that reflects the pain of the great writer for the “humiliated and insulted” human personality and his extremely negative attitude to anti-humanistic ideas caused a certain echo in V. Solovyov. The most serious effect on his moral beliefs had Dostoevsky's works: “Idiot”, “Brothers Karamazov”, “Demons”. The philosopher felt the moral and ideological influence of the image of Alyosha Karamazov and the thoughts personified by him about the spontaneity of human

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good, good as the fundamental basis of human existence.

In this regard, it should be emphasized that he had a negative attitude to the morality in perception of Leo Tolstoy. This was manifested in the fact that V. Solovyov was extremely critical of the moral teachings of Tolstoy, especially in the works "Justification of good" and "Three conversations". At the same time, a number of ethical questions put forward by L. Tolstoy stimulated V. Solovyov to reflect on them and give his own answers on them.

Among these ethical problems were: not opposing evil with violence; opinion on war and military service; constitutional norms of human behavior; the idea of human salvation. These and some other ideas of L.N. Tolstoy stimulated the corresponding development of these questions by Solovyov [1].

According to the concept of V. Solovyov all questions of ethics must be put on a religious basis and be subjected to the idea of the absolute. Existence appears to Solovyov as a trinity of moral, theoretical and aesthetic elements, or a trinity of Good, Truth and Beauty. Just as man is an indissoluble unity of these constants, so is the existence as a whole, and man is an integral part of it.

The elements of the absolute are revealed by man as good, truth, and beauty; it is claimed by our mind as a logically necessary proposition of every particular truth; it is also required by the will as a necessary proposition of every moral activity, as an absolute end or good; and a necessary proposition of any feeling. that there is an absolute beauty. The Good, Truth and Beauty is claimed by the human spirit as the substantial basis.

The concept of love is the main concept of all Solovyov's philosophy. Solovyov's ontology leads to the conclusion that "God is Love".

The more interconnected elements are there in an organism, the more indissoluble is the connection of these

elements, and the less possible the same connection of elements is in another being, in another organism. Therefore, such an organism has the most features, originality, and individuality. It follows that the most individual or original is the universal organism; it must be absolutely individual and unique. Every idea as a being has its own definition, that is, the idea is capable of reflection, and exists in this sense not only for others but for itself. It is not only an object, but also a subject. The same may be admitted of the all-one idea, which must be the proper definition of the God, according to Solovyov's definition of God. The absolute primordial is not only all, but also the person. He noted that, thus, philosophical analysis can come to an understanding of the living God, in the Christian expression of God the Almighty. It seems symbolic to us that the Christian meaning of the term "Almighty" corresponds to the philosophical concept of the absolute.

The philosopher proceeds from the fact that the interpretation of morality is possible only in the recognition of the existence of the absolute and its connection with human beings and humanity. He tries to prove that this unity, in the moral sphere, appears as a concept of the greater good.

According to the teachings of Solovyov, the person is a set of three principles: natural, rational and divine. Hence follows the purpose of the realization of the absolute order in the person's natural being, the realization of his divine essence in his rational and natural elements. The real meaning of these components is that they represent the means for the realization of the divine principle.

The moral consciousness of a person has as its immediate source the feeling of love, because one can do good to others only when they love them. From the point of view of V. Solovyov, love is the basis of the inner unity of human beings, determining the principles of moral activity.



The philosopher argues that love is a manifestation of the inner connection of people, the absolute, from which stems the desire of man to identify himself with others, the desire to see himself in the other and have a greater goal [1, p. 375]. But according to V. Solovyov this feeling appears only as a mystical phenomenon. Love in the empirical world in relation to empirical beings who are at the mercy of the random impulses is a physical impossibility. This is due to the fact that the empirical goals of the individual are such that they prevent identification with others and, therefore, exclude the possibility of acting according to morality. Love becomes the universal driving principle of morality, its universal law only if it is a manifestation of the ideological consciousness of man, namely, the awareness that the absolute is necessary to its members.

However, the views of the philosopher were somewhat changing, and in the work "Justification of good" V. Solovyov develops another outwardly more psychologized scheme of moral consciousness, putting forward the concept of "three-fold" morality. The three human feelings - shame, pity, and awe-which are the main components of moral activity of human beings. The starting point of this scheme is the idea of the nature of human relations, including the relationship of man to the natural principle, to the people themselves and to the supreme divine principle. If the first of them is determined by the feeling of shame, the second one by the feeling of pity, and the third by the feeling of awe [1, p. 71].

In order for these feelings to become the norms of morality, they must be transformed into conscience, which gives them a universal significance and thus imparts to them a specifically moral content. However, since conscience arises on the basis of shame, it plays the role of the main source of morality.

Based on the previous views, V. Solovyov defines three major principles of morality: from shame, showing the re-

lation of man to the body, follows the principle of asceticism; from pity the principle of altruism, from reverence follows the principle of worship. These principles serve as a means of realizing the idea of absolute duty, among them the highest is love of God. It can be concluded that according to V. Solovyov's justification of the moral system, it can only be extra-social. He concludes that morality cannot arise from the social conditions of people alone, it has a non-human, non-historical basis.

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**The study of the self-organization of man in the Vladimir Solovyov's philosophy**

**Abstract.** This article explores the self-organization of a person in the philosophy of V. Solovyov, where ethical questions are put on a religious basis and comply with the idea of religious unity. The philosopher defines existence as a trinity of moral, theoretical, and aesthetic elements, or a Trinity of Good, Truth and Beauty. The concept of love is the basic concept of all of Solovyov's philosophy. Solovyov's ontology leads to the conclusion that God is Love. In the article the author also draws attention to the fact that the philosopher bases his interpretation of morality on the existence of the Absolute and its connection with humanity. He tries to prove that unity, in the moral sphere, appears as a concept of the greater good. Analyzing the self-organization of man in the philosophy of V. Solovyov, a conclusion can be drawn that the norms of morality cannot arise from the social conditions of people alone, that morality has a non-human, non-historical basis. The author argues that such a point of view also can exist.

**Key words:** goodness, truth, beauty, God, love, absolute, morality.

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**Исследование самоорганизации человека в философии Владимира Соловьева**

**Аннотация.** В данной статье исследуется самоорганизация человека в философии Вл. Соловьева, где вопросы этики поставлены на религиозное основание и подчиняются идее всеединства. Сущее представляется Соловьеву как триединство нравственного, теоретического и эстетического элементов, или триединство Добра, Истины и Красоты. Понятие любви является основным понятием всей философии Соловьева. Онтология Соловьева приводит к слову откровения «Бог есть Любовь». Так же автор обращает внимание, что философ исходит из того, что трактовка морали возможно лишь в признании существования абсолютного начала в его соединении с человеком и человечеством. Он пытается доказать, что всеединство, в нравственной сфере выступает как понятие высшего блага или как добро. Анализируя самоорганизацию человека в философии Вл. Соловьева можно прийти к выводу, что нормы морали не могут возникнуть из социальных условий людей, мораль имеет нечеловеческую, в неисторическую основу. Такая точка зрения имеет право на существования.

**Ключевые слова:** добро, истина, красота, Бог, любовь, всеединство, мораль.

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## **Essential functions of a tutor accompanied by students in a foreign-language setting\***

The philosophical basis of a human escorting system is the concept of free choice as a condition for development. Starting point for the formation of the theoretical foundations of tutoring was a learner-centered approach where development is understood by us as a choice and mastering certain innovations or educational ways and methods [3].

Considering essential characteristics of professional activity of a tutor accompanied by his students, it should be noted that the main goal of a tutor is the personal assistance of an upward student in the process of his educational formation in the educational establishment. Here are the main tutor`s functions, required for successful work

Requirements to tutor`s knowledge [12]. A tutor should know:

- Priority areas of development of Educational system of the Russian Federation.
- laws and other regulations of development of educational, cultural and sports activities;
- the Convention on children rights. Requirements to Federal State Educational Standard (2015) to provide correction of developmental disabilities, as well as social adaptation of students with special educational needs in the context of inclusion;

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- the fundamentals of pedagogy, child, developmental and social psychology; Psychology of relations, individual and age characteristics of children and adolescents, developmental physiology, school hygiene; to have a broad linguistic and cultural mind;
- methods and forms of monitoring the activities of students; Pedagogical ethics;
- Theory and methods of pedagogical work, arranging their free time of students? Technologies of open education and tutoring technologies;
- methods of managing educational systems;
- modern pedagogical technologies of productive, differentiated. Developing and implementing a competency building approach [6];
- methods of establishing contacts with students of different ages and their parents (persons substituting for them), co-workers, persuasion, arguments for their position;
- technologies for diagnosing the causes of conflict situations, their prevention and resolution; Basics of ecology, economics, law, sociology [6];
- arranging financial and economic activities of the educational institution;
- Administrative and labour Law.
- Basics of working with text Basics of working with text editors, charts, e-mail and browsers, multimedia equipment.
- rules of the internal labor regulations of the educational organization; Rules of labor protection and fire safety.

*In his professional activity a tutor should possess the following competences [12]:*

- *Professional competence* - the quality of the tutor's actions, ensuring the effective solution of professional and pedagogical issues and typical professional tasks that arise in real situations of teacher's work, using life experience, qualifications, universally recognized values; Knowing and using modern educational technologies, technologies of teaching diagnostics (quizzes, pollings individual and group interviews), psychological

and pedagogical correction, stress removal, etc., methods and means of their constant improvement; Use of methodological and tutorial ideas, new literature and other sources in teaching in order to build modern classes with students (pupils, children), the implementation of value-based reflection[8].

– Information competence - the quality of the tutor's actions, ensuring effective search, structuring of information, its adaptation to the peculiarities of the pedagogical process and didactic requirements, defining educational problems by various information and communication methods, high quality work with various information resources, professional tools, software and methodologies, the use of computer work stations in the educational process; Regular independent cognitive activity, willingness to conduct distance learning activities, use of computer and multimedia technologies, digital educational resources in the educational process, maintenance of school documentation on electronic media [6].

– Communicative competence - the quality of the tutor's activity, providing with an effective design of direct communication and feedback from another person; establishment of contact with students of different ages, with their parents or legal representatives and with colleagues at work; The ability of developing a strategy, tactics and techniques for interacting with people, organizing their joint activities to achieve certain socially significant goals; The ability to persuade, to argue on his position; Mastering public speaking, literacy of oral and written speech, public presentation of the results of their work, selection of adequate forms and methods of presentation [8];

– Legal competence - the quality of the tutor's actions ensuring the effective use of legislative and other regulatory legal documents of the authorities in solution of relevant professional tasks.

– Organizing competence - the ability to create conditions to unify individuals and groups on the basis of common tasks and interests; The ability to set goals for himself and his stu-

dents, to plan activities with those who will implement them, to use methods and means of stimulating, to show trust and make reasonable demands;

- Creativity competence - searching for your own vision in designing certain projects and their implementation, presentation, the desire to avoid samples and templates, creating conditions for creative development of students;

- Reflexive competence - ability to analyze one's activity at each stage of educational process, to find contradictions and shortcomings, see the ways to overcome them; to teach students to analyze their lives and activities.

A tutor must have the following general cultural competencies (GCC):

- ability to master and develop their general intellectual, cultural and educational level;

- readiness to use the knowledge of modern cultural institutions for professional and educational purposes;

- ability to enrich your professional experience with the help of information technologies and be able to diversify it;

- be able to work with texts of professional literature in a foreign language and know a foreign on academic level in the field of socio-cultural activities.

A tutor must have general professional competencies (PCs):

- ability to make incisive analyses and evaluate current scientific and educational achievements in cultural institutions, generate new ideas when solving problems of interaction with cultural institutions;

- ability to design comprehensive educational programs in cultural institutions for different age groups of the population;

- readiness to participate and represent creative groups in Russia and international levels during the festivals, competitions, exhibitions, etc.;

- readiness to use modern marketing methods and technologies when developing educational programs with cultural institutions based on the principles of museum pedagogy;



– readiness to take independent, motivated and creative decisions in working with creative projects while interacting with cultural institutions [12].

Thus, in modern world “tutor” can be attributed to the type of “man-man” transforming occupations. The main goal of a tutor is launching the most important “trigger mechanism” for transformation, development, perfection of man - education.

The goal of professional tutoring is to support the development and implementation of an individual educational program (IEP) for each student. The appearance of a professional and job position of a tutor in an educational institution is advisable if the need arises, it becomes relevant and valuable to provide opportunities for students to develop and implement a full-scale IEP.

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## Functions of a tutor

Function	Performance characteristics
<p>1. <b>Diagnostic.</b> The first stage of tutorial support is diagnostic, in which the student is actually representing his cognitive interest to the tutor by telling about himself. [5]. He diagnoses students with the aim of identifying a professional orientation and developing an educational trajectory;</p> <p>2. <i>Project-organizational:</i></p> <ul style="list-style-type: none"> <li>– Teaches design and research activities;</li> <li>– development of social projects;</li> <li>– design of innovative technologies.</li> </ul> <p>3. <i>Implementable</i></p> <ul style="list-style-type: none"> <li>– Provides assistance in self-determination of students in the educational process and support for students in solving emerging difficulties and problems.</li> </ul> <p>4. Provides a control and correction of educational and practical activity of students;</p> <p>5. <i>Analytical.</i> Implements the reflexive function of its activities and activity of students.</p> <p>6. <i>Reflexive.</i> Analyses the results education and practice of the students.</p>	<p>1. Collection of data on plans and intentions of students, their interests, inclinations, motives, strengths and weaknesses, readiness for socio-professional self-determination in general. A tutor fixes the primary educational request of a trainee, his interests, shows the significance of this interest and the prospects for work in this direction . It clarifies the plans of the student and the image of the desired future.</p> <ul style="list-style-type: none"> <li>– Forms and maintains a motivational focus on the professional becoming of a learner;</li> <li>– Defines the strategy for achieving the goal of the educational process in an individual educational program;</li> <li>– Interacts with subject teachers, class teachers, parents in creating an individual educational route for the student; With representatives of cultural institutions;</li> <li>– He knows the technologies of diagnosing students in the educational and social aspect [6];</li> <li>– Assistance in the anthropological development of a student with the aim of successful implementation of the IEP, incl. trainings of personal and professional development and self-development;</li> </ul> <p>2. Arranges project and research activities of students;</p> <ul style="list-style-type: none"> <li>- Instructs how to work with educational literature, information technologies.</li> </ul> <p>3. Support motivation of students in study process.</p> <ul style="list-style-type: none"> <li>– Forms skills in creating Individual Educational Trajectory and Individual programs</li> <li>– Defines goals: long-term and short-term of socio-pedagogical nature, accompanied by students</li> </ul> <p>4. Carries out control over educational and practical activity of students;</p> <p>5. Defines strategy helps and supports in hitting educational targets.</p> <ul style="list-style-type: none"> <li>– Creates necessary means of organizing educational process of students.</li> </ul> <p>6. Exercises reflexive function and correction of a student's activity</p>

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### **Essential functions of a tutor accompanied by students in a foreign-language setting**

**Abstract.** The article gives an essential characteristics of tutor's functions in the activity of the tutor are defined as followings: diagnostic, project-organizing, analytical and reflexive implementation. Competencies are prescribed for the tutor in his professional activity, and also the knowledge that he needs. The article concludes importance and necessity of tutoring activities in support, development and implementation of an individual educational program for students who have problems in teaching and upbringing.

**Key words:** activities of a tutor, the functions of a tutor, the competence of a tutor, individual educational program, the accompaniment of the students of the tutor.

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### **Основные функции репетитора в сопровождении студентов в иностранной среде**

**Аннотация.** В статье даны существенные характеристики функций тьютора в деятельности тьютора, которые определены следующим образом: диагностическая, проектно-организационная, аналитическая и рефлексивная реализация. Компетентность выдается преподавателю в его профессиональной деятельности, а также знаниям, которые ему необходимы. В статье делается вывод о важности и необходимости репетиторской деятельности по поддержке, разработке и реализации индивидуальной образовательной программы для студентов, имеющих проблемы в обучении и воспитании.

**Ключевые слова:** деятельность репетитора, функции репетитора, компетенция репетитора, индивидуальная образовательная программа, сопровождение студентов репетитором.

*Press release*

*Пресс-релиз*

## Премия Merck

**В ТАСС состоялась пресс-конференция, посвященная старту приема заявок на соискание III немецкой переводческой премии Merck в России и специальной премии Гете-Института за выдающийся перевод современной немецкоязычной поэзии.**

В мероприятии приняли участие: Чрезвычайный и Полномочный Посол ФРГ в РФ **Геза Андреас фон Гайр**, специальный представитель президента РФ по международному культурному сотрудничеству **Михаил Швыдкой**, президент и генеральный директор компании Merck в России и СНГ **Юрген Кениг**, директор Гете-Института в Москве, а также глава Гете-Института в регионе Восточная Европа и Центральная Азия **Хайке Улиг**. В качестве модератора пресс-конференции и представителя экспертного совета жюри выступит литературовед-германист, переводчик, профессор литературного института имени А.М. Горького **Мария Зоркая**.

Немецкая переводческая премия Merck – это престижный всероссийский конкурс, который проводится с периодичностью один раз в два года и способствует развитию культурного взаимодействия между Россией и Германией. Призовой фонд премии в 2020 году составит около 1 000 000 рублей. Старт приема заявок объявлен в номинациях «Художественная литература», «Научно-популярная литература», «Литература для детей и юношества». Специальная премия Гете-Института будет присуждена за выдающийся перевод современной немецкоязычной поэзии.

Подробнее на ТАСС:  
<http://pda.tass.ru/press/events/8381>

## 55-лет Итало-Российской торговой палаты



### **Уважаемые коллеги!**

Поздравляю Вас с 55-летием Итало-Российской торговой палаты!

На протяжении всех этих лет многие наши инициативы, направленные на укрепление связей двух стран, создание благоприятного бизнес-климата для предпринимателей находили и находят отклик российских и итальянских властей. В этой связи от имени всех представителей наших деловых кругов хотел бы выразить признательность Президенту России, руководству экономического блока Правительства РФ, главам наших регионов, законодателям.

Боле чем за полвека ИРТП немало сделала для налаживания деловых связей двух стран. В годы холодной войны сотрудничество СССР и Италии позволило модернизировать целые отрасли советской промышленности. В сложные для России 90-е годы Палата сыграла важней-

шую роль в подписании целого ряда двусторонних соглашений, которые и по сей день являются основой нашего сотрудничества. Колоссальные усилия для этого приложили Сергей Катырин, Розарио Алессандрелло, Лев Квятковский, Евгений Питовранов, другие участники системы торгово-промышленных палат.

Сегодня перед Палатой, как и перед всем мировым сообществом, стоят новые вызовы. В период глобальной политической турбулентности и разобщения она продолжает сближать российско-итальянские бизнес-круги, оказывая их представителям всестороннюю поддержку. Уверен, так будет и впредь.

С юбилеем, друзья!

**Юрий Аганов,**  
генеральный директор  
Итало-Российской торговой палаты (Москва).

По случаю 55-летнего юбилея со дня основания Итало-Российской Торговой Палаты в Москве 4 июня 2019 пройдет заседание Генеральной Ассамблеи членов. Программа Ассамблеи состоит из двух частей: заседания членов Палаты и открытой для широкой публики конференции с участием известных деятелей институтов и предпринимателей с итальянской и российской сторон. Это важное мероприятие, в повестке дня которого обмен мнениями и определение основных направлений деятельности в будущем для развития двусторонних отношений между нашими двумя странами и с учетом той работы, которую выполняет ИРТП.

Новым зампредела госкорпорации ВЭБ.РФ станет бывший посол Италии в России Чезаре Мария Рагальни, сообщил представитель ВЭБ.РФ. Он будет курировать международный блок, говорится в сообщении госкорпорации. В ВЭБ.РФ Рагальни будет развивать сотрудничество госкорпорации с зарубежными финансовыми орга-



низациями – например, ВЭБ участвует в программе ООН по окружающей среде, в Клубе долгосрочных инвесторов, занимается межбанковским сотрудничеством БРИКС. Такой опыт у Рагальни уже есть – во время работы на дипломатической службе Италии он работал в Иране, Канаде, Индии, Ираке, занимал должность постоянного представителя Италии в ООН, а в 2013–2017 гг. – посла в России. В ноябре 2017 г. президент России Владимир Путин наградил его орденом Дружбы.

Иностранцы в российских компаниях встречаются достаточно часто, рассказывает руководитель группы услуг в области корпоративного управления ЕУ Олег Швырков. По данным ЕУ, в советах директоров компаний с листингом первого уровня Московской биржи доля иностранцев – 19%. В корпоративном управлении иностранцев тоже немало, знает директор по корпоративному управлению Prosperity Capital Management Денис Спирын, раньше российских специалистов было меньше и иностранцев чаще приглашали в топ-менеджмент, хотя сейчас квалифицированных россиян достаточно во всех отраслях.

Зарубежный опыт работы повышает эффективность менеджеров и компаний, писал в колонке для «Ведомостей» экономист Дмитрий Некрасов, ссылаясь на международные исследования. Так, во время опроса топ-менеджеров 836 корпораций, проведенного Accenture в 2014 г., 43% респондентов заявили, что рост доли менеджеров с опытом работы за границей повышает прибыльность бизнеса «существенно», а 40% – «очень сильно», приводил данные Некрасов<sup>1</sup>.

Компания «Инновации.Бизнес.Тревел» подготовила интересную туристическую поездку на космодром «Байконур».

Байконур в настоящее время единственный в мире кос-

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1 [https://www.vedomosti.ru/economics/articles/2019/05/24/802412-bivshii-posol-italii?fbclid=IwAR1OVVCV\\_O6WYKRftjr58KGR2xV-cxYOE0eKfdFdkHFxd-7r1zP-UDRU2El8](https://www.vedomosti.ru/economics/articles/2019/05/24/802412-bivshii-posol-italii?fbclid=IwAR1OVVCV_O6WYKRftjr58KGR2xV-cxYOE0eKfdFdkHFxd-7r1zP-UDRU2El8)

модром, с которого космонавты улетают на МКС. С космодрома производится более 15 пусков в год и у вас есть уникальная возможность стать очевидцем этого незабываемого события.

Программы посещения комплекса «Байконур» от 3-х до 5-ти дней.

По вашему желанию можно организовать бизнес-джет на космодром и обратно в день пуска ракеты.

- Уникальный тур на космодром Байконур:

1. понаблюдать за вывозом и установкой ракеты на расстоянии вытянутой руки;

2. пилотируемый пуск-экскурсия на космодром и наблюдение за стартом ракеты с космонавтами на борту;

3. непилотируемые программы-просмотр пуска ракеты-носителя «Союз» с транспортно-грузовым кораблем «Прогресс МС» или РН «Протон-М;

- МІСЕ – туризм: организация и проведение деловых поездок в сочетании с уникальным отдыхом: тимбилдинги, конференции, семинары, корпоративный отдых;

- Познавательные туры для родителей с детьми на базе обучения в Международной космической школе (байконуроведение, космическая астрономия, космический моделизм, уроки из космоса);

- Туры на космодром в межпусковой период.

За время пребывания на Байконуре вы сможете посетить:

- действующие объекты на космодроме «Байконур»;
- стартовые комплексы РН «Зенит», РН «Протон-М»;
- бункер командного пункта «Энергия-Буран»;
- музейный комплекс с уникальными экспонатами;
- дом-музей Гагарина и Королева;
- совершить обзорную экскурсию по городу Байконур.

*Коммерческий директор:* Боровиков Геннадий

*Директор по развитию:* Беяева Ольга

## Abstracts

***Bollivier Marc***

**The Crimean War (1854-1856):  
the Army and the Navy  
of the Second French Empire put  
to the test of expeditionary war experience**

In 1854, the great-European powers are once again at war. Following the crisis in the holy sites and the diplomatic impasse to resolve what was at first a diplomatic then became a military conflict between the Ottoman Empire and Nicolas I's Russia, Napoleon III's France and Queen Victoria's England went to war alongside the Turks. Thus began the Crimean War. But if this conflict is, for Russia and Turkey, a classic conflict because the fighting takes place on their borders or on their own soil, it is not the same for the French and the English. The latter are indeed confronted with a distant war that requires a navy capable of supplying the army sent to Turkey and then to the Crimea, while being able to carry out combat actions in cooperation with the landed troops. This article attempts to answer the question: how could France have fought an expeditionary war that required so many resources? The outbreak of the Industrial Revolution in the first half of the 19th century led to a number of innovations, as well as technical and strategic developments. Combined with the many maritime expeditions and military campaigns carried out by the latter, France of 1854 therefore theoretically had the means and knowledge to carry out a war far from its bases. This article will therefore examine this theoretical potential and see whether the lessons of the past were learnt by French military leaders or whether the answers to the problems encountered in Crimea were found at the time thanks to the genius of these same leaders. To do so, this study will draw on recent publications by French historians specializing in military history and the testimonies of French veterans of the Crimean War.

**Key words:** Crimean War, Second French Empire, French Navy, French Army, Expeditionary force, Expeditionary War.

**Voznesensky I.S.**

**Business culture**

Coffee culture in many ways can be considered a model of global culture. Not only because it covers all regions and almost all all states, it creates its own spaces in which people are most comfortable in communicating. In the business environment, the coffee culture has its own functions that, in addition to the communicative orientation, make it possible to solve creative problems, create and implement joint projects. In addition, coffee culture encourages thinking about other people, to show social responsibility and participate in charity programs.

**Key words:** business environment, communications, coffee culture, charity, corporate social responsibility.

**Ryabova E.L.**

**To the 500th anniversary of Havana**

In anticipation of the 500th anniversary of Havana and in commemoration of Russian-Cuban friendship in the building of the Ministry of Foreign Affairs of the Russian Federation, the Azimuth building hosted an exhibition of Cuban and Russian artist Godines Lanza Omar. The Ambassador Extraordinary and Plenipotentiary, Deputy Minister of Foreign Affairs of the Russian Federation Sergey Alekseevich, delivered a welcoming speech to those present. He addressed those present with congratulations to the upcoming 500th anniversary of Havana, emphasized the importance and importance of the artist's creativity in the development of Russian-Cuban culture, interethnic culture, international relations and the strengthening of ties between Russia and the entire Latin American continent. The artist's work is known

not only in Russia, but in all countries of the world for more than a decade. The artist's work is aimed at strengthening friendship, at the exaltation of culture and is an example of the best examples of Latin America in Russia.

**Key words:** exhibition, anniversary, Havana, Cuba, friendship, Russian Federation, culture.

**Shamanova Kh.Kh.**

**Peculiarities of teaching Russian language  
to Indian students**

This article explores the specificity of teaching Russian as a foreign language to students from India. The process of teaching lexical structure of Russian language to Indian students is described and a teacher should solve a number of methodological problems such as developing skills and abilities of foreign students to read Russian texts, learn more about historical and cultural aspects of the country together with traditions and customs. The choice of language materials determined by curricular standard requirements for the progress of foreign students in social and cultural realities of the Russian Federation, as well as the necessary lexical and grammatical minimum that foreign students have to be able to use and communicate with in social and cultural communication.

**Key words:** Russian as a foreign language, specificity, foreign students, methods, tasks.

**Khubieva Z.A.**

**The study of the self-organization of man  
in the Vladimir Solovyov's philosophy**

This article explores the self-organization of a person in the philosophy of V. Solovyov, where ethical questions are put on a religious basis and comply with the idea of religious unity. The philosopher defines existence as a trinity of moral, theoretical, and aesthetic elements, or a Trinity of Good, Truth and Beauty. The concept of love is the basic concept of all of Solo-

vyov's philosophy. Solovyov's ontology leads to the conclusion that God is Love. In the article the author also draws attention to the fact that the philosopher bases his interpretation of morality on the existence of the Absolute and its connection with humanity. He tries to prove that unity, in the moral sphere, appears as a concept of the greater good. Analyzing the self-organization of man in the philosophy of V. Solovyov, a conclusion can be drawn that the norms of morality cannot arise from the social conditions of people alone, that morality has a non-human, non-historical basis. The author argues that such a point of view also can exist.

**Key words:** goodness, truth, beauty, God, love, absolute, morality.

*Shamanova Kh.Kh.*

**Essential functions  
of a tutor accompanied by students  
in a foreign-language setting**

The article gives an essential characteristics of tutor's functions in the activity of the tutor are defined as followings: diagnostic, project-organizing, analytical and reflexive implementation. Competencies are prescribed for the tutor in his professional activity, and also the knowledge that he needs. The article concludes importance and necessity of tutoring activities in support, development and implementation of an individual educational program for students who have problems in teaching and upbringing.

**Key words:** activities of a tutor, the functions of a tutor, the competence of a tutor, individual educational program, the accompaniment of the students of the tutor.

## Аннотации

***Болливье Марк***

**Крымская война (1854-1856):  
армия и флот Второй Французской империи подвергли  
испытанию опыт экспедиционной войны**

В 1854 году крупные европейские державы вновь вступили в войну. После кризиса в святых местах и дипломатического тупика, возникшего для разрешения дипломатического, а затем и военного конфликта между Османской империей и Россией Николая I, Франция Наполеона III и Англия королевы Виктории вступили в войну вместе с турками. Так началась Крымская война. Но, если для России и Турции этот конфликт является классическим, потому что бои происходят на их границах или на их собственной земле, то для французов и англичан это не одно и то же. Последние действительно сталкиваются с дистанционной войной, которая требует наличия военно-морского флота, способного снабжать армию, направляемую в Турцию, а затем в Крым, и одновременно вести боевые действия в сотрудничестве с сухопутными войсками. В этой статье делается попытка ответить на вопрос: как могла Франция воевать в экспедиционной войне, которая потребовала столько ресурсов? Действительно, первая половина 19 века была благоприятна для технического и стратегического развития благодаря началу промышленной революции во Франции и многочисленным морским экспедициям и военным кампаниям, проводимым последней. Поэтому Франция 1854 года теоретически располагала средствами и знаниями для ведения войны вдали от своих баз. Поэтому в данной статье мы рассмотрим этот теоретический потенциал и посмотрим, были ли уроки прошлого известны военачальникам Франции или ответы на проблемы, с которыми они столкнулись в Крыму, были найдены в то время благодаря гению этих же лидеров. Для этого в данном исследовании будут использованы последние публикации французских историков, специализирующихся на военной истории, и свидетельства французских ветеранов Крымской войны.

**Ключевые слова:** Крымская война, Второй Французская

Империя, Военно-морские силы Франции, Сухопутные войска Франции, Экспедиционная Сила, Экспедиционная война.

**Вознесенский И.С.**

### **Культура делового общения**

Кофейная культура во многом может считаться образцом глобальной культуры. Не только потому, что она охватывает все регионы и почти все государства, она создает собственные пространства, в которых людям наиболее комфортно общаться. В деловой среде кофейная культура имеет собственные функции, которые помимо коммуникативной направленности, позволяют решать творческие задачи, создавать и реализовывать совместные проекты. Кроме того, кофейная культура побуждает думать о других людях, проявлять социальную ответственность и участвовать в благотворительных программах.

**Ключевые слова:** деловая среда, коммуникации, кофейная культура, благотворительность, корпоративная социальная ответственность.

**Рябова Е.Л.**

### **К 500-летию Гаваны**

В преддверии 500 летия Гаваны и в ознаменование Российско-Кубинской дружбы в здании Министерства иностранных дел Российской Федерации корпус «Азимут» состоялась выставка Кубинского и Российского художника Годинеса Лансо Омара. Перед присутствующими с приветственной речью выступил Чрезвычайный и полномочный Посол заместитель министра иностранных дел Российской Федерации Рябков Сергей Алексеевич. Он обратился к присутствующим с поздравлением к грядущему 500 летию Гаваны, подчеркнул важность и значение творчества художника в развитии Российской-Кубинской культуры, межнациональной культуры, международных отношений и укрепление связей между Россией и всем Латино-Американским континентом. Творчество художника известно не только в России, но и во всех странах мира уже не одно десятилетие. Творчество художника направлено на укрепление дружбы, на возвышение культуры и является примером лучших образцов творчества Латин-



ской Америки в России.

**Ключевые слова:** выставка, юбилей, Гавана, Куба, дружба, Российская Федерация, культура.

**Шаманова Х.Х.**

### **Особенности преподавания русского языка индийским студентам**

В данной статье рассматривается специфика преподавания русского языка как иностранного студентам из Индии. Описан процесс преподавания лексической структуры русского языка индийским студентам, и учитель должен решить ряд методологических проблем, таких как развитие у иностранных студентов навыков и умений читать русские тексты, узнать больше об исторических и культурных аспектах страны вместе с традициями и обычаями. Выбор языковых материалов определяется общепринятыми учебными требованиями, предъявляемыми к успеваемости иностранных студентов в социальных и культурных реалиях Российской Федерации, а также необходимым лексическим и грамматическим минимумом, который иностранные студенты должны уметь использовать и общаться в социальной и культурной сферах. культурное общение.

**Ключевые слова:** русский язык как иностранный, специфика, иностранные студенты, методика, задачи.

**Хубиева З.А.**

### **Исследование самоорганизации человека в философии Владимира Соловьева**

В данной статье исследуется самоорганизация человека в философии Вл. Соловьева, где вопросы этики поставлены на религиозное основание и подчиняются идее всеединства. Сущее представляется Соловьеву как триединство нравственного, теоретического и эстетического элементов, или триединство Добра, Истины и Красоты. Понятие любви является основным понятием всей философии Соловьева. Онтология Соловьева приводит к слову откровения «Бог есть Любовь». Так же автор обращает внимание, что философ исходит из того, что трактовка морали возможно лишь в признании существования абсолютного начала в его соединении с человеком и человечеством.

Он пытается доказать, что всеединство, в нравственной сфере выступает как понятие высшего блага или как добро. Анализируя самоорганизацию человека в философии Вл. Соловьева можно прийти к выводу, что нормы морали не могут возникнуть из социальных условий людей, мораль имеет в нечеловеческую, в неисторическую основу. Такая точка зрения имеет право на существования.

**Ключевые слова:** добро, истина, красота, Бог, любовь, всеединство, мораль.

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### **Основные функции репетитора**

#### **в сопровождении студентов в иностранной среде**

В статье даны существенные характеристики функций тьютора в деятельности тьютора, которые определены следующим образом: диагностическая, проектно-организационная, аналитическая и рефлексивная реализация. Компетентность выдается преподавателю в его профессиональной деятельности, а также знаниям, которые ему необходимы. В статье делается вывод о важности и необходимости репетиторской деятельности по поддержке, разработке и реализации индивидуальной образовательной программы для студентов, имеющих проблемы в обучении и воспитании.

**Ключевые слова:** деятельность репетитора, функции репетитора, компетенция репетитора, индивидуальная образовательная программа, сопровождение студентов репетитором.

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