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Geopolitics, human rights

Геополитика, права человека

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Миграционные потоки в Германии в XIX–XX вв.*

Миграция в Европу имеет длительную историю, однако, интенсивность и глубина проблем, связанных с этим процессом, не всегда была объектом внимания со стороны средств массовой информации и ученого сообщества. Впервые вопросы, касающиеся причин миграции в Западную Европу, в том числе и в Германию, были подняты в послевоенные годы. Но при сравнении причин миграции в послевоенную Германию и Германию начала XXI века выявляются существенные различия¹. Исследователи, в основном обращают внимание на три основные причины:

Первая причина миграции – демографический взрыв в Африке и Ближнем Востоке, который создал весомые трудности для экономической и социальной поддержки собственного населения². В поисках сохранения и поддер-

* © Щупленков О.В., Щупленков Н.О., 2019.

Миграционные потоки в Германии в XIX–XX вв.

1 Бурдо В.В. Современная миграционная политика германии: состояние и проблемы // Международный студенческий научный вестник. 2018. № 1.

2 Брус В.А. Современные черты миграционных процессов и миграционной политики в странах Западной Европы [Электронный ресурс] // Конституционное и муниципальное право. 2010. № 12. С. 66-70.

жания уровня жизни население этих регионов устремилось в благополучную Европу;

Вторая причина связана с ростом недовольства внутренней политикой в странах Африки и Ближнего Востока и сопряженным с этим массовым обнищанием населения, создающим экстремистские настроения, также подталкивавшими население к бегству.

Третья причина – участвовавшие вооруженные конфликты в регионах Африки и Ближнего Востока, побуждающие население данных регионов к миграции и поиску стран, где они могли бы получить статус беженцев. Прежде Европе уже приходилось сталкиваться с проблемами беженцев на фоне кризисов Сербии и в Косово, вооруженного конфликта на востоке Украины, религиозных столкновений в Нигерии³. Но, пожалуй, наиболее острые проблемы были связаны с гражданской войной в Сирии. Начатая ещё с 2011 года она положила начало новой политики и новым проблемам, где особое место заняло создание ИГИЛ (организации, запрещенной на территории РФ). Рост влияния данной группировки радикально изменил уже и без того ожесточенные конфликты. Опасаясь за свою жизнь и пытаясь сбежать с мест боевых действий, волна беженцев хлынула в Европу. По разным оценкам лишь только с января по сентябрь 2015 года в государствах – членах ЕС было зарегистрировано более 700 тыс. людей, ищущих убежище. Всего за 2015 год в ЕС прибыло, по разным оценкам, от 1 до 1,8 миллиона беженцев и нелегальных мигрантов. Для сравнения, в 2014 году их было зарегистрировано около 280 000⁴.

Изучая историю иммиграции в Германии, особенно первые шаги в правовом осмыслении «импорта» трудовых ресурсов (с 1955 года), эволюцию этого процес-

3 Гризовская Миграционные процессы в Германии во второй половине XX – начале XXI века / Вестник Челябинского Д. В. государственного университета. 2017. № 5 (401). Экономические науки. Вып. 57. С. 96-103.

4 Беженцы в Германии: цифры, суммы, факты // <http://www.dw.com/>

са, Комлева В.В. делает вывод, что Германия де факто является страной иммиграции⁵. Эта репутация имеет неоднозначные последствия для внутривнутриполитических процессов в Германии. Существует много стереотипов относительно иммиграции в Германии, основными из которых являются две противоположные позиции: первая – иммигранты приезжают в Германию с намерением эксплуатировать ее щедрую социальную систему и жить за счет государства, без стремления интегрироваться в принимающее общество и стать его полноценным членом. Второе – Германия получает от иммигрантов только выгоду в виде рабочей силы, которая стимулирует экономику, способствует созданию и содержанию системы социального обеспечения и способствует сокращению нехватки специалистов разного профиля и уровня на внутреннем рынке труда.

Проведя анализ истории развития немецкого общества Комлева В.В. выявляет причины иммиграционной политики нынешней Германии. На протяжении веков многие жители Германии были вынуждены покинуть свою страну по причинам частых войн, религиозных конфликтов, политической нестабильности, плохого социального положения и т.п.

Всего насчитывается примерно 6 млн. человек, которые покинули Германию в период с 1820 по 1920 гг., большинство из которых уехало в Соединенные Штаты Америки. Эта волна эмиграции начала слабеть, начиная с 1890 г., когда индустриальный прорыв стал приносить экономический успех Германской Империи. 1890 год можно рассматривать как поворотный момент в истории страны, так как с тех пор количество людей, которые приехали в страну, превысило количество покинувших ее в предыдущих десятилетиях. Большинство иммигрантов находили

5 Комлева В.В., Жижич Андрияна Политика замещающей миграции: опыт Германии // Этносоциум и межнациональная культура. 2019. № 5 (131). С. 18-40.

свою работу в быстроразвивающихся и растущих центрах металлургической и угольной индустрий.

До начала XXI в. в Германии отсутствовала эффективная политика регулирования интеллектуальной миграции, направленная на привлечение квалифицированных иностранных специалистов в интересах развития и обеспечения конкурентоспособности экономики страны. Вместо этого Германия долгое время принимала неоднородные потоки мигрантов, включая:

- репатриированных с территорий Центральной и Восточной Европы, принадлежавших до 1945 г. Германии;
- политических беженцев из советской зоны Германии, а позже из ГДР;
- контингентных беженцев с целью восстановления немецкой еврейской общины, сильно пострадавшей в гитлеровский период;
- сезонных и контрактных рабочих, прежде всего из Средиземноморья (в том числе из Турции);
- беженцев и ищущих убежища из стран третьего мира;
- «поздних переселенцев» из Польши, Румынии и бывшего Советского Союза.

После Второй мировой войны германская нация оказалась «раздробленной», этнические немцы были «разбросаны» по разным странам.

С целью сплочения нации для восстановления экономики страны первый федеральный канцлер ФРГ К. Аденауэр провозгласил Западную Германию «родиной всех немцев» и тем самым положил начало первой массовой волне переселенцев. В 1953 году был принят Закон «О высланных лицах и беженцах», в соответствии с которым этническим немцем является тот, кто считает своим родным немецкий народ и может подтвердить свою принадлежность к нему происхождением, языком, воспитанием, культурой.

С 1950 года по настоящее время наблюдались три основные волны эмиграции переселенцев в Германию, пики которых отмечались в 1950-х гг., 1970-х гг., 1990-х гг. (см. табл. 1). По данным Федерального административного ведомства ФРГ, с 1950 по 2011 год с территории бывшего СССР в Германию переселилось около 2,3 млн. этнических немцев и членов их семей, в результате чего значительно сократилась доля немецкого населения в России, Казахстане, на Украине и в других республиках.

В условиях послевоенного идеологического противостояния Запад – Восток ФРГ также охотно принимала политических беженцев из стран «советского блока», в том числе из ГДР⁶. К 1961 г. около 3,6 млн восточных немцев переселились в Западную Германию. В то же время поток в обратном направлении составил всего 393 тыс. человек. Даже после установления дипломатических отношений между ФРГ и ГДР любой гражданин ГДР по прибытии в ФРГ автоматически получал гражданство ФРГ и материальную поддержку. «Бегство на запад» не прекратилось и после объединения Германии. С 1989 по 2002 год еще 1,5 млн. восточных немцев переехали в более благополучные западные германские земли. Причины феномена «голосования ногами» носили в основном экономический характер. При этом, как отмечают немецкие социологи и политологи, между новыми и старыми федеральными землями Германии до сих пор сохраняется ощутимый разрыв в уровне социального и экономического развития⁷.

В период «немецкого экономического чуда» (середина 50 – конец 60-х гг. XX в.) ФРГ стала активно привлекать иностранных рабочих («Gastarbeiter») на основе международных трудовых соглашений. Соглашения о рекрутиро-

6 Карачурина Л. Иммиграционная политика Германии: успешный – неуспешный опыт / Мировая экономика и международные отношения. 2008. № 7. С. 50-60.

7 Большова Н.Н. Политика регулирования интеллектуальной миграции в современной Германии // Вестник МГИМО. 2012. № 6. С. 226-237.

вании рабочих были заключены с Италией (1955), Испанией и Грецией (1960), Турцией (1961), Марокко (1963), Португалией (1964), Тунисом (1965) и Югославией (1968). Данная система «вербовки» предполагала постоянную ротацию, поскольку пребывание иностранных рабочих в ФРГ было ограничено временным действием контракта, по окончании которого они должны были вернуться домой. Но дешевизна рабочей силы и возможность экономии на социальных издержках побуждали работодателей продлевать контракты. Иностранные рабочие, в свою очередь, также старались подольше задержаться в стране.

После начала экономической рецессии в Европе, вызванной нефтяным кризисом 1973/1974 гг., программа импорта рабочей силы была заморожена. Германия, как и все остальные европейские страны, закрыла границу для трудовых мигрантов и активизировала программы поддержки репатриации GARP/REAG (В настоящее время программы GARP/REAG (Government Assisted Repatriation Programme/Reintegration and Emigration Programme for Asylum-Seekers in Germany) реализуются Международной организацией по миграции (МОМ) от имени Федерального министерства внутренних дел и ответственных министерств федеральных земель). Несмотря на официальный запрет ввоза иностранной рабочей силы, общая численность иммигрантов в Германии продолжала увеличиваться за счет потоков иммигрантов по легальным (по линии гуманитарной миграции беженцев и воссоединения семей) и нелегальным каналам. В результате ситуация запрета в значительной степени способствовала превращению временных трудовых мигрантов в постоянных и, как следствие, формированию мигрантских параллельных обществ.

После воссоединения Германии въезд и пребывание иностранцев регулировались следующими законами: Закон об имперском и государственном гражданстве

1913 года (актуализирован в 1999 г.)⁸, Закон об иностранцах 1965 года (актуализирован в 1990 и 2002 гг.)⁹, Закон о предоставлении политического убежища (ужесточенный в 1993 и 1997 гг., в 2014 году решено продолжить ужесточение)¹⁰. Обновление нормативной базы, начавшееся в 1990-е годы, отражало попытки преодолеть несоответствие правовых норм меняющейся реальности.

Пересмотренный в 1990 г. Закон об иностранцах не устранил противоречий: с одной стороны, продолжал действовать Регулятор исключений к запрету на ввоз рабочей силы и облегчалось получение гражданства для членов семей гастарбайтеров и для их родившихся в Германии потомков, с другой – по-прежнему утверждалось, что Германия не принимает иммигрантов на постоянное жительство, т.е. не является «принимающей страной». Все иностранцы, которые находятся в ней, обладают де временным статусом: либо работают, либо учатся, либо пережидают, пока у них на родине не улучшится политическая и экономическая ситуация.

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9 Gesetz über die Einreise und den Aufenthalt von Ausländern im Bundesgebiet (Ausländergesetz – AuslG) vom 9. Juli 1990 zuletzt geändert durch Gesetz vom 09.01.2002 / Bundesministerium des Innern. // URL: <http://www.info4alien.de/auslg.htm>

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Таблица 1. Потоки переселенцев в Германию с 1950 г.¹¹.

| Год | Бывш. СССР | Польша | Бывш. ЧССР | Венгрия | Румыния | Бывш. Югославия | Остальные страны | Итого |
|------|------------|---------|------------|---------|---------|-----------------|------------------|---------|
| 1950 | 0 | 31.761 | 13.308 | 3 | 13 | 179 | 2.233 | 47.497 |
| 1951 | 1.721 | 10.791 | 3.524 | 157 | 1.031 | 3.668 | 3.873 | 24.765 |
| 1952 | 63 | 194 | 146 | 30 | 26 | 3.407 | 9.503 | 13.369 |
| 1953 | 0 | 147 | 63 | 15 | 15 | 7.972 | 7.198 | 15.410 |
| 1954 | 18 | 664 | 128 | 43 | 8 | 9.481 | 5.082 | 15.424 |
| 1955 | 154 | 860 | 184 | 98 | 44 | 11.839 | 2.609 | 15.788 |
| 1956 | 1.016 | 15.674 | 954 | 160 | 176 | 7.314 | 6.051 | 31.345 |
| 1957 | 923 | 98.290 | 762 | 2.193 | 384 | 5.130 | 6.264 | 113.946 |
| 1958 | 4.122 | 117.550 | 692 | 1.194 | 1.383 | 4.703 | 2.584 | 132.228 |
| 1958 | 4.122 | 117.550 | 692 | 1.194 | 1.383 | 4.703 | 2.584 | 132.228 |
| 1959 | 5.563 | 16.252 | 600 | 507 | 374 | 3.819 | 1.335 | 28.450 |
| 1960 | 3.272 | 7.739 | 1.394 | 319 | 2.124 | 3.308 | 1.013 | 19.169 |
| 1961 | 345 | 9.303 | 1.207 | 194 | 3.303 | 2.053 | 756 | 17.161 |
| 1962 | 894 | 9.657 | 1.228 | 264 | 1.675 | 2.003 | 694 | 16.415 |
| 1963 | 209 | 9.522 | 973 | 286 | 1.321 | 2.543 | 629 | 15.483 |

¹¹ Большова Н.Н. Политика регулирования интеллектуальной миграции в современной Германии // Вестник МГУМО. 2012. № 6. С. 226-237. // URL: <http://ehd.mgimo.ru/IORManagerMgimo/file?id=E21EF1E2-3222-A6B4-E0A7-AD83F3DD23A1>

| | | | | | | | | |
|------|-------|--------|--------|-----|--------|-------|-----|--------|
| 1964 | 234 | 13.611 | 2.712 | 387 | 818 | 2.331 | 749 | 20.842 |
| 1965 | 366 | 14.644 | 3.210 | 724 | 2.715 | 2.195 | 488 | 24.342 |
| 1966 | 1.245 | 17.315 | 5.925 | 608 | 609 | 2.078 | 413 | 28.193 |
| 1967 | 1.092 | 10.856 | 11.628 | 316 | 440 | 1.881 | 262 | 26.475 |
| 1968 | 598 | 8.435 | 11.854 | 303 | 614 | 1.391 | 202 | 23.397 |
| 1969 | 316 | 9.536 | 15.602 | 414 | 2.675 | 1.325 | 171 | 30.039 |
| 1970 | 342 | 5.624 | 4.702 | 517 | 6.519 | 1.372 | 368 | 19.444 |
| 1971 | 1.145 | 25.241 | 2.337 | 519 | 2.848 | 1.159 | 388 | 33.637 |
| 1972 | 3.420 | 13.482 | 894 | 520 | 4.374 | 884 | 321 | 23.895 |
| 1973 | 4.493 | 8.903 | 525 | 440 | 7.577 | 783 | 342 | 23.063 |
| 1974 | 6.541 | 7.825 | 378 | 423 | 8.484 | 646 | 210 | 24.507 |
| 1975 | 5.985 | 7.040 | 516 | 277 | 5.077 | 419 | 343 | 19.657 |
| 1976 | 9.704 | 29.364 | 849 | 233 | 3.766 | 313 | 173 | 44.402 |
| 1977 | 9.274 | 32.857 | 612 | 189 | 10.989 | 237 | 93 | 54.251 |
| 1978 | 8.455 | 36.102 | 904 | 269 | 12.120 | 202 | 71 | 58.123 |
| 1979 | 7.226 | 36.274 | 1.058 | 370 | 9.663 | 190 | 106 | 54.887 |
| 1980 | 6.954 | 26.637 | 1.733 | 591 | 15.767 | 287 | 102 | 52.071 |
| 1981 | 3.773 | 50.983 | 1.629 | 667 | 12.031 | 234 | 138 | 69.455 |

| | | | | | | | | |
|------|---------|---------|-------|-------|---------|-------|-----|---------|
| 1982 | 2.071 | 30.355 | 1.776 | 589 | 12.972 | 213 | 194 | 48.170 |
| 1983 | 1.447 | 19.121 | 1.176 | 458 | 15.501 | 137 | 85 | 37.925 |
| 1984 | 913 | 17.455 | 963 | 286 | 16.553 | 190 | 99 | 36.459 |
| 1985 | 460 | 22.075 | 757 | 485 | 14.924 | 191 | 76 | 38.968 |
| 1986 | 753 | 27.188 | 882 | 584 | 13.130 | 182 | 69 | 42.788 |
| 1987 | 14.488 | 48.423 | 835 | 581 | 13.994 | 156 | 46 | 78.523 |
| 1988 | 47.572 | 140.226 | 949 | 763 | 12.902 | 223 | 38 | 202.673 |
| 1989 | 98.134 | 250.340 | 2.027 | 1.618 | 23.387 | 1.469 | 80 | 377.055 |
| 1990 | 147.950 | 133.872 | 1.708 | 1.336 | 111.150 | 961 | 96 | 397.073 |
| 1991 | 147.320 | 40.129 | 927 | 952 | 32.178 | 450 | 39 | 221.995 |
| 1992 | 195.576 | 17.742 | 460 | 354 | 16.146 | 199 | 88 | 230.565 |
| 1993 | 207.347 | 5.431 | 134 | 37 | 5.811 | 120 | 8 | 218.888 |
| 1994 | 213.214 | 2.440 | 97 | 40 | 6.615 | 182 | 3 | 222.591 |
| 1995 | 205.409 | 1.677 | 62 | 43 | 6.519 | 178 | 10 | 217.898 |
| 1996 | 172.181 | 1.175 | 14 | 14 | 4.284 | 77 | 6 | 177.751 |
| 1997 | 131.895 | 687 | 8 | 18 | 1.777 | 34 | 0 | 134.419 |
| 1998 | 101.550 | 488 | 16 | 4 | 1.005 | 14 | 3 | 103.080 |
| 1999 | 103.599 | 428 | 11 | 4 | 855 | 19 | 0 | 104.916 |

| | | | | | | | | |
|-------|-----------|-----------|---------|--------|---------|--------|--------|-----------|
| 2000 | 94.558 | 484 | 18 | 2 | 547 | 0 | 6 | 95.615 |
| 2001 | 97.434 | 623 | 22 | 2 | 380 | 17 | 6 | 98.484 |
| 2002 | 90.587 | 553 | 13 | 3 | 256 | 4 | 0 | 91.416 |
| 2003 | 72.289 | 444 | 2 | 5 | 137 | 8 | 0 | 72.885 |
| 2004 | 58.728 | 278 | 3 | 0 | 76 | 8 | 0 | 59.093 |
| 2005 | 35.396 | 80 | 4 | 3 | 39 | 0 | 0 | 35.522 |
| 2006 | 7.626 | 80 | 1 | 0 | 40 | 0 | 0 | 7.747 |
| 2007 | 5.695 | 70 | 5 | 1 | 21 | 0 | 0 | 5.792 |
| 2008 | 4.301 | 36 | 0 | 0 | 25 | 0 | 0 | 4.362 |
| 2009 | 3.292 | 45 | 0 | 0 | 23 | 0 | 0 | 3.360 |
| 2010 | 2.297 | 34 | 4 | 0 | 15 | 0 | 0 | 2.350 |
| 2011 | 2.092 | 33 | 2 | 0 | 21 | 0 | 0 | 2.148 |
| Итого | 2.355.336 | 1.445.109 | 105.107 | 21.412 | 430.246 | 90.378 | 55.716 | 4.503.279 |

Источник: Федеральное административное ведомство ФРГ (Bundesverwaltungsamt).

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Migrationsströme in Deutschland in XIX–XX Jahrhundert

Abstract. Der Artikel analysiert seit mehreren Jahrhunderten die Ursachen der Massenmigration in Deutschland. Es wird betont, wie wichtig sowohl interne als auch externe Faktoren für die Entscheidung von Personen sind, ihren Wohnort zu wechseln. Eine bedeutende Rolle in der Einwanderungspolitik des modernen Deutschland spielte die von der Regierung entwickelte rechtliche und soziale Unterstützung für Staatsangehörige anderer Länder, die in das Land kamen. Die wirtschaftliche Stabilität und der hohe Wohlstand des Landes werden zu einem wichtigen Faktor für die Attraktivität Deutschlands.

Key words: Arbeitskräfte, Demografie, Einwanderer, Flüchtlinge, gesetzliche Normen, Migration, Staat.

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Миграционные потоки в Германии в XIX–XX вв.

Аннотация. В статье анализируются причины массовой миграции в Германии на протяжении нескольких веков. Подчеркивается значимость как внутренних, так и внешних факторов повлиявших на решение людей поменять место проживания. Значительную роль в иммиграционной политике современной Германии оказала разработанная правительством правовая и социальная поддержка приезжающих в страну граждан других государств. Экономическая стабильность страны, высокий уровень благосостояния становятся важным фактором привлекательности Германии.

Ключевые слова: беженцы, государство, демография, иммигрант, миграция, правовые нормы, рабочая сила.

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Features of social regulation of morality and law and their influence on politics, political relations*

Morality is the most ancient form of social consciousness, and therefore it is difficult to distinguish moral relations from other forms of public consciousness in a “pure” form for the reason that these relations are organically included in the fabric of all forms of spiritual relations. Thereby morality began to act as a regulating element for any relationships of people in any sphere on the basis of norms developed in society about the meaning of good and evil, duty conscience, etc. But speaking about the relatively independent field of moral norms, we should not forget that their main feature is the pervasive nature of morality in a variety of areas of social relations.

As E.A. Lukasheva rightly pointed out: “Morality has an omnipresent, pervasive nature” [1, p. 71]. The emergence of morality allowed the society to include new features that can be limiting the individual in the interests of the collective. This stimulated the emergence of a new form of memory that does not exist in animals. The emerging new memory could transmit information about skills, taboos, prohibitions, etc.

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Особенности социального регулирования морали и права и их влияние на политику, политические отношения

from generation to generation. According To E.F. Porshnev, “the change of animal actions by moral actions was a turning point in human history” [2, p. 234].

In this regard, it should be noted that moral relations have become a special kind of relationship that is associated with the assessment of human behavior. The person began to self-regulate their actions, it at own will began to choose the directions of a way of action and their results based of the norms of morality developed in society.

It seems that morality is most closely related to law in comparison with other forms of social consciousness. This is due to the fact that morality is the moral basis for the formation and development of law. The fact is, ethical values, such as freedom, justice, equality, etc. have arisen much earlier than the specified values in the law. The attention was drawn to the values of morality and transforming these values into the law.

As a result, legal values emerged and began to regulate social relations, being inextricably linked with ethical values.

This unity refers not only to the law as a normative regulating system, i.e. to the content of laws and other legal documents, but also to the practice of their implementation.

This is due to the fact that the functions of morality and law are complementary, they operate in a single field of social relations.

In its nature, law is a deeply moral phenomenon and it cannot function without the inclusion of moral criteria, values and assessments. This is the reason morality is the main foundation fo the law and it also is the system of coordinates where it is possible to evaluete rights.

Therefore, it is possible to develop effective legal norms of social regulation, only if moral values are taken into account.

Based on the above, it can be concluded that the law must meet the requirements of the values of moral norms. Hence the

conformity of law to these values of morality turns equitable. That is why in the Constitution of the Russian Federation in part 1 of verse 45, protection of human rights is considered a duty of the state [3, p. 22].

Therefore, the main tenet that determines the phenomenon of law itself remains the requirement of justice, equality and equal legal approach, in all its subdivision, which in the legal field is transformed into the most important legal principle - the need for balance, and hence - a just law and its triumph in practical matters.

At the same time, such a right is supported by legal force, because any attempt to ignore it and to assert the superiority of morality over law can lead to the domination of chaos in the society. The facts show that any attempt to abolish the law, relying in everything only on morality and conducting it consistently into the life has to become destructive for the society.

Consequently, it is no accident that the state supports a certain range of moral requirements and imperatives with its legal forces and puts them into the form of law. As a result, not only are the virtues of law are put into effect, such as it bein universally normative, certain in content and state guaranteed, but also the coercive activities of the state are ordered and all punitive and repressive policies that assert strict moral requirements are given a prestigious “legal justification”.

Speaking about the virtues of law, I. T. Fichte argued that law contributes to the assimilation of the fundamental principles of morality.

At the same time, it is impossible to allow the use of law and its potential to assert “high” moral principles and ideals in life by means of legal means and legal mechanisms. The fact is that in this case, the mutual beneficial influence, the principle of complementarity and the interaction of morality and law

are destroyed, one is replaced by another, when a holistic and at the same time bilateral, moral and legal support for the orderly functioning of their deeply human fundamental principle is allowed, and when its most important component can turn into chaos. Therefore, despite the importance of moral principles in people's lives, a consistent philosophical understanding of law requires that it receives an independent, interpretation and justification, and its understanding in integrity with morality and the same time.

In social regulation a special place among all forms of social consciousness belongs to political relations and politics. This is manifested in the fact that politics affects not only all forms of social relations, but it also goes beyond the relationship of classes, social groups, etc. in the sphere of economy. At the same time, the most important role of politics in the regulation of social relations is that the political interests of the dominant political forces find their expression in legal provisions and the law.

Political relations arise with the division of society into classes and the awareness of people of their class interests. The subjects of political relations are classes, social groups, political parties, etc. at the same time, political relations primarily relate to the question of the structure of the state. The state is one of the most important objects and subjects of political relations.

It seems that the trend of development of spiritual relations in the modern society is that political relations play a leading role, although there is much attention to depoliticization of society and the priority of universal humanistic values. The problem is to identify the forces that determine the direction and content of political relations at this stage, the nature of their impact on other forms of spiritual relations and activities in the society.

However, not only does politics influence the forms of

public consciousness, but these forms also influence politics and political relations. For example, politics has an impact on the formation and development of moral norms, because each social group, each party and class seeks to form certain moral relations, moral norms of behavior in society based on its interests. Under the influence of politics, such moral feelings as patriotism, collectivization, citizenship, the views about the morality and immorality, human behavior, moral values, goals and ideals are formed.

In this regard, it should be noted that morality has an alike effect on politics and other forms of public consciousness.

The problems of correlation between politics and morality in modern Russian society are subject to rethinking and certain changes. A question is raised about how the person should act in modern conditions in a given situation. The idea of proper behaviour of a person means that political activity meets specific moral criteria. In politics, the concept of duty expresses the achievement of a specific positive goal.

In this regard, the question arises: is it possible for a successful politician who is conscientiously fulfilling their duty, to be a moral person and comply with the requirements of morality, without abusing their power? From our point of view, in the conditions of a democratic state with the rule of law and a developed market economy, this is quite possible.

In this regard, P. Kozłowski, saying that Russia's transition to a market economy means a return to capitalist relations, argues: "Those who consider it possible to neglect ethics and the problem of moral values, do not take into account that capitalism is a society of free individuals that imposes huge moral requirements on the individual and requires moral attitudes that the economy itself can not generate [4, p. 18].

Based on the real state of morality in modern Russian

society, it can be concluded that a low level of market economy determines a low level of moral development, and the lack of moral education generates a low level of morality in all spheres of life by society. In this regard, it should be noted that a highly moral society is necessary for a market economy to be developed. That is why there will be an increase in morality in the field of politics and in other forms of spiritual relations with the development of market relations in Russia.

On the basis of the above, we can conclude that the principle of complementarity of morality and law are characterized by the fact that, on the one hand, under the influence of morality, the moral basis of law is enriched and expanded, it becomes more just. On the other hand, the reality of the dominant morality, its practical value in social relations is largely determined by how effective the legal institutions are.

Complementarity and unity of morality and law should not lead not only to the substitution of one for another or to the destruction of their integrity, but also to the denial of their relative independence.

The point is that they are equally important for the vital communications between people and although they are independent of each other, they are the leading systems of normative regulation. Law and morality are social regulators that cannot be ranked; they should not be considered in terms of the superiority of one form of regulation over another” [5, p. 71].

Similarly, politics and morality are essentially different, because the essence of morality is in the inviolability of once and for all accepted ideals, norms and values, and the essence of politics is expressed by the interest, not the concept of the ideal. Therefore, the meaning of moral behavior is reduced to the suppression of the egoistic principles of the

individual and the manifestation of altruism. As for politics, the question of the morality of means in politics is very controversial. For example, politics should be in the public interest; the protection of public interests sometimes requires the use of violence, and that is morally immoral. Hence it can be concluded that the use of moral criteria in politics is not always justified. Another thing is the moral state of the people carrying out the policy. Of course, they must be moral in their consciousness and behavior.

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Features of social regulation of morality and law and their influence on politics, political relations

Abstract. In the context of reforming the modern Russian society an analysis of politics, law, and morality as elements of social regulation is very important. In the article author reveals that morality is the most ancient form of social consciousness, and therefore moral relations are difficult to distinguish from other forms of social consciousness in a “pure” form, the reason for that being that these relations are organically included in the fabric of all forms of spiritual relations. Therefore, morality began to act as an element that regulates the relationships of people in every sphere. Speaking of the relatively independent field of moral norms, we must not forget about the pervasive nature of morality in a variety of social relations. The article reveals that morality is most closely related to the law in comparison with other forms of social consciousness. This is due to the fact that morality is the basis for the formation and developing of law. The scientific novelty of the article consists in the substantiation of the leading role of political relations, the features of social regulation of morality and law and their reversed influence on political relations. It is revealed that political relations arise with the division of society into classes, their awareness of their class interests, and them becoming the subjects of political relations. This integrity of morality and law does not refer only to the law as a normative regulatory system, that is, to the content of laws and other legal documents, but also to their practical value.

Key words: morality, law, political relations, social and moral regulation, complementarity, moral values, politics.

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Особенности социального регулирования морали и права и их влияние на политику, политические отношения

Аннотация. В условиях реформирования современного российского общества анализ политики, права и морали как элементов социального регулирования является весьма актуальной проблемой. В работе автор раскрывает, что мораль является наиболее древней формой общественного сознания, а поэтому нравственные отношения трудно выделить от других форм общественного сознания в «чистом» виде, ибо указанные отношения органически включены в ткань всех форм духовных отношений. Поэтому мораль стала выступать как элемент регулирования взаимоотношения людей в любой сфере. Но говоря об относительно самостоятельном поле действия нравственных норм, мы должны говорить о главном их признаке - всепроникающем характере морали в самые различные области социальных отношений. В работе раскрывается, что мораль наиболее тесно, по сравнению с другими формами общественного сознания, связана с правом. Это обусловлено тем, что мораль является нравственной основой формирования и развития права. Научная новизна состоит в обосновании ведущей роли политических отношений, где автор выявляет особенности социального регулирования морали и права и их обратное влияние на политику и политические отношения. В статье раскрывается, что политические отношения возникают с разделением социума на классы, осознания ими своих классовых интересов, исследуются субъекты политических взаимоотношений. Указанное единство между моралью и правом относится не только к содержанию права как нормативно-ценностной регулятивной системы, т. е. к содержанию законов, других правовых документов, но и к практике их реализации.

Ключевые слова: мораль, право, политические отношения, социальное и нормативное регулирование, взаимодействие, нравственные ценности, политика.

**UNESCO: culture
and national traditions**

**ЮНЕСКО: культура
и национальные традиции**

Comic Con Russia and IgroMir 2019

From October 3rd to 6th, 2019, the largest event for the Russian gaming industry took place in Moscow – the fourteenth international exhibition of interactive entertainment IgroMir. At the same time, the sixth Comic Con Russia festival, the largest pop culture festival in Russia, was held. The event was once again held in Pavilion No. 1 of the Crocus Expo Exhibition Complex. The total exhibition area was more than 26,000 sq.m.

Such companies as Blizzard Entertainment, ASUS Republic of Gamers, CD Projekt RED, GIGABYTE, Kojima Productions, Microsoft, THQ Nordic, Lenovo Legion, Warner Bros. Interactive Entertainment, Bandai Namco, VIVO, Kaspersky, M.GAME, Buka Entertainment, WDSSPR, UPI, “20 Fox Century RU” and many others presented the most anticipated novelties of the game world and pop culture at more than 200 exhibition and trading stands.

Of the many sponsors of the event, the Platinum sponsor was the Red October factory (Krasniy Oktyabr) celebrating “170th anniversary in the history of candies”.

The Nintendo Company showcased its new Nintendo Switch Lite handheld console and hosted national Super Smash Bros. Ultimate and Splatoon 2 tournaments at its booth.

CD Projekt RED did the presentation of the gameplay of the upcoming Cyberpunk 2077 game in Russian, and also told the fans about the project details. Besides, the exhibition hosted the qualifying stage of the international cosplay contest for the Cyberpunk 2077 universe with a prize pool of \$ 40,000.

The exhibition also hosted the finals of the Russian Mortal Kombat championship with a prize pool of 500 thousand rubles, the PUBG Mobile Club Open tournament, and Mega Drive (another sponsor of the festival) held the Just Dance 2020 championship.

The Doom Eternal game was also presented at the event, the host being the famous streamer WELOVEGAMES.

The Walt Disney Studios presented materials on the films “Maleficent: Mistress of Evil”, “Star Wars: Episode IX - The Rise of Skywalker” and others.

Special pre-premiere screenings of “The Peanut Butter Falcon” comedy with Shia LaBeouf and Dakota Johnson and “Zombieland: Double Tap” comedy-horror with Woody Harrelson, Emma Stone and Jesse Eisenberg were held in the screening room. The new project of the modern Japanese anime classic Makoto Shinkai– the film “Tenki no ko” was also shown. New projects of TV-3, 2x2 channels and others were shown. Director Yegor Baranov and actress Lukerya Ilyashenko presented science fiction action movie the Blackout, and actor Danila Kozlovsky narrated about his new directorial project Karamora about the alternative history of Russia and much more.

The presentation of the first full-length film based on Russian comics “Major Thunder: Plague Doctor” (Major Grom: Plague Doctor) was also held, and the cast of the project was announced.

The number of guests also didn't disappoint. So, the legendary video game developer Hideo Kojima, known for his work on the iconic series of games Metal Gear, became a special guest of the exhibition. During the event, he presented one of the most anticipated projects of the gaming industry – Death Stranding, held a sneak preview of gameplay, and also answered fans' questions along with the actor Mads Dittmann Mikkelsen (“Hannibal”, “Star Wars”), who also attended the presentation of Death Stranding and the photoshoot.

Besides Mads Mikkelsen, Andrew Scott (“Sherlock”, “Black Mirror”) was also one of the tv actors present.

The creator of the iconic cartoons Darkwing Duck and Chip ‘n’ Dale, Tad Stones, acted as a guest of BUBBLE Comics' Authors Alley.

American science fiction writer Christie Golden, known worldwide for her works on the World of Warcraft universe, communicated with fans and signed autographs at the Blizzard Entertainment booth.

Famous writer Dmitry Glukhovsky presented the upcoming film adaptations of his novels “Metro 2033” and “Text” with Alexander Petrov as the lead, and the noted science fiction writer Nick Perumov shared details about his new book “The War of Angels. The Great Emptiness».

In addition to meetings with celebrities and various presentations, the festival guests were offered a variety of quests, a board game zone by “Hobby world”, a contest and a traditional “freebie”.

This year, the number of both events’ visitors amounted to more than 183 thousand people in four days, and the number of views of the live broadcast of the event exceeded 5 million. More than 200 companies participated.

IgroMir is the oldest and largest international exhibition of interactive entertainment in Russia: computer games, games for consoles, mobile phones, tablets and other platforms.

Comic Con Russia is a large-scale festival of popular films, series, comics, computer and board games, science fiction, anime and manga.

The official photo bank of the event: <https://igromir.fotoezh.ru>

IgroMir: <http://igromir-expo.ru>

Comic Con Russia: <http://comicconrussia.ru>

Переводчик: *Ерина Евгения Андреевна*

Перевод был выполнен на кафедре теории и практики иностранных языков ИИЯ РУДН, при помощи и поддержке ст. преподавателя *Колягиной Аллы Андреевны*, руководителя отделения “Лингвистика” *Егоровой Людмилы Алексеевны*, руководителя учебной (переводческой) практики *Никашиной Натальи Викторовны*.

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«Окружной Дом народного творчества»¹ Мастер-классы хореографии обских угров



*В Окружном Доме народного творчества
 завершились мастер-классы
 по традиционной хореографии обских угров*

Окружной Дом народного творчества завершил программу мастер-классов по традиционной хореографии обских угров в текущем сезоне. Руководитель клубного формирования Фаина Павловна Иштимирова провела второе занятие для детей летних пришкольных площадок города Ханты-Мансийска.

На занятиях ребята узнали историю возникновения танцев коренных малочисленных народов севера, их особенностях и разновидностях. После теоретической части дети изучали основы женского танца «Куринька» в форме практического занятия.

Танец «Куринька» - это жемчужина хантыйской хореографии. Нет ни одного коренного жителя и танцевального коллектива народа ханты, которые не знали бы о его существовании. Танец исполняется как сольно, так и

¹ Автономное учреждение. Ханты-Мансийского автономного округа – Югры

массово. Еще больше информации об этом танце можно узнать, пройдя по ссылке – <http://ugra-nasledie.ru/object/tradicionnyy-hantyyskiy-zhenskiy-tanec-kurinka>. Там Вы найдете подробное описание танца «Куринька», занесенного в Электронный реестр объектов нематериального культурного наследия народов Ханты-Мансийского автономного округа – Югры, и много другой интересной информации.

В этом году мастер-классы посетило 44 человека и, учитывая положительный отклик и заинтересованность в изучении хореографии народов ханты и манси, Окружной Дом народного творчества планирует продолжить серию мастер-классов осенью 2019 года. Также осенью будет осуществляться набор в клубные формирования ОДНТ, куда вы сможете записаться и познакомиться более подробно с традиционной культурой народов Югры.

Информационная служба АУ ХМАО – Югры
«Окружной Дом народного творчества»
Сайт – odntugra.ru



*Social projects
and information technologies*

*Социальные проекты
и информационные технологии*

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Case study as a functional basis of integrative approach to teaching English for specific purposes at university*

Modern times require a functional level of the knowledge of the English language. The major condition of success on today's labour market is accuracy and fluency of English along with sophisticated hard-core skills especially when it comes to professional discourse in various spheres (Business, Economics, Medicine, Engineering and so on). The authors of the article refer to the indepth analysis of the research literature devoted to the application potential of case studies in teaching English for specific purposes (ESP) and argue that the case study analysis method should be considered to be one of the most valuable methodological tools, as it provides learners with an authentic learning environment and authentic study materials and successfully develops linguistic as well as non-linguistic skills.

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Тематическое исследование как функциональная основа интегративного подхода к преподаванию английского языка для специальных целей в вузе

The English language for specific purposes (ESP); case study analysis method; professional (hard-core) skills; linguistic skills; authenticity; interdisciplinarity; case study typology.

Actual trends in the development of the world economy as a whole, and in the labor market in particular, require modern specialists in various fields of mobility, focus on continuous personal and professional growth, skills that allow the use of high technologies in work, as well as fluency in foreign language communication in professional environment. In this sense, the dynamics of global economic processes is a kind of “tuning fork”, according to which the dynamics of student learning in the system of higher education should stand [1]. However, both in the external and internal labor markets, there is a shortage of specialists who speak English at an advanced, functional level and are able to build effective communicative interaction with their foreign colleagues in the course of cooperation in solving a variety of professional tasks (ESP – English for Specific Purposes / ESP - English for special purposes) [5, p. 558].

As shown by the results of the audit of the level of knowledge of ESP among students of non-linguistic specialties conducted in a number of domestic and European universities, the majority of students are not adequately prepared for the implementation of effective business and professional communication. According to the observations of managers of leading domestic and foreign companies and large organizations, despite the fact that the majority of candidates undergoing an interview, the level of English proficiency corresponds to the threshold B1 - B2 (below average or intermediate), and in some cases C1 - C2 (above average and advanced), it is implemented only within the general English course, and not professionally oriented (or ESP) [5].

Thus, in work programs in English for students mastering non-linguistic specialties, there are no significant aspects that contribute to the functionality of the acquired knowledge. And

since the modern labor market needs personnel who speak a foreign (in most cases, English) language with an active professional component (mainly vocabulary and communicative formulas), the most significant competencies that should be developed during the training of students in professionally oriented English are communicative competencies with high applied potential in the discursive practices of the specialty that the student masters, be it economics, medicine, physics, architects, engineering. For this reason, university programs, courses and educational projects developed on the basis of an integrative approach to teaching and studying ESP, involving the development of professional, language and communicative competencies by students, receive state support, and in most universities centers for teaching English for special purposes are created, which are extremely popular among students. The popularity among students of the above forms of ESP training with the use of an integrative approach is quite obvious, since their successful development helps to increase the competitiveness of young professionals in the labor market and ensures their employment.

In turn, ASC teachers have begun to use in their practice innovative and creative methods of teaching the discipline, which also provide an integrative approach to teaching ASC, which involves the introduction and application of special knowledge acquired by students in professionally oriented English classes.

As for the traditional and largely outdated approach to teaching English at non-linguistic faculties, it primarily focuses on students learning grammar structures, and not on developing communication skills that ensure high quality professionally oriented foreign language communication in various situational contexts chosen professional sphere. Modern standards of higher professional education oblige compilers of work programs in the discipline "English for special purposes" to integrate the content components of the

most significant disciplines of the professional cycle into the English language course.

Such integrative interdisciplinary courses provide students with a wide range of opportunities for the formation of a more effective, productive, flexible and functional approach to learning English. Thus, the key task of an English teacher for special purposes at a university is to develop an innovative ESP course in collaboration with teachers of professional cycle disciplines. If such cooperation really took place, then in teaching ESP it is possible to achieve the implementation of a multidisciplinary authentic approach with the obligatory interaction of the subjects of professional specialization of the student. From the point of view of economic terminology, this kind of “joint venture” motivates all participants in this bilateral process (both students and teachers) to build an algorithm for teaching / learning English for special purposes in close connection with the theoretical and practical disciplines of the entire training program.

So, the central idea of this article is as follows: an integrative, interdisciplinary approach is an occasion for close, systematic cooperation of all participants in the methodological paradigm of teaching English for special purposes in high school; accordingly, teachers of the ESP must necessarily take into account the needs of students as future specialists in need of employment. Only if students are provided with ESP programs based on a functional approach, will students be able to get the communication skills necessary for their future profession. The case-study methodology of teaching ESP is unique in its kind, as it provides the student with excellent opportunities for mastering competencies that require successful possession of skills for acquiring and transferring specialized knowledge in various situations of professional discourse.

The purpose of this article is (1) to provide a critical review of relevant research papers on the use of case studies in teaching English for special purposes; (2) to generalize the previ-

ous experience of studying the case as an effective teaching technology; and (3) to substantiate the significance of the case methodology in teaching / studying , ESP since it is the functional basis of an integrative and multidisciplinary approach in the implementation of this educational activity.

A case-based technique / technology or a method of active, activity-based learning based on analysis of real situations was developed and was first used at Harvard Business School in teaching students various economic disciplines almost from the moment the school was founded, namely in 1908. A little later, the case method began to be successfully used in engineering colleges. The main advantage of this educational technology is its focus on real situations and problems that specialists in a particular professional field have to solve. This method is very highly appreciated, since its use in the study of any special subject allows students not only to deeply comprehend its theoretical aspects, but also to gain practical experience in the analysis of real situations connected with it. However, in the 1990s, a number of breakthrough studies were conducted in the methodology of teaching English for special purposes, which highlighted various ways of applying the case study methodology not only in the study of business and economic disciplines, but also in classes in professionally oriented English: this type of teaching Activities - an excellent resource for building effective, forming students' required competencies, more motivating and meeting the standards of teaching a foreign language.

Thus, the case study methodology is understood as “the presentation of a problematic situation that is typical in a certain professional sphere or in real life, through certain facts, the attitude of its participants and observers to it, and their opinions, based on which students decide that must be taken to solve this problem” [14, p. 70]. Analysis and solution of problem situations in the professionally oriented English classes provide students with the opportunity to obtain irreplaceable in-depth knowledge of both the issue itself that needs to be addressed

and the important related information. Students interact directly with the problem in need of a solution, and additional data on the issue is provided to them in the form of charts, tables, graphs or diagrams. These “subtleties” of the appearance and development of a problem situation help students working with a case to make the most optimal decision. Cases, as a rule, contain both quantitative data and their semantic, meaningful interpretation, since only with the presence of these mandatory aspects is it possible to logically analyze the situation and develop effective strategies aimed at solving the problems found in it.

In contrast to the traditional ESP teaching methodology, which involves minimal student involvement in lively professionally oriented communication and maximum focus on grammar exercises in translation publications, the case study methodology offers a radically different approach to organizing the learning process. It allows you to create an educational environment in which the student’s activity and involvement in classroom work is extremely important both for the productivity of the ESP classes and for the students to successfully master the discipline. Classroom work, built in accordance with the case-study methodology, dictating the interdisciplinarity and integrability of the acquired knowledge and interactivity student activities in the lesson, consists of six stages. These steps include the following activities:

1. Reading the proposed text to familiarize yourself with the problem situation (case), which must be solved.
2. Identification / definition of the problem.
3. Defining priorities and boundaries.
4. Search for alternative solutions.
5. The choice of optimal alternatives for solving the problem, as well as the most accurate, linguistically and pragmatically competent way of their presentation in English.
6. Drawing up a plan of action that must be taken to successfully resolve the problem situation [13].

The implementation of these stages requires serious mental work and the application of professional knowledge, as well as the possession of the necessary linguistic and communicative competencies.

As previously noted, the application of the case study methodology at the ESP classes makes a significant contribution to the development of multi and interdisciplinarity in the educational process in general. The reason for this effect, as Stern notes, is that “the practical need to study English as a foreign language is determined primarily by multidisciplinary and contrasts significantly with earlier ideas about teaching a foreign language, according to which it was based solely on the study of literary works or linguistic principles of language use” [21, p. 47]. This means that modern requirements for knowledge of a foreign (English) language dictate the refusal to teach students exclusively the linguistic aspects of a foreign language and force teachers to develop such ESP programs that develop both linguistic and non-linguistic (professional) related to the basic disciplines of the professional cycle, skills and competencies. In this sense, inter / interdisciplinarity is “not just the combination of two disciplines, provided each of them has its own specificity and integrity, it is when one discipline serves the other and is formed according to the key aspects of the second” [8]. The same can be said about the case methodology in the study of ESP - it “lets in” theoretical non-linguistic knowledge and concepts in the process of teaching a foreign (English) language, thus “transferring” the bridges between theory and practice [8]. This type of activity contributes to the development of critical and strategic thinking, improving communication skills among students. The interdisciplinary nature of the case also consists in the fact that the use of this method in teaching ESP develops yet another important skill among students - the so-called “information literacy” [4], since work on it necessarily involves conducting research and evaluating

various data sources / information. The case study method helps to develop special practical, theoretical and linguistic competencies among students and thereby contributes to the general concept of an interdisciplinary approach to teaching ESP, because it offers an analysis of the links between special disciplines and ESP, and also serves as the space within which they are synthesized and harmonization “into a coordinated and systemically connected whole” [7, p. 351].

In addition to the fact that the introduction of the case-study method in ESP training in the modern system of higher professional education gives the whole process an integrative character and contributes to the fact that it is carried out at the junction of a number of special disciplines and various teaching practices of foreign (English), the case can also be considered as unique the paradigm of attracting authentic teaching materials in the course of students mastering the skills of foreign language communication in their chosen professional environment. Authentic in this case refers to “materials that are used in classes that reveal important aspects of the student’s specialization disciplines or the analysis of various professional typical situations that he may encounter at the workplace” [20, p. 56]. It makes sense to think about the need to include a case as a mandatory element in the model of teaching English to professionals for professional purposes, since it is the use of this methodological tool that allows you to create conditions in the classroom that are as close as possible to real and motivating students to solve just such communicative problems ESP that they will encounter at work. Undoubtedly, the use of the case-study method in classes contributes to the development of communicative competencies in the professional environment of students.

Speaking about the authenticity of the case-study methodology in teaching the ESP, it is necessary to indicate that it can be implemented in several aspects at once. Firstly, all cases use texts of the corresponding level of authenticity. Authen-

tic text is an original English-language text material that “was not originally written for the student audience” [18, p. 99; 22, p. 21], but to “achieve specific social goals of the language community in which it was created” [9, p. 27]. Based on the above definitions, we can conclude that cases or problem situations are represented by texts that were originally created for specialists in the field of economics, medicine, business technology and any other professional field, other than linguistics. The initial goal of the case is to provide students studying business, economics, medicine, etc. relevant information based on practical experience. Such content is fundamentally different from the texts in traditional textbooks on ESP, as a rule, consisting of dialogues, reading fragments related to medical, economic or other professional topics.

Secondly, the authenticity of the case at the ESP classes is realized in authenticity, i.e. practical orientation and maximum proximity to professional realities, problem situations themselves, which students need to discuss and solve using communication skills in a foreign (English) language. The use of the case in training the ESP saves the future specialist from mechanically playing a limited number of typical situations of professional discourse and poses “more complex communicative tasks, which also include such activities as group solving a complex of problems at various levels, elements of dramatizing production situations and using strategic thinking techniques to making the optimal decision” [6, p. 23]. If you agree with the assumption of David Noonan that, when completing assignments in the classroom process, “it is fundamentally important that students, being involved in activities such as listening, writing, speaking, as well as complex interactive assignments in the studied foreign (English) language, should more focused on the content, and not on the form” [19, p. 10], then the case study methodology is the embodiment of a practice-oriented, integrative approach to teaching English for special purposes. Cases as an example of integrative, profes-

sionally oriented tasks that combine not only the actualization of various aspects of the English language, but also the realities of future professional activity can be considered as authentic didactic materials that have applied relevance and contribute to the removal of communicative blocks and restrictions for students of ESP.

Thirdly, the case study methodology in teaching ESP ensures the authenticity of the behavior of the students themselves, as they develop in students the desire to learn English at a level that would allow them to receive the necessary information and communicate effectively with colleagues in their professional community [23]. Due to the active involvement in professionally oriented foreign language communicative activity, students get a skill that, in theory, teaching foreign languages for special real goals is defined as the “authenticity of the response” or the adequacy of the communicative reaction to the real situation that may arise in the profession (“authenticity of response”) [17; fifteen]. This skill is formed due to the integrativity, complexity and interactivity of the materials used to create cases, which, as a rule, cause genuine interest and desire in students to analyze the proposed problem, especially since it is built not on exclusively linguistic materials, but taking into account knowledge that they get in the classroom in the main academic disciplines. When discussing problem situations closely associated with the reality of the chosen profession, students are more likely to experience anxiety, suspicion, fear, or other emotional states that a native speaker would experience in similar circumstances.

And, finally, the solution of case studies in the classroom creates an authentic, close to a real professional environment, classroom authenticity, since during the work on the case students function as already completed specialists, trying to find a solution to the professional problems posed, i.e. they enter into an extremely fruitful role-playing game in which the authenticity, authenticity of the material, the reality and profes-

sional relevance of the tasks, and the adequate cognitive and communicative behavior of students form a world of professional communication similar to the real world, taking into account the factor of its internationalization [2]. During the case study, the class produces various communicative situations in the language being studied (English), using both special and linguistic knowledge [3], which transforms the traditional classroom work into a unique learning environment. A group of students, in which everyone plays a certain imaginary role, correlating with the actual existing in their chosen professional field, is, in fact, a generator of authentic, extremely “nutritious” from the point of view of obtaining valuable knowledge and skills, environment. In other words, the ESP training process, built in accordance with the goals and objectives that are truly significant for students, facilitates the adoption of artificially modeled professional discourse in the classroom environment as a functional platform where you can work out real professional (problem) situations and develop foreign language communication skills necessary for work [10]. Thinking about the case study methodology as the functional basis of an integrative approach to teaching English for professional purposes in higher education, it is necessary to touch on issues related to the typology of the case, which has applied value specifically for classes in ESP. Description of various types of cases will allow not only to determine the advantages and weaknesses of specific forms of implementing this technology in teaching ESP taking into account their temporal, technical and structural perspectives [12, p. 5-6], but also to choose the most suitable for achieving specific goals.

As for the temporal (temporal) aspect of cases, according to it they can be classified as retrospective and decision-making cases [12, p. 5-6]. The first type of case is a certain problem that has already been solved in previous real experience. There are two ways to study these cases in class. The first way is as follows: students get acquainted with both the problem

situation that has developed in a certain professional field and the ways to resolve it that have been found by specialists. Students are required to analyze the situation, give an assessment of the found solution to the problem and propose their own alternatives and justify their effectiveness. The second method involves a slightly different algorithm: the teacher presents the problem and provides students with all the necessary materials and sources of additional information for its analysis; asks students to develop their own case solving strategy without telling them how this production problem was actually solved. Only after students prepare a presentation with independently obtained solutions, the teacher tells them how this problem was actually solved, and asks the audience to conduct a comparative analysis. The second way to solve the retrospective case seems more productive, because it gives students the opportunity to independently solve the problem taken from previous professional experience, and then see how successfully they were able to cope with it compared to professionals. With this approach to solving a retrospective case, students have to build their own strategy for finding a solution, actively participate in discussions, invest personal creative energy and cultivate team spirit.

Cases are also distinguished that are differentiated by the type of media used to present the problem, search technology and methods for solving it, namely, paper cases and cases based on materials obtained from Internet resources [12, p. 5-6]. Students, as a rule, are more willing to conduct the online research necessary to solve the case for the following reasons. Materials for cases of this type are more visual and structurally clear, which greatly facilitates the work of students. Ill, the material representing the problem situation is provided by various audio and video podcasts, which, in turn, makes learning fun and contributes to a more solid assimilation of special and linguistic knowledge. In addition, thanks to the development of high technologies and the consumer

electronics market, students get the opportunity to work on a case study of online resources at any time convenient for them from their device, and not just during classes, which undoubtedly helps to increase the intensity and effectiveness of ESP training. In addition, with this format, the data on the issue under study are dosed, so it is easier for students to work with them emotionally and technically. At the same time, the cases presented in printed materials may seem much more time-consuming and not so attractive. However, they are also a valuable methodological tool, since working with printed foreign texts on professional topics - reading to obtain general information or to search and analyze any specific facts or data urgently - develops students' skills necessary in a real situation when employees are required to get acquainted with a large amount of information in a short time. In general, these types of cases help students gain a number of skills necessary to overcome certain difficulties that arise in the learning process. Students get the opportunity to develop communication skills, as well as reading and listening skills in English texts. As a result, the experience of working with cases in the process of studying ESP helps students more confidently and competently discuss various issues related to their professional specialization in English, learn to clearly and logically build a presentation of the strategies necessary to solve the case in front of a wide audience. The level of students' professional competencies is also increased: the personal qualities necessary to carry out professional activities at the proper level are developed, the quality of special knowledge and skills, etc. is improved.

And finally, the third aspect by which cases can be differentiated is their structural organization. From this point of view, cases are defined as open and closed [12, p. 5-6]. The open-type case method involves providing students with a fairly limited amount of information on the problem and, thus, they search for the missing data to solve it on their own, using various

sources at their discretion [11]. In this case, as a rule, the methods for solving the problem found by groups of students will vary, since they used different sources of additional material. The closed-type case method, in turn, involves providing the working groups of students with the full amount of information about the problem that needs to be solved, and, accordingly, the options they found for overcoming the difficult situation turn out to be almost similar.

As a result of studying the role of the case in the methodology of teaching English for special purposes at a higher professional school, we have identified a number of advantages of this technology and its significance in the formation of an integrative and functional approach to teaching foreign language communication to students specializing in industries such as business, economics, medicine, engineering, design, architecture, etc. The substantial, structural and applied characteristics of this methodology, revealed as a result of its analysis, allow us to conclude that the didactic tool has a high applied potential, since the use of the case study method in classroom and independent work creates all the necessary prerequisites for the formation of an appropriate approach to teaching ESP and successful implementation its ultimate goal is “the acquisition by students of the necessary skills for the effective implementation of objectively and situationally determined communicative activity in a certain professional discourse” [16, p. 508].

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Case study as a functional basis of integrative approach to teaching English for specific purposes at university

Abstract. The functional level of knowledge of a foreign (English) language is extremely important not only for high school students studying linguistic disciplines, but also for future specialists in such professional fields as business, economics, medicine, engineering, etc. This article, based on a detailed analytical review of the literature on the problem of teaching a foreign (English) language for special purposes (ESP); substantiates the effectiveness of using the case study methodology in teaching ACS. This teaching technology not only ensures the integrability of linguistic and special knowledge acquired by students, but also contributes to the development of the corresponding communicative competencies necessary for successful interaction in a certain professional discourse.

Key words: English for Special Purposes (ESP), case technique, professional competencies, language competencies, authenticity integrativity, typology case.

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Тематическое исследование как функциональная основа интегративного подхода к преподаванию английского языка для специальных целей в вузе

Аннотация. Функциональный уровень знания иностранного (английского) языка чрезвычайно важен не только для старшеклассников, изучающих языковые дисциплины, но и для будущих специалистов в таких профессиональных областях, как бизнес, экономика, медицина, инженерия и т. Д. Эта статья, основанная на подробный аналитический обзор литературы по проблеме обучения иностранному (английскому) языку для специальных целей (ESP); Обоснована эффективность использования методологии тематического исследования в обучении ОКС. Эта технология обучения не только обеспечивает интегрируемость лингвистических и специальных знаний, полученных студентами, но также способствует развитию соответствующих коммуникативных компетенций, необходимых для успешного взаимодействия в определенном профессиональном дискурсе.

Ключевые слова: английский для специальных целей, кейс-методика, профессиональные компетенции, языковые компетенции, интегративность аутентичности, типология кейса.

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Essential characteristic of professional activity of a tutor in higher educational institutions*

Historically, tutoring appeared long before our time, as a form of university mentoring, from the 14th century. Tutors, unlike teachers, could be those who had the ability to reflect and analyze their experience of self-education and invented ways of transferring this knowledge to students. Thus, the advent of tutors was particularly relevant for those students who were enrolled in universities and who wanted to reduce the length of their education.

By the end of the XVI century a tutor became the key figure in university education, being responsible for education of his under ward students. As more and more young people were entering universities, tutors were in charge of a certain number of schoolchildren. A tutor replaced his students their parents, he was the closest assistant and a right-hand man in all difficulties, accompanied his life in the college, including everyday life.

In the 17th century, the scope of the tutor's activities expanded - educational functions began to gain more and more importance. The main task of a tutor was getting his ward ready for academic lectures and directing them in private classes.

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Сущностная характеристика профессиональной деятельности репетитора в высших учебных заведениях

In the 17th century, the tutoring system was officially recognized as part of the English university system, gradually supplanting the professorial one. During the 18th and 19th centuries in the oldest universities in England the tutoring system took center stage in teaching and lecture education began to serve as a complement to it. The main idea of tutoring was defined as the idea of practical teaching as opposed to academic teaching, which was widely known and common in university audiences. Tutoring appeared in the UK and for a long time existed as mentoring. Now the tutor is a key figure in the educational process in many countries of Europe and the USA¹.

In the early 19th century, the council of Oxford rectors protested against the introduction and implementation of the German model of organizing educational process at the universities (based on lecture classes): “The abolition of tutoring,” they wrote in their petition, “will replace education with information, and religion with pseudo-science”. It was the tutoring system of education that made it possible to transfer well-known knowledge into the personal one.

The traditional structure of tutoring system included three elements:

- proper tutoring - as collegiate readings, including situations of complete absence of professorial public lectures;
- managing classes (supervision), which ensures the study of schoolchildren, including holiday period;
- moral mentoring, which involves accompanying the life of a student at the university.

Tutor specified direction for his underward students, he built the trajectory of mastering knowledge, the lines of its development broadly and deeply.

1 Solodova E.A., Efimov P.P., Efimova I.O. Features of tutoring students in the educational environment of the educational institution // Problems and prospects for the development of education: materials of the VIII Intern. scientific conf. (Krasnodar city, February 2016). - Krasnodar: Novation. 2016. P. 264-267.

Tutor specified direction for his underward students, he built the trajectory of mastering knowledge, the lines of its development broadly and deeply.

Tutor was responsible for the individual readiness of each student to pass the exam. Pupils called the tutor as a “cabman”, or a “coach”. Without a tutor it was extremely difficult to pass the exam in the absence of courses in all necessary subjects or to choose them from many, so a tutor had been taking an active part in the life of a pupil up to the 19th century: in club events, sports, games and entertainments.

In Russia the word “tutor” appeared more than twenty years ago and was considered as a function of a specialist who accompanied a student in creating an individual educational program in private and out-of-school educational institutions.

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 methods².

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 underward student in the process of his educational formation in the educational establishment.

A tutor solves a number of tasks in his professional activities, such as:

- Assisting a student in understanding his educational and professional needs, opportunities and ways of implementing them;
- Creating conditions for real individualization of the learning process (compilation of individual curricula and planning

2 Bright E.O. Become a tutor. An inspirational experience for those who help learn. M.: Resource. 2012. 120 p.

of individual educational trajectories)³;

- Teaching of designing IET (individual educational trajectory) and planning activities in implementing both at the university and after graduation. The individualization of educational process is ensured by a tutor due to the organization of independent choice of students for the content of education, subjects of study, forms of instruction, places of internship, independent determination of the themes and directions of creative, research and project activity. This choice is presented by tutors as an individual educational program (IEP), which is created on the basis of research of the educational resources of an institution, society, region and the Internet.

- Helps designing IET, working out and implementing Individual Educational Programs(IEP) including adaptive ones.

- Helps in the design of IOTs and the development and implementation of FTIs (individual curricula, including adaptive ones). Often tutors interact with children with disabilities, so they should not only supervise learning process, but also provide physical assistance, for example, to help move around, talk to the ward with the help of sign language or by means of special equipment. At the same time, it should be understood that the mentor is not a nanny and will be attached not to one child, but to a group, and everyone should be given exactly the same time as it is required by the educational⁴;

- Organizes stimulation of various types of activities of students, including obtaining additional education in and outside the university within the framework of informal education;

- Helps collect information about educational resources of an institution, school, cultural institutions, district,

3 Каппушева Х.Х., Индивидуальный подход в формировании иноязычной коммуникативной компетенции бакалавра-филолога. – Диссертация на соискание ученой степени к.п.н.,- Нижний Новгород. 2011. 279 с.

Khutorskoy A.V. The methodology of personality-oriented learning. How to teach everyone differently?: A guide for the teacher. M.: VLADOS-PRESS. 2005. 383 p.

region, country, Internet which could be used by students during their study and planning IET in all stages of study and self-study.

- Psychological-pedagogical and socio-pedagogical support for students who have difficulties in forming and implementing of IET and FTI in the context of inclusion as well. The goal of tutor support is full implementation of a student's educational potential, self-development potential, self-actualization through education and satisfaction of the subject's needs. One of the main tasks of tutoring is not only in time assistance and support to a student, but teaching them how to overcome certain possible difficulties of the study process, responsible attitude to personality development, help an onward student become a full-value subject of their educational, professional, civil life⁵;

- Monitoring the effectiveness of the IET implementation;
- Assisting in problematic situations in implementing IET and IEP

- Forming a reasonable self-esteem in issues connected with educational and professional trajectories.

The tutor's activity is set out by the Regulations, employee manual and could be implemented with the help of knowledge in the field of:

- project technology;
- technology of working with Portfolio;
- technology of individual and group consultancy;
- technology of social and professional trials;
- informational technologies;
- subjective-activity approach⁶.

⁵ Alexandrova E.A. Types of pedagogical support and support of individual education // Institute for System Studies and Social Processes: site. - The electron. Dan. - [B. m.], 2007-2013.

⁶ Interactive technologies in foreign language education: a study of strategies and application experience. Collective monograph // Scientific. ed. G.V. Sorokovs - M.: UC "Perspective". 2013. 172 p.

A tutor is free to choose educational technologies, effective from the point of view of reaching results of tutor support and not harming the students. The tutor should do the following in his activity process:

1) he creates a plan of working during the study year and represents it to the director.

2) organizes tutorial support on the basis of an individual plan and group work with students; keeps a daily record of attendance and academic performance.

3) monitors the weekly progress of students in an individual project or their research⁷.

4) fills in once a quarter the sections of the portfolio of students in accordance with their functions;

5) sums up the results and makes up plans of closing gaps and arrears of the students.

6) submits reports to the administration on the results of the half-year, a year, intermediate and final attestation⁸.

Describing the professional activity of a tutor, it should be noted that he has a number of rights that must be observed in the organization where he carries out his activities: submitting offers and suggestions on educational issues to the direct supervisors; to receive necessary information from the administration of the institution for the effective and successful fulfillment of their duties, taking part in discussions concerning his duties, taking decisions and combining primary employment position and teaching in accordance with teaching hours in compliance with employment contract; participating in work of the union of tutors, cooperate with specialist of the institutions and organizations on issues if creating conditions for personal development, helping in ensuring social safety within the competence, to raise his competence not less than once in three years⁹.

7 Kappusheva Kh.Kh., Individual approach to the formation of a communicative competence of a bachelor-philologist. - Thesis for the degree of candidate of pedagogical sciences, - Nizhny Novgorod. 2011. 279 p.

8 Dovbysh S.E. Tasks on tutoring // Pedagogical technologies. 2013. № 4. P. 72-80.

9 Солодова Е.А., Ефимов П.П., Ефимова И.О. Особенности тьюторскогоopro-

Along with the rights tutors have responsibilities for: Violation of the charter, the collective agreement, internal regulations of the educational establishments, the employment contract, life and health of students during the educational process, violation of professional and pedagogical ethics, poor and untimely performance of duties and non-use of the rights provided by the Regulation - in accordance with the current legislative system of the Russian Federation; violation of fire safety rules, labor protection, sanitary and hygienic rules for arranging educational process. A tutor bears responsibility in cases provided by the administrative legislation of the Russian Federation.

A tutor conducts the following documentation: work plan for a year or an academic term, a program of their individual education trajectories and individual curriculum, a timetable for working with the tutoring group (trainees), a diary of observations, an analysis of the implementation of the program for maintaining individual trajectories and curriculum, materials for monitoring the educational effects and the results of individualizing education at the level of tutors and their families, attendance and performance journals of the tutors.

Tutor conducts the documentation in accordance with the current methodological recommendations and the relevant local act of the educational organization.

The important aspect of tutoring is interrelation and cooperation with the staff of other departments:

Work of the tutor is directed by the vice- director for social and educational affairs and the head of the educational organization.

A tutor carries out his activity in close contact with teachers, teachers of additional education, a teacher-psychologist, social teachers, medical workers, working with assigned groups, students, heads of school, departments, parents, the

вождения обучающихся в образовательной среде учебного заведения // Проблемы и перспективы развития образования: материалы VIII Междунар. науч. конф. (г. Краснодар, февраль 2016 г.). - Краснодар: Новация. 2016. С. 264-267.

administration of an educational organization, the inspection of minors and their protection of their rights, ombudspersons for children's rights, and also collaborates with specialists of institutions, organizations, departments on creating conditions for personal development of students, helping to ensure their social protection within the framework of their competence.

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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Essential characteristic of professional activity of a tutor in higher educational institutions

Abstract. The article gives an essential characteristics of tutor`s activity in terms of individualization of education and upbringing. The tasks that the tutor faces with during the learning process are analyzed. The 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, functions of a tutor, competence of a tutor, individual educational program, the accompaniment of the students of the tutor.

Шаманова Х.Х.

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Сущностная характеристика профессиональной деятельности репетитора в высших учебных заведениях

Аннотация. В статье дается характеристика деятельности репетитора с точки зрения индивидуализации образования и воспитания. Анализируются задачи, с которыми сталкивается преподаватель в процессе обучения. Функции в деятельности репетитора определяются следующим образом: диагностика, организация проекта, 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

International Women's Club of Moscow & Charities Fund

«To fall in love with Yakutia, come and see it in the summer. But to truly understand it, one needs to come in the winter.» This was the motto for our October 24th Meet & Greet. It was a great venue where we were warmly welcomed by Andrei Fedotov, Permanent Representative of the Republic of Sakha to the President of the Russian Federation and First Deputy Prime Minister of the Republic of Sakha.

We enjoyed learning about nature, industry, education and travel in the region. Members enjoyed the performances of singers Marianna Romanova Taiyina and Olene Uutai. We got to see beautiful traditional wedding and winter costumes and handmade jewellery. And we saw the preparation of and tasted two traditional dishes!

On behalf of our IWC members, we would like to share our most sincere appreciation to our kind hosts for the interesting and impressive program and the warm and welcoming hospitality!

Abstracts

Shchuplenkov O.V.

Shchuplenkov N.O.

Migrationsströme in Deutschland in XIX–XX Jahrhundert

Der Artikel analysiert seit mehreren Jahrhunderten die Ursachen der Massenmigration in Deutschland. Es wird betont, wie wichtig sowohl interne als auch externe Faktoren für die Entscheidung von Personen sind, ihren Wohnort zu wechseln. Eine bedeutende Rolle in der Einwanderungspolitik des modernen Deutschland spielte die von der Regierung entwickelte rechtliche und soziale Unterstützung für Staatsangehörige anderer Länder, die in das Land kamen. Die wirtschaftliche Stabilität und der hohe Wohlstand des Landes werden zu einem wichtigen Faktor für die Attraktivität Deutschlands.

Key words: Arbeitskräfte, Demografie, Einwanderer, Flüchtlinge, gesetzliche Normen, Migration, Staat.

Khubieva Z.A.

Features of social regulation of morality and law and their influence on politics, political relations

In the context of reforming the modern Russian society an analysis of politics, law, and morality as elements of social regulation is very important. In the article author reveals that morality is the most ancient form of social consciousness, and therefore moral relations are difficult to distinguish from other forms of social consciousness in a “pure” form, the reason for that being that these relations are organically included in the fabric of all forms of spiritual relations. Therefore, morality began to act as an element that regulates the relationships of people in every sphere. Speaking of the relatively independent field of moral norms, we must not forget about the pervasive nature of morality in a variety of social relations. The article reveals that morality

is most closely related to the law in comparison with other forms of social consciousness. This is due to the fact that morality is the basis for the formation and developing of law. The scientific novelty of the article consists in the substantiation of the leading role of political relations, the features of social regulation of morality and law and their reversed influence on political relations. It is revealed that political relations arise with the division of society into classes, their awareness of their class interests, and them becoming the subjects of political relations. This integrity of morality and law does not refer only to the law as a normative regulatory system, that is, to the content of laws and the legal documents, but also to their practical value.

Key words: morality, law, political relations, social and moral regulation, complementarity, moral values, politics.

Mishodzheva F.A.

Tlisova S.M.

**Case study as a functional basis
of integrative approach to teaching English
for specific purposes at university**

The functional level of knowledge of a foreign (English) language is extremely important not only for high school students studying linguistic disciplines, but also for future specialists in such professional fields as business, economics, medicine, engineering, etc. This article, based on a detailed analytical review of the literature on the problem of teaching a foreign (English) language for special purposes (ESP); substantiates the effectiveness of using the case study methodology in teaching ACS. This teaching technology not only ensures the integrability of linguistic and special knowledge acquired by students, but also contributes to the development of the corresponding communicative competencies necessary for successful interaction in a certain professional discourse.

Key words: English for Special Purposes (ESP), case technique, professional competencies, language competencies, authenticity

integrativity, typology case.

Shamanova Kh.Kh.

**Essential characteristic
of professional activity of a tutor
in higher educational institutions**

The article gives an essential characteristics of tutor's activity in terms of individualization of education and upbringing. The tasks that the tutor faces with during the learning process are analyzed. The 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, functions of a tutor, competence of a tutor, individual educational program, the accompaniment of the students of the tutor.

Аннотации

Щупленков О.В.

Щупленков Н.О.

Миграционные потоки в Германии в XIX–XX вв.

В статье анализируются причины массовой миграции в Германии на протяжении нескольких веков. Подчеркивается значимость как внутренних, так и внешних факторов повлиявших на решение людей поменять место проживания. Значительную роль в иммиграционной политике современной Германии оказала разработанная правительством правовая и социальная поддержка приезжающих в страну граждан других государств. Экономическая стабильность страны, высокий уровень благосостояния становятся важным фактором привлекательности Германии.

Ключевые слова: беженцы, государство, демография, иммигрант, миграция, правовые нормы, рабочая сила.

Хубиева З.А.

Особенности социального регулирования морали и права и их влияние на политику, политические отношения

В условиях реформирования современного российского общества анализ политики, права и морали как элементов социального регулирования является весьма актуальной проблемой. В работе автор раскрывает, что мораль является наиболее древней формой общественного сознания, а поэтому нравственные отношения трудно выделить от других форм общественного сознания в «чистом» виде, ибо указанные отношения органически включены в ткань всех форм духовных отношений. Поэтому мораль стала выступать как элемент регулирования взаимоотношения людей в любой сфере. Но говоря об относительно самостоятельном поле действия нравственных норм, мы должны говорить о главном их признаке - всепроникающем характере морали в самые различные области социальных отношений. В работе раскрывается, что мораль наиболее тесно, по сравнению с другими формами общественного сознания, связана с правом. Это обусловлено тем, что мораль является нравственной основой формирования и развития права. Научная новизна состоит в обосновании ведущей роли политических отношений, где автор выявляет особенности социального регулирования морали и права и их обратное влияние на политику и политические отношения. В статье раскрывается, что политические отношения возникают с разделением социума на классы, осознания ими своих классовых интересов, исследуются субъекты политических взаимоотношений. Указанное единство между моралью и правом относится не только к содержанию права как нормативно-ценностной регулятивной системы, т. е. к содержанию законов, других правовых документов, но и к практике их реализации.

Ключевые слова: мораль, право, политические отношения, социальное и нормативное регулирование, взаимодополняемость, нравственные ценности, политика.

Мишоджева Ф.А.

Глисова С.М.

**Тематическое исследование как функциональная основа
интегративного подхода к преподаванию английского языка
для специальных целей в вузе**

Функциональный уровень знания иностранного (английского) языка чрезвычайно важен не только для старшеклассников, изучающих языковые дисциплины, но и для будущих специалистов в таких профессиональных областях, как бизнес, экономика, медицина, инженерия и т. Д. Эта статья, основанная на подробный аналитический обзор литературы по проблеме обучения иностранному (английскому) языку для специальных целей (ESP); Обоснована эффективность использования методологии тематического исследования в обучении ОКС. Эта технология обучения не только обеспечивает интегрируемость лингвистических и специальных знаний, полученных студентами, но также способствует развитию соответствующих коммуникативных компетенций, необходимых для успешного взаимодействия в определенном профессиональном дискурсе.

Ключевые слова: английский для специальных целей, кейс-методика, профессиональные компетенции, языковые компетенции, интегративность аутентичности, типология кейса.

Шаманова Х.Х.

**Сущностная характеристика профессиональной
деятельности репетитора в высших учебных заведениях**

В статье дается характеристика деятельности репетитора с точки зрения индивидуализации образования и воспитания. Анализируются задачи, с которыми сталкивается преподаватель в процессе обучения. Функции в деятельности репетитора определяются следующим образом: диагностика, организация проекта, 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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