



PHILOLOGY

“Vesnik Hrodzenskaha Dziarzhavnaha Universiteta Imia Ianki Kupaly.
Seryia 3. Filalohiia. Pedahohika. Psikhalohiia”

“Vesnik of Yanka Kupala State University of Grodno. Series 3.
Philology. Pedagogy. Psychology”

Vol. 12, No. 2, 2022

ISSN 2076-4855

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UDC 821.161.3'06-3:821.111'06-3

Transgenerational trauma in modern Belarusian and anglophone prose

[*Transgeneratsionnaia travma v sovremennoi belorusskoi i angloiazychnoi proze*]

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Abstract. The article is devoted to the comparative study of different writer's strategies for representing critical moments of national history in contemporary fiction. The introduction provides a review of the available bibliography and research articles on the topic, and defines the aspects of the genre of historical novel, including the problem of trauma, that have not been sufficiently studied in Belarusian literary criticism, which explains the novelty and relevance of this paper. The purpose of this article is to conduct the comparative analysis of authors' strategies of depicting and interpreting the consequences of cultural and historical trauma in the works of modern Belarusian and English writers. Literary manifestations of cultural and historical trauma have become a notable element of contemporary Belarusian literature. The main part of the article singles out literary manifestations of trans-generational traumatic experiences of the past. Comparative aspect of the article contributes to a deeper understanding of the main narrative strategies used by the authors to deal with sensitive topics related to their nation's past, and helps to highlight similarities and differences of various authors' perception, understanding and interpretation of the universal manifestations of trauma in literature. It is revealed that such manifestations are not unique to a particular literature or writer, but many of their elements are universal. The tragic experiences of past generations reveal themselves in the works of completely different authors in a rather similar manner, which allows us to talk about universal invariants of perception of complex moments of history: the recurrent themes of mute oppressed and apathetic characters, images of decaying houses, blood feuds, cursed heritage, shame, loss of dignity and self-respect, isolation, self-destruction, treachery, and subterranean existence point to the unresolved issues inherited from the cataclysms and catastrophes of the Soviet and post-Soviet periods. An important part of the article is devoted to the singling out of similar approaches to the development of themes of collective memory loss and historical amnesia. The ambivalence of the image of the homeland and the motive of orphanhood are considered in detail. Detachment from the characters' cultural roots is primarily associated with the symbolism of home, in which the closest people are alienated from each other. Special attention is paid to the topic of guilt and atonement, as well as their implementation in the works of emigrant writers. At the same time, these themes are absent from official political discourse, which makes literature the main instrument of discussion, mourning and 'working through' traumatic memories. In the conclusion, the results are summarized and general trends in approaches to the depiction of the past in the works of various authors are defined. The results obtained can be used in lectures and special courses on contemporary Belarusian and foreign literature.

Keywords: contemporary literature, historical fiction, transgenerational trauma, memory, motive, symbol, comparative literature.

Bibliography – 19 titles.

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Philology. Pedagogy. Psychology”

Vol. 12, No. 2, 2022

ISSN 2076-4855

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Abstract. The article examines a transformation of everyday life in the Russian ballad, analyzing the artistic space of the “home”. The introduction highlights approaches to the concept of everyday life. The purpose of the study is to determine the dynamics of the category of everyday life in the ballad of the 20th–21st centuries. The relevance of the article lies in the fact that changes in the opposition “life – being” uncover the genre updates associated with socio-cultural and value collisions. The main part indicates that the origins of the ballad go back to the cosmogonic plot of the wedding (confrontation of antagonistic principles), which determines the presence of dual world and binary oppositions “light – darkness”, “own – other”, etc., attributable to the aesthetic duality of being. In the ballad of the nineteenth century, the border protects the harmony of the Cosmos. Transformations of the ballad of the Silver Age lead to a gradual leveling of the border, thus changing the content of the dual world, where the house cannot be a protection against the forces of Evil. The opposition “everyday life – being” represents the image of a destroyed home – a prison house – characterized by a change in the nature of everyday life. In the ballads of the Soviet period, the dual world is preserved in times of crisis, when an intervention/presence of the forces of the Other World is necessary. Darkness is affirmed in everyday life, but the Others often stand on the side of Light, revealing ideological contradictions of the being. The image of the destroyed house reminds us of the need to reflect on war traumas and restore the historical memory. In the ballad of the second half of the twentieth century, the consequence of disbelief and substitution of concepts becomes the mental and physical destruction of the inhabitants of the house living in the limited existence, artificially created by the Others. The post-Soviet ballad reflects social transformations, describes a person’s fear of a changed reality – in the 21st century, the Others enter the ordinary world. In conclusion, it is noted that the transformations of everyday life are representations of the crisis periods of being. The way to harmonize the house (home – Earth – Universe) is the revival of cultural memory, resurrection of the connection between generations. The results of the article may be used to study the ballad genre, as well as in the study of Russian literature of the 20th–21st centuries.

Keywords: ballad of the 20th–21st centuries, poetics of everyday life, border, world duality, home, everyday life being.

Bibliography – 29 titles.

“Vesnik Hrodzenskaha Dziarzhavnaha Universiteta Imia Ianki Kupaly.

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Philology. Pedagogy. Psychology”

Vol. 12, No. 2, 2022

ISSN 2076-4855

© Yanka Kupala State University of Grodno, 2022

UDC 82.01/09

**A branched system of leitmotifs
as a sign of the polyphonic organization of the text
(based on the novel by E. Vodolazkin “Brisbane”)**

[*Razvetvlennaia sistema leitmotivov
kak priznak polifonicheskoi organizatsii teksta
(na materiale romana E. Vodolazkina «Brisben»)】*]

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Abstract. The introduction reveals the importance of the motivational structure in organizing a polyphonic text, substantiates the thesis about the blurring of the boundaries between monologic and polyphonic works. The main part of the article examines ideological and semantic field of the novel by E. Vodolazkin “Brisbane”, describes the features inherent in this work from the point of view of monologism. The leitmotif structure of the text, as well as its main elements, are revealed and characterized, the dependence of various leitmotifs on the author’s intention and the general ideological concept of the work is demonstrated. The system of motives, taken in the aspect of polyphony, is described as “multi-tone” and complicated, which indicates integration of polyphonic techniques by the author into a monologue text. Conclusions are drawn about the ideological, semantic and leitmotif structure of the novel “Brisbane”, the inextricable connection between the elements of this system is emphasized, indicating the structural polyphony and conceptual monologism of the work. The novelty of the work lies in the study of non-classical forms of polyphonic text, in the motivational analysis of E. Vodolazkin’s novel “Brisbane”, in the study of the specifics of the integration of monologism and polyphony, as well as in the definition of a complicated system of leitmotifs as a feature of polyphonic narration in a monologue text. The research materials can be used in the development of courses on literary theory, literary history of the 21st century, as well as for further study of polyphonic elements in the texts of modern authors.

Keywords: E. Vodolazkin, polyphony, monologism, motive, leitmotif, leitmotif system.

Bibliography – 11 titles.

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“Vesnik of Yanka Kupala State University of Grodno. Series 3.
Philology. Pedagogy. Psychology”
Vol. 12, No. 2, 2022 ISSN 2076-4855
© Yanka Kupala State University of Grodno, 2022

UDC 821.111”15/16”

The image of father in William Shakespeare’s selected plays: specificity of interpretation and typology

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Abstract. In the article, based on selected works by W. Shakespeare (“Romeo and Juliet”, “Macbeth”, “Othello” and “The Tempest”), it is considered the interpretation of the father’s image, and also built a typology of these images in Shakespeare’s plays. The choice of plays for analysis is due to the importance for them of the image of the father, both in plot-forming and in problem-thematic terms. The aim of the article is to denote the image of father in William Shakespeare selected plays, also to identify the image of father in Shakespeare’s selected plays and to concentrate on the father queerness in Shakespeare’s dramatic works. The research object is the image of father. The subject of research in this article is the specifics of interpretation of the image of father. The image of father-character plays an important role in Shakespeare’s drama and is collective, which allows revealing serious social problems. Moreover, the images of father in Shakespeare’s drama provide the audience with a universal insight into the deep nature of human being in general and the family structure in particular. The originality of this study is predetermined by a new approach to present a new typology of the images of father (Lord Capulet – Inept Father, Prospero – Able Mentor, Brabantio – Possessive Father and Macbeth – Childless Father) based on a systematic unilateral comparative analysis of dynamic context of the following four plays: “Romeo and Juliet” (1597), “Othello” (1622), “Macbeth” (1606) and “The Tempest” (1623). Examples of fragments of a literary text demonstrate the process of transformation of the personality of the father-character under the influence of external and internal factors. It is shown that most of the fathers in the plays reviewed misunderstand the true meaning of fatherhood and do not know how to have a positive impact on the life of their son / daughter. The existence of such a large number of “imperfect” fathers in Shakespeare’s plays is explained not only by the pronounced patriarchy of the Elizabethan era, in whose families there were no emotional ties, but also by its transience, when the old and new worldview systems collided.

Keywords: literary image, typology of literary images, father, character, Lord Capulet, Prospero, Brabantio, Macbeth, W. Shakespeare.

Bibliography – 5 titles.

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Philology. Pedagogy. Psychology”
Vol. 12, No. 2, 2022 ISSN 2076-4855
© Yanka Kupala State University of Grodno, 2022

UDC 070(476):087.5

Functionality as a system-forming category of children’s media

[*Funktsional’nost’ kak sistemoobrazuiushchaia kategoriia detskikh media*]

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Abstract. The aim of the study is to determine the grounds for the functional differentiation of the components of the media system and to establish the substantive status of functionality as a system-forming category of children’s media. The introduction substantiates the relevance of the functional aspect of studying the children’s media system in Belarus. Working definitions of the function and functionality of the children’s media system are given for this study. The object under study is considered as a system formation consisting of four segments, their composition is qualified and structural and functional features are described. In the main part of the study, the functions of four segments of the Belarusian children’s media system are analyzed and the dominant functions of the first Belarusian Soviet children’s media are determined. Based on the content analysis method and a goal-oriented logical chain consisting of a number of key type-forming links. In conclusion, it is defined four system-forming functional chains of interaction between participants of information and communication processes in the children’s media system. The first reflects the leading subjective role of the audience in relation to other segments of the media system. It manifests itself in

the implementation of the main functions-feedback, creative and structure-forming. The second reveals the communicative and transformative value of children's media through appropriate content resources and forms. The third chain describes the production and creative process of creating children's media and reveals their indirect structure-forming influence on the media system. The fourth demonstrates the law enforcement function of the state in relation to the children's audience, its ability to carry out structure-forming activities in the system of children's media. The scientific novelty of the article is the development of a classroom-centered model of the functioning of the children's media system and the definition of the key functions of its segments in relation to each other based on the subjecttarget approach. It is suggested a universal scheme for identifying the dominant functions of children's media and differentiating the means of their implementation by content and formal characteristics. A correlation is established between the main objects and subjects of the children's media system – the target audience, media enterprises, media and the state in the process of implementing their functions, and the structure-forming effect of segments on the media system as a whole is revealed.

Keywords: media for children, children's media system, functions, functionality, audience-centered model.

Images – 2. Bibliography – 12 titles.

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Philology. Pedagogy. Psychology”

Vol. 12, No. 2, 2022

ISSN 2076-4855

© Yanka Kupala State University of Grodno, 2022

UDC 070.16

**Verification and fact-checking practices
in the context of the problem of the fake news increasing**

*[Praktiki verifikatsii i faktchekinga
v kontekste feikovizatsii mediaprostranstva]*

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Abstract. The study is devoted to the consideration of two multidirectional processes taking place today in the media space: the permanent appearance and circulation of fake news, on the one hand, and largescale, targeted opposition to it, on the other. The purpose of the study is to identify factors that contribute to the problem of the fake news increasing, and, based on them, determine the priority way to counteract this process. In the introduction, the relevance of the work is substantiated, a brief overview of the existing areas for counteracting to the problem of the fake news increasing is made. The relevance of the study is associated with the aggravation of the problem of the permanent appearance and spread of false information in the media space, which is confirmed by both numerous studies in this area and the development (including the emergence of new ones) of practices of information check. In the main part, the expediency of considering the phenomenon of fake news in two aspects (content and format) is substantiated, and it is also established that over time the concept of «fake news» is less and less associated with humor and «deception of an innocent nature», more and more acquiring a negative evaluative connotation. Factors that contribute to the problem of the fake news increasing are formulated and thereby form a fundamentally new reality of media space functioning – the «post-truth era». An analysis of the main areas of application of qualitatively new practices of information check – verification and fact-checking – is made. It was concluded that today these practices (verification and fact-checking) are a priority way to counter the problem of the fake news increasing. The scientific significance of the study lies in the formulation of factors that contribute to increasing the tolerance of Internet users to fake news, and the subsequent substantiation of verification and fact-checking as the most effective way to counteract the problem of fake news increasing. The results obtained can contribute to a wider and faster implementation of verification and fact-checking practices both in editorial process and in the professional education and training of journalists.

Keywords: media space, fake news, fake, verification, fact-checking.

Bibliography – 54 titles.

“Vesnik Hrodzenskaha Dziarzhavnaha Universiteta Imia Ianki Kupaly.

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“Vesnik of Yanka Kupala State University of Grodno. Series 3.

Philology. Pedagogy. Psychology”

Vol. 12, No. 2, 2022

ISSN 2076-4855

© Yanka Kupala State University of Grodno, 2022

UDC 811.161.1'39:659.123.1

**Pragmatic potential of adjectives
in Russian-language modular advertising text**

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Abstract. The article discusses the pragmatic potential of adjectives from the point of view of the relationship between their use in the Russian-language modular advertising text of the newspaper and the communicative intention of the advertiser, as well as the terms and conventions of newspaper advertising discourse. The introduction provides an overview of the works of Belarusian scientists devoted to the linguistic study of advertising, indicates the relevance and notes the possibilities of a discursive-pragmatic approach in the study of the speech structure of a modular advertising text. In the main part, a quantitative and functional analysis of adjectives of different lexico-semantic groups was carried out on the material of 320 modular advertising texts posted in the newspaper "Sovetskaya Belorussia" in 2000. The relationship between the use of adjectives in a modular advertising text and its compositional-semantic, intentional and speech-act structure is revealed and characterized. The main ways of actualizing the pragmatic potential of adjectives in the Russian-language modular advertising text (lexical context, graphic highlighting, graphic elements of the text) are outlined. An analysis of the functioning of different types of adjectives showed that a modular advertising text is a polydiscursive formation that combines arguing, motivating, phatic discourses. A conclusion is made about the pragmatically significant participation of adjectives in the implementation of the goal of the modular advertising text in Russian and in the organization of its speech structure, on the genre-forming and text-forming functions of the adjective name. The results of the study can be used in the practice of university teaching courses in the theory of advertising communication and linguistics of advertising text, as well as in the activities of specialists in advertising and marketing communications.

Keywords: modular text, advertising text, advertising, adjective, pragmatics, discourse-pragmatic approach, module.

Images – 2. Bibliography – 26 titles.

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"Vesnik of Yanka Kupala State University of Grodno. Series 3.

Philology. Pedagogy. Psychology"

Vol. 12, No. 2, 2022

ISSN 2076-4855

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UDC 81'373.611=161.1

On the characteristics of usual and occasional derivational types of prefixing verbs in Russian

[K kharakteristike uzual'nykh i okkazional'nykh slovoobrazovatel'nykh tipov
prefiksial'nykh glagolov v russkom iazyke]

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Abstract. One of the main mechanisms for the implementation of cognitive processes is word formation as a way of verbalizing new realities. The derivational type acts as the central systemically important unit of word formation, the definition of which in the linguistic tradition reveals a number of contradictions. In the introduction the relevance of the chosen topic is substantiated, the object of research is determined – the usual and occasional derivational types of prefixing verbs in the Russian language. The aim of the work is to describe the main approaches to the definition of the concept of "word-building type" as a key phenomenon of the derivational system of the Russian language, as well as to characterize the word-formation types of prefixing verbs, taking into account the criterion of usability / degree of abnormality of derived forms and meanings. In the main part, the key interpretations of the word-formation type are presented. Various interpretations of word-building meaning as a type-forming element are considered, among which the most convincing is the understanding of the word-building meaning as the result of the interaction between the generating base and the derivational formant. The author of the article provides arguments in favor of the latter definition. The article describes the derivational types of prefixing verbs, reflecting the process of common word creation. However, due to the regularity of the discovered derivational models, the author of the study also distinguishes occasional derivational types, the existence of which is due to a violation of the qualitative or quantitative potentials of the usual word-building type. In the conclusion, it is pointed out the need to single out such word-formation structures as a mechanism for reflecting the relevance of the type barrenness, the transition of non-usual units to usual usage, and the demonstration of the trends in the development of the Russian word formation. The results obtained can be used in modern scientific research devoted to the issues of identifying word-formation types, taking into account their functional characteristics, in the practice of university and school teaching, as well as in practical lexicography.

Keywords: derivational type, usual word-formation, occasional word-formation type, word-building meaning.

Bibliography – 20 titles.

Motivation and demotivation of the meaning of augmentatives in modern German
[*Motivatsiia i demotivatsiia znacheniiia augmentativov v sovremennom nemetskom iazyke*]

N. I. Yakutenok

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Abstract. The introduction shows the essence of motivational relations between derivatives and producing units. These relations allow us to understand better the relationship between meaning and form on the basis of their lexical and structural correlation. The object of this study is augmentative derivatives, which are quite diverse both in the methods of formation and in their valence bonds. This fact leads to the need to consider the features of the motivational relations of their components, which is the subject of this article. The purpose of the article is to identify the patterns and types of motivational relationships within the category of augmentativeness in the modern German language. The main part analyzes the semantics of augmentative units and their generating bases, to what extent they are motivated, what types of motivation are characteristic of augmentatives, which is the novelty of this study. The analysis confirms the concept that by revealing the mechanisms of motivation of the derivatives of augmentative semantics, it is possible to consider how not only the interpretation of reality occurs, but also its evaluation. Here are also identified augmentative units with direct and indirect motivation. The second type of motivation of augmentatives leads to certain difficulties in identifying the relations of constituents, since it is based on the figurative meaning of the base word, on its metaphorical or metonymic meaning, and can also actualize the phraseological or associative component of the reference word. In the course of the study were found a small number of completely demotivated augmentative units, where there is no augmentative semantics in the presence of its form, and units with a complete loss of motivational connections with the reference word. In conclusion, the results of this study are displayed, which can be applied in the study of the category of augmentativeness. The results obtained allow us to expand and deepen the existing concepts of this category in the future, to identify ways and patterns of its implementation in the language.

Keywords: category of augmentativeness, motivation, demotivation, indirect motivation, augmentative formations, word formation of the German language.

Bibliography – 9 titles.

**Comparative analysis of Belarusian and German phraseological units,
proverbs and sayings with music components**

[*Supastaulial’ny analiz belaruskikh i niametskikh frazealagizmau
i paremii z muzychnymi kampanentami*]

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Abstract. In the introduction, the importance of the study in a comparative aspect of phraseological units and paroemias with the music components is noted, the material of the research is described. The main part of the article presents Belarusian and German phraseological units, proverbs and sayings with the music components and their derivatives: the general concept music, names of musical instruments (pipe, barrel organ, kettledrum, violin, bell, drum, tambourine, bagpipes, fife, alarm bell, fanfare, dulcimer, flute, zither, lute) and their parts (string, mute, bow), terms (note, chord, major, minor, drum roll), processes (to trumpet, to play the pipe, to ring, ringing, to play, playing, to play the violin, to play the barrel organ, to drum, to whistle), compositions (march, opera, romance, flourish, serenade) and professions (musician, organist, singer, violinist) identified on the material of actual phraseological and paremiological dictionaries. The purpose of this article is to identify common and distinctive features of the functioning of the considered set expressions in the Belarusian and German languages. For the first time their quantity is counted in a comparative aspect and their role in the phraseological fund replenishing of the two languages is determined. The conclusion contains the main results of the research. They allow to understand the importance of music in the life of Belarusians and

Germans, and also clearly indicate the similarities and differences in the linguistic pictures of the world and the mentality of the two peoples. The results of this research can be used in lexicography by the compiling translated dictionaries of phraseological units, proverbs and sayings, as well as in the teaching of the Belarusian and German languages in a comparative aspect. The study of the set expressions with musical components in the German language in comparison with the native Belarusian language which are analyzed in the article makes the learning process more effective, allows a better understanding of the linguistic picture of native speakers of German and Belarusian languages, will contribute to students' interest in scientific activities, namely the issues of comparative linguistics.

Keywords: Belarusian, component, music, German, paroemia, comparison, phraseological unit.

Bibliography – 5 titles.

“Vesnik Hrodzenskaha Dziarzhavnaha Universiteta Imia Ianki Kupaly.

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Vol. 12, No. 2, 2022

ISSN 2076-4855

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UDC ([811.161.1+811.111]:373)(045)

**Belarusian and English syntactic idioms
with the permanent component *чаму / why***

[*Belorusskie i angliiskie sintaksicheskie frazeologizmy
s postoiannym komponentom chamu / why*]

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Abstract. The article dwells on structural, semantic and pragmatic features of Belarusian and English syntactic idioms with the permanent component *чаму / why*. In the introduction, the definition of syntactic idioms is given, syntactic idioms with the form of the interrogative sentence are singled out as one of the structural types of these units, their main characteristics are indicated, the novelty of the research topic is grounded. In the main part, on the material of the Belarusian N-Corpus, the British National Corpus, as well as electronic versions of Belarusian and British literary works and information publications, 6 semantic variants of syntactic idioms built according to the model *чаму б (i) не Inf* ('suggestion', 'reasonability', 'obligation', 'permissibility, justifiability', 'possibility', 'supposition, assumption') and their correspondences in English are singled out. It has been determined that English syntactic idioms of the model *why not Inf* which has a similar structure are in vector semantic relations with Belarusian ones, since they coincide not in all the meanings, but only in the first five ones. As a correspondence of *чаму б (i) не Inf* syntactic idioms in the semantic variant 'supposition, assumption' the model *why can't N / Pron Inf* is suggested. The contexts in which the Belarusian and the English syntactic idioms are used and the possibility of their functioning as elliptical constructions are analyzed. The issue of optionality of the *i* component in the Belarusian model is considered and dependence between its presence / absence in the structure of the syntactic idiom and the givenness / novelty of the information expressed by the variable component *Inf* is determined. The pragmatic potential of the models under analysis is described which stems from both their mode semantics and two structural features – the form of the interrogative sentence and the absence of the subject of the action denoted by the variable component *Inf*.

Keywords: syntactic idiom, permanent component, variable component, interrogative sentence, semantic variant, pragmatic potential.

Bibliography – 8 titles.



PEDAGOGY

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ISSN 2076-4855

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**Development of the teacher's competence
in the field of formation of the national identity of students
by means of an individual typological approach**

[*Razvitie kompetentnosti pedagoga
v oblasti formirovaniia national'noi identichnosti uchashchikhsia
sredstvami individual'no-tipologicheskogo podkhoda*]

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Abstract. The purpose of the article is to present the author's interpretation of the solution to the problem of teacher competence development in the formation of students' national identity using an individual typological approach. In the introduction, when determining the essence and structure of the competence under consideration, it is emphasized that the national identity of the teacher himself is a significant basis as a generalized characteristic of the ideological position and system of the teacher's personal orientations, the emotional coloring of identification processes in the tetrad "society – culture – profession – personality". The main part provides methodological grounds and substantiates the expediency of using an individual typological approach (V. P. Tarantsei) in the development of teachers' competence in the formation of students' national identity. When developing the typology of teachers, individual personality characteristics in the aspect under study are highlighted, that is, individual, which serves as the basis for grouping them into typological groups, that is, typological. Individual features in the manifestation of a teacher's national identity are defined as the main criteria (signs) for constructing a typology according to the dominant component in the structure of national identity (cognitive, emotional-value, activity). The article describes typological groups of teachers: conscious type, experiencing type, acting type. The identified typological features of teachers are taken into account by the author when designing individual educational routes of teachers participating in the experimental project of the Ministry of Education of the Republic of Belarus on the approbation of the author's model (scientific supervisor – L. M. Tarantsei). It is concluded that taking into account the individual typological characteristics of teachers allowed the author to develop a construct of an educational route corresponding to each of the components of the system "institute of education development – educational institution – teacher" and to determine the directions for the implementation of the construct at the cluster, institutional, environmental and personalized levels.

Keywords: competence of a teacher, national identity of a teacher, national identity of students, individual typological approach, typological groups of teachers.

Tables – 3. Images – 1. Bibliography – 11 titles.

“Vesnik Hrodzenskaha Dziarzhaunaha Universiteta Imia Ianki Kupaly.

Seryia 3. Filalohiia. Pedahohika. Psichalohiia”

“Vesnik of Yanka Kupala State University of Grodno. Series 3.

Philology. Pedagogy. Psychology”

Vol. 12, No. 2, 2022

ISSN 2076-4855

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UDC [378:75](510)

**On the professional training system for art teachers
at Shanghai Normal University**

[*O sisteme professional'noi podgotovki pedagogov-khudozhnikov
v Shankhaiskom pedagogicheskom universitete*]

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Abstract. The article discusses the theoretical and practical aspects of the development of the system of professional training of art teachers at Shanghai Pedagogical University. The introduction shows the relevance of the research, presents the main issues requiring study, highlights previously unexplored problems, and indicates the object of research – the features of art education at Shanghai Pedagogical University. The purpose of the study is to identify the conceptual foundations of art education at Shanghai Pedagogical University and the prospects for improving this process. The main part shows the general characteristics of Shanghai Pedagogical University; The directions of activity of the Faculty of Fine Arts of Shanghai Pedagogical University are revealed; the work of the Department of Art and Pedagogical Education is shown; the conditions for training future artists-teachers are characterized. It is established that the process of art and pedagogical education is divided into five modules, namely: “Compulsory academic subjects”, “Basic subjects in the specialty”, “Compulsory elective”, “Arbitrary optional discipline” and “Practical classes”. All courses in these modules are mainly distributed over the first and second courses, the third course is transitional, linking the previous and the next. It is concluded that Shanghai Pedagogical University attaches great importance to the education of students' individuality in the conditions of elective courses and creative courses. At the same time, there are a

number of problems that require further improvement, and therefore, the article suggests directions for further development of art education at Shanghai Pedagogical University. The results obtained can be used in the educational process at universities of culture and arts, in the development of the topics of advanced training courses and lectures.

Keywords: higher school, Shanghai Normal University, art education, China, pedagogical conditions.

Bibliography – 3 titles.



PSYCHOLOGY

“Vesnik Hrodzenskaha Dziarzhavnaha Universiteta Imia Ianki Kupaly.

Seryia 3. Filalohiia. Pedahohika. Psichalohiia”

“Vesnik of Yanka Kupala State University of Grodno. Series 3.

Philology. Pedagogy. Psychology”

Vol. 12, No. 2, 2022

ISSN 2076-4855

© Yanka Kupala State University of Grodno, 2022

UDC 159.9

Activity-meaning theory of personality in the study of delayed psychological consequences of extreme macrosocial events

*[Deiatel'nostno-smyslovaia teoriia lichnosti
v issledovanii otsrochemykh psikhologicheskikh posledstvi
ekstremal'nykh makrosotsial'nykh sobytii]*

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Abstract. The purpose of the study is to theoretically substantiate and empirically reveal the phenomenology, mechanisms and patterns of personal changes of indirect witnesses of extreme macrosocial events (based on the material of the terrorist act in the Minsk metro). The scientific novelty of the work consists in empirical study of personal changes of indirect witnesses of the act of terrorism in the Minsk metro, conditioned by the personal sense of this event. Indirect witnesses are people who were not directly present at the event, but learned about it indirectly from various sources of information. The introduction presents the axiomatics of the personality activity-meaning theory and discusses the advantages of its methodological application in the study of psychological consequences of extreme macrosocial events. The main part shows empirical verification of the activity-meaning theory of personality in studying indirect witnesses of extreme macrosocial events (on the material of the act of terrorism in the Minsk metro). Delayed personality changes of indirect witnesses of the act of terrorism in Minsk metro, revealed on motivational-semantic level of personality psychological structure and presented in their self-consciousness as a consequence of experience of this event, were described. It is concluded that the negative personal sense of the act of terrorism in the Minsk metro determines the intensity and extensiveness of personal changes of its indirect witnesses. In the conclusion possibilities of use of the activity-meaning theory of the personality in studying of delayed psychological consequences of indirect witnesses of extreme macrosocial events are stated. The orientation of the empirical plan of research on study of the personal meaning of the event has allowed to reveal phenomenology, mechanisms and regularities of personal changes of indirect witnesses of the act of terrorism in the Minsk metro.

Keywords: activity-semantic theory of personality, extreme macrosocial event, terrorist act, indirect witnesses, personal meaning of the event, delayed psychological consequence, personal changes.

Tables – 2. Bibliography – 15 titles.

“Vesnik Hrodzenskaha Dziarzhavnaha Universiteta Imia Ianki Kupaly.

Seryia 3. Filalohiia. Pedahohika. Psichalohiia”

“Vesnik of Yanka Kupala State University of Grodno. Series 3.

Philology. Pedagogy. Psychology”

Vol. 12, No. 2, 2022

ISSN 2076-4855

© Yanka Kupala State University of Grodno, 2022

Differences in the state of psychological readiness of cadets to professional activity in dangerous situations after a year of study

[*Razlichiiia v sostoianii psikhologicheskoi gotovnosti kursantov k professional'noi deiatel'nosti v opasnykh situatsiiakh posle goda obucheniia*]

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Abstract. The article presents a comparative analysis of data from a study of the main structural components of psychological readiness for professional activity in dangerous situations in a related sample of first and second year cadets of the educational institution “Mogilev Institute of the Ministry of Internal Affairs of the Republic of Belarus”. The introduction describes dangerous situations in the professional activities of employees of the internal affairs bodies, based on the analysis of the work of scientists, the content of psychological readiness for professional activity in dangerous situations and its main structural components are determined. The purpose of the work is to obtain and analyze data on the dynamics of significant indicators of psychological readiness for professional activities in dangerous situations among cadets of the educational institution “Mogilev Institute of the Ministry of Internal Affairs of the Republic of Belarus” as a result of the impact of the educational process on them during the year of study. In the main part, for the first time, the results of diagnosing the state of psychological readiness of cadets for professional activities in dangerous situations are described, a characteristic is given of the severity of some personality traits of cadets that are significant from the point of view of future professional activity, as well as their dynamics over the course of one year of study. In conclusion, changes in indicators of significant characteristics of psychological readiness for professional activity in dangerous situations among cadets in the course of exposure to the educational process are described, and a promising direction for further work is proposed. The practical significance of the results of the study underlying the article is determined by the possibilities of their wide use in the educational process in the training of specialists for internal affairs bodies, scientific justification and development of programs for psychological support of cadets in the process of education in higher education institutions of the system of the Ministry of Internal Affairs of the Republic of Belarus, development and approbation of the system for monitoring the professional readiness of employees of internal affairs bodies to act in dangerous situations.

Keywords: psychological readiness, professional activity, dangerous situations, emotional-volitional selfregulation, personality orientation, descriptive statistics, identification of differences.

Tables – 8. Images – 1. Bibliography – 4 titles.

“Vesnik Hrodzenskaha Dziarzhavnaha Universiteta Imia Ianki Kupaly.

Seryia 3. Filalohiia. Pedahohika. Psichalohiia”

“Vesnik of Yanka Kupala State University of Grodno. Series 3.

Philology. Pedagogy. Psychology”

Vol. 12, No. 2, 2022

ISSN 2076-4855

© Yanka Kupala State University of Grodno, 2022

The relationship of professional self-attitude with different forms of reflection among teachers

[*Vzaimosviaz' professional'nogo samootnosheniia s raznymi formami refleksii u pedagogov*]

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Abstract. Professional identity is a complex, multidimensional phenomenon that takes shape and undergoes changes in the course of professional activity. This article examines the peculiarities of the relationship between professional self-attitude and forms of reflection among teachers of general secondary education institutions in the context of professional self-awareness. In the introduction, the object of research is indicated – the professional self-awareness of the teacher. Subject of research – professional self-attitude among teachers with various forms of reflection. Purpose – to study the features of professional self-attitude among teachers with various forms of reflection. The article analyzes the theoretical concepts of reflection as one of the key mechanisms for the formation of professional self-awareness. The differential model of reflection (D. A. Leontyeva, E. N. Osina) and the positive (systemic reflection) and negative (quasi-reflection, introspection) forms of reflection identified in accordance with it are considered. In the main part of the article, the results of a pilot study of the relationship of professional self-attitude, satisfaction of teachers with their profession (work) and various forms of reflection among teachers of general secondary education institutions of the Grodno region are presented and discussed. In the conclusion, the obtained data and the revealed features of the professional self-attitude of teachers with various forms of reflection, as well as the satisfaction of teachers with their profession (work), are summarized. The role of systemic reflection in the formation and functioning of a positive professional self-attitude as an integrating component of professional self-awareness is discussed. The results obtained can be

used in the practical activities of educational psychologists when working with pedagogical collectives, for psychology students within the discipline “Educational Psychology”, and also included in the educational process of educational development institutes and institutes for advanced training and retraining of personnel.

Keywords: professional self-awareness of a teacher, professional self-attitude of a teacher, reflection, reflexivity, forms of reflection, systemic reflection, introspection, quasi-reflection.

Tables – 1. Bibliography – 13 titles.

“Vesnik Hrodzenskaha Dziarzhavnaha Universiteta Imia Ianki Kupaly.

Seryia 3. Filalohiia. Pedahohika. Psikhalohiia”

“Vesnik of Yanka Kupala State University of Grodno. Series 3.

Philology. Pedagogy. Psychology”

Vol. 12, No. 2, 2022

ISSN 2076-4855

© Yanka Kupala State University of Grodno, 2022

UDC 159.923.37:331.101.3

**Structural and substantive features of experiences
in professional activity**

*[Strukturnye i sodержatel'nye osobennosti perezhivanii
v professional'noi deiatel'nosti]*

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Abstract. The introduction substantiates the relevance and purpose of the study is to identify and study the features of everyday experiences accompanying professional activity. The basic concepts are defined: experience, everyday experiences in professional activity. It is noted that the intentional context of experiences does not reflect the surrounding objective world by itself, but is the subjective content of the inner world of meanings, behavior and activity, as well as the external world in its variety of possibilities to satisfy the actual motives and needs of the subject. The need to study the peculiarities of the experiences of medical workers is explained by the fact that it is the experiences that arise in the course of daily activities, signal to the subject about significant events, the results achieved, characterize the stability and stability of the professional level of human development, allow maintaining a quality standard of living. In the main part, the generalization of the system-structural features of the experience of a person as a subject of work is a process of filling the meanings of the most significant events of activity, as a result, a structure of value-semantic representations is formed, which in turn determine stable connections with the subjective significance and value of their work, pleasure from the activity performed, and maintain an optimal level of effort. In conclusion, the contribution of the research results is determined as a theoretical and empirical basis for further study of the features of experiences accompanying the performance of everyday professional duties. The obtained data determine promising directions for further research of the description of the characteristics of subjects capable of collectively experiencing professional contradictions, which will allow more specifically to build a program for the transformation of experiences of professional problems and will provide more accurate and adequate knowledge about the psychological capabilities of specialists in socioeconomic professions, the structure of professional problems, individual and collective ideas about alternatives to solving problems.

Keywords: experience (perezhivanie), everyday experiences, meaning, professional activity, social experiences, personality, environment.

Images – 2. Bibliography – 20 titles.