

MODERN SCIENCE

International scientific journal № 9, Vol. I. 2021.

Founder and publisher: «Strategic Studies Institute» LLC.



Moscow 2021

UDC 53:51+67.02+54+316+101

LBC 72

Modern science

International scientific journal, № 9, Vol. I., 2021.

ISSN 2414-9918

Editor-in-chief – A.N. Zotin

Founder:

Scientific-information publishing center
«Strategic Studies Institute» LLC

№ 9 Vol. I. (September)

Modern Science [Text]: scientific publications journal. – № 9 Vol. I (September)
/ Scientific-information publishing center «*Strategic Studies Institute*»; Editor-in-chief
– A.N. Zotin. – Moscow, 2021. – 195 p.

ISSN 2414-9918

M40

In this issue of polylingual scientific journal «Modern Science» traditionally to scientists and specialists is given the opportunity to get acquainted with the achievements of the priority directions of modern science, to demonstrate the results of their researches, to exchange experiences, to publish scientific articles that will undoubtedly contribute to a fruitful scientific work, the realization of the creative potential, the emergence of new ideas and the establishment of friendly relations and co-operation opportunities.

The journal presents research papers of Russian universities scientists, the researchers from the countries of FSU and beyond, the publication purpose of which is enrichment of the researchers and providing the actual problems of modern science to them, to inspire for further scientific research.

The journal is intended for teachers, post-graduate students, as well as for all who are interested in the socio-economic and political life of modern society.

LBC72.3(2Ros)0

*Whole or part reproduction or photocopying
by whatever means the materials, published in this journal
is permitted only with the written permission of the publisher.*

For the accuracy of the facts set out in this journal is the responsibility of the authors.

Editorial opinion may not coincide with the views of the authors of articles.

ISSN 2414-9918



9 772414 991007 >

© Authors of scientific articles, 2021

© «Strategic Studies Institute», 2021

CONTENT

AGRICULTURAL SCIENCES

Ялалова Г.Х.

О КЛЮЧЕВЫХ ПРИНЦИПАХ ОРГАНИЗАЦИИ ПОДДЕРЖКИ УПРАВЛЕНЧЕСКИХ РЕШЕНИЙ В ТЕХНОЛОГИЯХ МЕЛИОРИРУЕМОГО АГРОПРОИЗВОДСТВА8

BIOLOGICAL SCIENCES

Березуцкий М.А., Дурнова Н.А., Фролов Г.А, Уварова И.А.

НАХОДКА ПЛОДНОСЯЩИХ ЭКЗЕМПЛЯРОВ ЛЕКАРСТВЕННОГО ВИДА – ОРЕХА ГРЕЦКОГО В ПОЙМЕННОЙ ДУБРАВЕ В ОКРЕСТНОСТЯХ ГОРОДА САРАТОВА.....13

ECONOMICS

Гиясов С.А.

АКТУАЛЬНЫЕ ВОПРОСЫ НАЛОГОВОГО АДМИНИСТРИРОВАНИЯ.....16

Евтюхова У.С., Гранатырь А.И., Непарко М.В.

КОМПЕТЕНЦИИ ТАМОЖЕННЫХ ОРГАНОВ И НЕОБХОДИМОСТЬ ИХ СОВЕРШЕНСТВОВАНИЯ.....20

Марчук Н.А., Куленцан А.Л.

СТАТИСТИЧЕСКИЙ АНАЛИЗ УРОВНЯ ЗАРАБОТНОЙ ПЛАТЫ МУЖЧИН И ЖЕНЩИН В ОБРАБАТЫВАЮЩЕМ ПРОИЗВОДСТВЕ И СТРОИТЕЛЬСТВЕ НА ТЕРРИТОРИИ РОССИИ.....23

Мурзакова С.М., Трубицына Н.С.

ЭКОНОМИЧЕСКИЙ АНАЛИЗ В СИСТЕМЕ УПРАВЛЕНИЯ ПРЕДПРИЯТИЕМ.....26

Попова Е.В.

ВОЗОБНОВЛЯЕМАЯ ЭНЕРГИЯ: ВОЗМОЖНОСТИ ДЛЯ РОСТА.....29

Попова Е.В.

ЭКОЛОГИЧНОСТЬ ЦИФРОВОГО ПРИСУТСТВИЯ.....32

Собиров Б.Ш.

КОГНИТИВНЫЕ НАВЫКИ РУКОВОДИТЕЛЯ В МЕНЕДЖМЕНТЕ.....35

Храмышева А.О.

НОВЫЕ ТРЕНДЫ ИНТЕРНЕТ-МАРКЕТИНГА.....37

HISTORY

Иванов А.М.

ФАКТЫ МНОГОЧИСЛЕННЫХ ПРИПИСОК В ОТЧЕТАХ О ВЫПОЛНЕНИИ ГОСУДАРСТВЕННЫХ ПЛАНОВ МЕЛИОРАЦИИ ЗЕМЕЛЬ КОЛХОЗОВ И СОВХОЗОВ В НАЧАЛЕ 1980-Х ГОДОВ ПО МАТЕРИАЛАМ СМОЛЕНСКОЙ ОБЛАСТИ.....	40
---	----

JURISPRUDENCE

Агошков Д.Р.

ОТКАЗ В ВОЗБУЖДЕНИИ УГОЛОВНОГО ДЕЛА: ПРОБЛЕМЫ ЗАКОНОДАТЕЛЬНОГО РЕГУЛИРОВАНИЯ И ПРАКТИЧЕСКОГО ПРИМЕНЕНИЯ.....	44
--	----

Баттахов П.П.

К ВОПРОСУ ОБ ЭФФЕКТИВНОСТИ ПРАВОВОГО РЕГУЛИРОВАНИЯ СОЦИАЛЬНОГО ПРЕДПРИНИМАТЕЛЬСТВА ЗАРУБЕЖОМ И В РОССИИ.....	47
--	----

Зяблова Т.Е., Мамчун В.В.

О ВЛИЯНИИ КОДЕКСА НАПОЛЕОНА НА РАЗВИТИЕ ЮРИДИЧЕСКОГО ОБРАЗОВАНИЯ В КНЯЖЕСТВЕ ВАРШАВСКОМ (1807-1815 гг.).....	53
--	----

Комарова Я.Б., Смирнова А.Т.

МЕЖДУНАРОДНАЯ ЗАЩИТА ПРАВ ДЕТЕЙ.....	57
--------------------------------------	----

Кузнецова Н.В., Рябова О.А., Кованов Е.С.

ПРОБЛЕМНЫЕ ВОПРОСЫ ПРАВА СОБСТВЕННОСТИ НА АТМОСФЕРНЫЙ ВОЗДУХ В РОССИЙСКОЙ ФЕДЕРАЦИИ.....	62
--	----

Пантелеев В.А., Кузина С.Е.

ЗАПРЕТЫ И ОГРАНИЧЕНИЯ ПРИ ПРИМЕНЕНИИ ФИЗИЧЕСКОЙ СИЛЫ, СПЕЦИАЛЬНЫХ СРЕДСТВ И ОРУЖИЯ СОТРУДНИКАМИ УГОЛОВНО-ИСПОЛНИТЕЛЬНОЙ СИСТЕМЫ.....	67
--	----

Сорокун П.В.

ЮРИДИЧЕСКИЙ АСПЕКТ ИНФОРМАЦИОННОЙ БЕЗОПАСНОСТИ НЕСОВЕРШЕННОЛЕТНИХ В СОВРЕМЕННОЙ РОССИИ.....	71
---	----

Шаназарова Е.В.

ПРЕСТУПНОСТЬ В РОССИИ И ЕЕ ДЕТЕРМИНАНТЫ.....	75
--	----

Шестакова А.С.

ФУНКЦИОНИРОВАНИЕ УГОЛОВНОГО ЗАКОНОДАТЕЛЬСТВА В БАНКОВСКОЙ СФЕРЕ.....	78
--	----

MEDICAL SCIENCES

- Актиева Э.И., Ибрагимова Р.Ф., Попова Н.М.*
ОЦЕНКА РЕПРОДУКТИВНОГО ЗДОРОВЬЯ ДЕВУШЕК-СТУДЕНТОК ВУЗОВ.....84
- Демьянова А.Л., Нафикова А.Ф., Савельев В.Н.*
УПРАВЛЕНИЕ ПОТОКАМИ ПАЦИЕНТОВ В ПОЛИКЛИНИЧЕСКИХ
ОРГАНИЗАЦИЯХ НА ПРИМЕРЕ ПРЕДПРИЯТИЯ «АКСИОН».....88

PEDAGOGICAL SCIENCES

- Lapekina Iu.Iu.*
DESIGN OF ENGLISH LANGUAGE COURSE FOR INFORMATION SECURITY
STUDENTS.....91
- Nikolaeva E.V., Zotov V.V., Popel A.Ye.*
PROJECT ACTIVITIES IN THE ESP COURSE AT THE NON-LINGUISTIC UNIVERSITY
AS AN ELEMENT OF STUDENTS' SOCIO-PROFESSIONAL SELF-
DETERMINATION.....94
- Бурзанов Ю.Л., Лайкова Е.А.*
НЕКОТОРЫЕ ВОПРОСЫ СОВЕРШЕНСТВОВАНИЯ ОБРАЗОВАТЕЛЬНОГО
ПРОЦЕССА КУРСАНТОВ И СЛУШАТЕЛЕЙ СИСТЕМЫ МВД РОССИИ.....98
- Вятчанин А.С., Журавлева И.С., Горбаченко И.М., Лопатеева О.Н.*
ПЕРСПЕКТИВЫ ИСПОЛЬЗОВАНИЯ ВИРТУАЛЬНЫХ ЛАБОРАТОРИЙ.....99
- Журавлева И.С., Вятчанин А.С., Лопатеева О.Н., Горбаченко И.М.*
ИССЛЕДОВАНИЕ ПЕРСПЕКТИВЫ В ИСПОЛЬЗОВАНИИ СРЕДСТВ ПО
ТРЕХМЕРНОЙ ВИЗУАЛИЗАЦИИ ХИМИЧЕСКИХ СОЕДИНЕНИЙ, А ТАКЖЕ
ВИРТУАЛЬНЫХ ЛАБОРАТОРИЙ ПРИ ИЗУЧЕНИИ ДИСЦИПЛИНЫ
«ОРГАНИЧЕСКАЯ ХИМИЯ».....104
- Зими́на К.Ю., Новичкова Л.М.*
ОПЫТ РАБОТЫ ВОЛОНТЕРСКОГО ДВИЖЕНИЯ КУРСАНТОВ ВЮИ ФСИН
РОССИИ.....111
- Караваева Т.Ф., Троянская С.Л.*
РАЗВИТИЕ МОТИВАЦИИ СТУДЕНТОВ МЕДИЦИНСКОГО ВУЗА, ОБУЧАЮЩИХСЯ
ГИГИЕНЕ, ПОСРЕДСТВОМ ЭЛЕКТРОННЫХ СРЕДСТВ МОНИТОРИНГА.....114
- Лаврентьева А.А., Хисматулина Н.В., Пугачева С.А.*
РОЛЬ МОТИВАЦИИ В ОБУЧЕНИИ И ЕЁ ВЛИЯНИЕ НА ИЗУЧЕНИЕ
ИНОСТРАННОГО ЯЗЫКА.....117

Пугачева С.А., Хисматулина Н.В. К ВОПРОСУ ОБ ОРГАНИЗАЦИИ ПРОФЕССИОНАЛЬНО ОРИЕНТИРОВАННОГО ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ В ОБРАЗОВАТЕЛЬНЫХ ОРГАНИЗАЦИЯХ ВЫСШЕГО ОБРАЗОВАНИЯ СИСТЕМЫ МВД РОССИИ.....	119
Пугачева С.А., Хисматулина Н.В. К ВОПРОСУ О ВАЖНОСТИ ОРГАНИЗАЦИИ САМОСТОЯТЕЛЬНОЙ ВНЕАУДИТОРНОЙ ДЕЯТЕЛЬНОСТИ ОБУЧАЩИХСЯ НА ПРИМЕРЕ ИНОЯЗЫЧНОГО ОБУЧЕНИЯ.....	121
Собиров Б.Ш. СОЦИАЛЬНО-ПЕДАГОГИЧЕСКИЕ УСЛОВИЯ АДАПТАЦИИ СТУДЕНТОВ К ОБУЧЕНИЮ.....	124
Храмышева А.О. СОВРЕМЕННЫЕ ТРЕНДЫ ОБРАЗОВАНИЯ КАК МОТИВАЦИЯ ДЛЯ САМОРЕАЛИЗАЦИИ МОЛОДЕЖИ.....	127
Чистяков Я.В. ВОПРОСЫ ПОВЫШЕНИЯ КАЧЕСТВА СЕМИНАРСКИХ ЗАНЯТИЙ.....	130
Чистяков Я.В. О ПРИНЦИПАХ РАЗРАБОТКИ И ПРИМЕНЕНИЯ НОВЫХ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ ОБУЧЕНИЯ.....	132
Чистяков Я.В. О МЕТОДИКЕ ПОДГОТОВКИ И ЧТЕНИЯ ЛЕКЦИЙ В ВУЗЕ.....	135

===== **PHILOLOGY** =====

Зиновьева И.В. РАСПРЕДЕЛЕНИЕ ЕДИНИЦ ОПИСАНИЯ В ПОЭМЕ С.Т. КОЛЬРИДЖА «THE RIME OF THE ANCIENT MARINER».....	139
Зиновьева И.В. ТРИГРАММЫ КАК МАРКЕР СТИЛЯ.....	144

===== **PHILOSOPHICAL SCIENCES** =====

Ушаков Е.В. ПРИМЕНИМОСТЬ ПОНЯТИЯ ПАРАДИГМЫ К СФЕРЕ ГОСУДАРСТВЕННОГО УПРАВЛЕНИЯ.....	150
--	-----

PSYCHOLOGICAL SCIENCES

Бурцев А.О., Ермакова Л.А., Ткач Е.В.

К ВОПРОСУ О ТОЛЕРАНТНОСТИ К НЕОПРЕДЕЛЕННОСТИ РУКОВОДИТЕЛЕЙ
ТЕРРИТОРИАЛЬНЫХ ОРГАНОВ ВНУТРЕННИХ ДЕЛ РОССИЙСКОЙ
ФЕДЕРАЦИИ.....154

Корлякова С.Г., Ханина Н.А.

НАДЕЖНОСТЬ СПОРТСМЕНА В СОРЕВНОВАТЕЛЬНОЙ ДЕЯТЕЛЬНОСТИ.....158

Луцко А.В.

РАЗВИТИЕ КОММУНИКАТИВНОЙ КОМПЕТЕНТНОСТИ У ОБУЧАЮЩИХСЯ
В ВУЗЕ.....139

TECHNICAL SCIENCES

Андреев А.О., Губайдуллин А., Нафиков И.Р., Петрова Н.К.

ПРОГРАММНЫЙ КОМПЛЕКС ДЛЯ ВЫПОЛНЕНИЯ ОПЕРАЦИЙ НАД
ЧИСЛОВЫМИ МНОЖЕСТВАМИ.....169

Лыткин С.В.

ОБЗОРНОЕ ИССЛЕДОВАНИЕ ВОЗМОЖНОСТЕЙ SIMINTECH.....174

Олейников В.С., Киселева Л.А., Федотовских Е.А.

ПРОГНОЗИРОВАНИЕ ТЕХНОЛОГИЧЕСКИХ ПАРАМЕТРОВ
АВТОМАТИЗИРОВАННОГО ТЕПЛООВОГО ПУНКТА.....179

Пожаркова И.Н.

ПОСТРОЕНИЕ МАТЕМАТИЧЕСКОЙ МОДЕЛИ СИСТЕМЫ АВАРИЙНОЙ
ВЕНТИЛЯЦИИ.....186

Сойту Н.Ю., Новожилова А.В.

РАСЧЕТ ПРОЧНОСТИ СЖАТЫХ ЖЕЛЕЗОБЕТОННЫХ ЭЛЕМЕНТОВ ИЗ
ВЫСОКОПРОЧНОГО БЕТОНА НА ОСНОВЕ ДЕФОРМАЦИОННОЙ МОДЕЛИ.....191

PEDAGOGICAL SCIENCES

Lapekina Iu.Iu.

Candidate of Pedagogical Sciences

Associate professor of Department of Foreign Languages in the field of Law, Economics, and Management; Udmurt State University, Izhevsk

DESIGN OF ENGLISH LANGUAGE COURSE FOR INFORMATION SECURITY STUDENTS*Summary*

The present study describes the design of a preparatory English language course for undergraduate students specializing in Information Security and its further development into a course book and online course. It provides the concepts and principles which guide the content of the course. The course presented in the paper is devoted to acquisition of the unique linguistic features of the English language, basic grammar patterns, terminology, and a set of language learning and translation strategies. The author assumes that this course will be effective among students who study information security and technologies, as it prepares learners to professional foreign language study.

Ключевые слова: высшее образование, профессионально ориентированная иноязычная коммуникативная компетенция, курс английского языка, студенты направления подготовки «Информационная безопасность»

Keywords: higher education, foreign language professional communicative competence, English language course, Information Security students

According to new federal educational standards, the main goal of foreign language teaching in higher education institutions is to form the foreign language professional communicative competence of undergraduate students [5]. This competence allows future specialists to demonstrate professional vocabulary; it is highly essential for getting ahead at work and provides additional job benefits.

This article is concerned with teaching English to information security undergraduate students, so further research is related to this major. Information security specialists with professional skills and good command of professional English are in high demand in Russia and abroad. However, we have researched that not all information security undergraduate students meet foreign language requirements. Department of Foreign Languages in field of Law, Economics, and Management conducts entry test to students who have been enrolled at Institute of Law, Social Management and Security. This test checks basic knowledge of grammar and vocabulary, and four language skills in reading, listening, speaking, and writing. Diagnostic assessment is carried out for students to find their level of English. The result of this testing has shown that some students can speak and express ideas without hesitation, use basic tenses but have problems with more complex grammar issues; others can read and comprehend texts for beginners, however, they have poor vocabulary skills; the third category of students hardly pronounce words correctly and do not comprehend the reading. The student response to complete written and oral translation exercises has revealed two contradictory tendencies: respondents use diverse online applications to translate information in English however, they struggle with oral translation. We have analyzed their test papers and concluded that errors often occur in grammar, selection of inappropriate words, and coherence of parts of speech. Some students prefer using online aids instead of translation strategies on their own. Probably, these

language skills are not strong enough to use them without help. Nevertheless, a positive thing of using information technologies is that information security students have got some experience in foreign language meeting: they have been playing computer games or have studied computer topics in English, or even have got some working experience connected with IT. Still many full-time students have an intermediate level of English, although part-time students usually have beginner or low-intermediate levels of English.

It is difficult to start teaching professional English (English for Specific Purposes) when the basic foreign language skills do not suit the requirements. So we have decided to design a preparatory English course for these groups of Information Security students. The course should last for one term and prepare Information Security students to suit a Professional English language study program. Having studied scholar literature on teaching EFL and ESP, and design of these training, we have decided that the course would be content-based [1]. The course covers the unique linguistic features of the English language; it contains basic grammar structures and vocabulary used in IT English, precedes the development of foreign language professional communicative competence in the field of Information Security. The following concepts guide the course content.

First of all, much attention is paid to the lexis [4]. General terms would be replaced by semi-technical and professional vocabulary (e.g., “It is a table”. “It is a network”). Semi-technical vocabulary is sometimes even more important for IT Specialists than technical vocabulary which is learned much on the job. These include items that are neither technical nor general (e.g., adjust, admit, attain, obtain, present, etc.). Technical homonyms are words that have identical spelling and pronunciation, whilst maintain different meanings and are difficult to learn (e.g., “A bus is a large road vehicle that carries passengers. In tech English a bus is a set of wires that carries information from one part of a computer system to another”). Students are gradually introduced with professional terminology, terminological phrases, and idioms in computer-based texts. Although we still use examples of language corpus and abridged texts, we integrate authentic materials such as excerpts of manuals, IT books, instructions, websites, blogs or job sites. These resources expand the usage of professional terms, idioms, and other language.

Second, the unique linguistic features of the English language are thoroughly studied. Some of the features generally recognized as being important in IT discourse are the following: nouns and their determiners (its memory, his application, their advice, some progress, any research, much data, etc.), noun chains (e.g., a computer system, an identification technique, for flash memory organization, a user-friendly operating system, etc.), definition and generalization, word formation (e.g., to apply – application, applying – applicator, applicant – applied, applicable; to bug-hunt – bug-hunting – bug-hunter – bug-hunted; to operate – operation – operator – operated, etc.), usage of affixes (practice – malpractice; crypt – decrypt; put – input / output; usable – reusable, etc.), adjectives and adverbs.

Third, rather than teaching a “vocabulary” course, we incorporate grammar lessons in vocabulary practice. The course concentrates on teaching grammar and syntax structures. We start teaching basic functions of grammar items; then we develop the ability to recognize various grammatical forms and issues in an English language text. Teaching grammar here is much like teaching any pre-intermediate grammar class, except the explanations are made in Russian, and examples are presented in technical contexts [3]. Moreover, we follow a functional grammar approach which examines how language functions in terms of the functional links between its basic elements [6]. System network of functional grammar approach is like a computer program. That is why we have thought that teaching grammar to information security students who have devoted themselves to computer study reach the goal quicker. Nevertheless, some areas of grammar are more important because they are frequently used in computer-based texts. They include the articles, conversion, forms of the verb, the infinitive, ing/ed-forms, gerund, verbs such as be, do, have and their functions, modals, relative clauses, noun compounds, the passive voice. For example, the passive voice accounts nearly one third of all verb forms in technical literature. The most common mistake is the failure to use be in the passive verb structure. While

converting the sentence from the active voice into passive, the discussion of typical mistakes can be helpful.

Fourth, students are taught word-learning and translation strategies when they study IT English: transliteration, transcription, noun chain rules, addition, transposition, reduction, etc.

Fifth, we have developed technology which allows building word consciousness and strengthen grammar skills. This language program encourages and engages students in learning new words and grammar aspects. Vocabulary and grammar activities incorporated in digital environment tend to be effective. Traditional drilling technique has converted and transmitted into online learning platform. Some tasks are created on different digital platforms which allow completing tasks online, receiving instant response and stating the level of acquiring English. If the offline study turns into online format, students can brush up skills on their own.

Sixth, this course emphasizes the development of reading and translation skills mostly to prepare for the course of English for Professional Purposes, though there are activities to train listening, writing, and speaking skills, too.

Seventh, assessing student learning is a crucial component of effective teaching and achievement. Assessment tasks are used during midterm control to check vocabulary and grammar aspects, and monitor students' language competence and translation skills.

We have written a course book "English for IT Students" to achieve the goal [2]. The book consists of three main modules: "Noun", "Adjective", and "Verb". The structure of each unit is the same; however, some lessons contain listening comprehension exercises. The course includes explanations, practice assignments, readings, and communication activities, quiz and web quest opportunities to test students' knowledge and skills. Many exercises are interactive, generated on Google, Learnis, Quizlet, Word Search, Word Cloud by means of QR codes or links. Assessment section covers each unit. The book also includes two supplements: texts for reading comprehension and activities, and tasks for translation. These are a series of additional materials introducing students to the history of the creation of a computer, computer systems, and information security.

Having taught these students for a term we have noticed some progress in language awareness, and learning abilities. We suppose that the success of our course is due to collaboration of the content-based approach and information technology nature. Professional vocabulary, specific language features and structures are learnt better if the students are motivated and engaged in attractive online educational environment.

References

1. Basturkmen, H. Developing Courses in English for Specific Purposes // Palgrave Macmillan. 2010. 157 pp.
2. English for IT Students: course book// Ageeva, M.G., Lapekina Iu.Iu. UdSU; Department of Foreign Languages in field of Law, Economics, and Management, 2021. Available at: <https://clck.ru/XbVQe> (Accessed 28.06.2021)
3. Master, P. Grammar in EST / Responses to [Responses to English for Specific purposes] Master, P. (ed). San Jose State University, 1984. USA.152-154
4. Torres, E.L. and Barbera, M.D.P. 2002. "An ESP Program for Students of Shipbuilding." In Orr, T. and Burton, J. (Eds.), English for Specific Purposes. (pp. 71-87). Virginia: Teachers of English to Speakers of Other Languages, Inc.
5. The Federal State Educational Standard of Third Generation for Higher Education in Russia (Information Security) Available at: <https://clck.ru/XbVMo> (Accessed 28.08 2021)
6. Zhiwen, F. Functional Grammar and Its Implications for English Teaching and Learning // English Language Teaching; Vol. 6, No. 10; 2013, Available at: <https://clck.ru/XbVNL> (Accessed 02.07 2021)