



Международные конкурсы

на иностранных языках



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Dear Friends,

Welcome to the 8th annual Oxford Quality English language competition in Russia! Once again, we meet on this important occasion representing nations coming together. This is the «Unity in Diversity» competition opening ceremony. We have seen this programme grow and flourish with the record numbers of students and schools participating each year. Last year's competition attracted over 1500 people from school and university teams from different regions of Russia, including more than 800 students from Moscow.

We expect an even higher turnout of pupils to enter this year, every applicant striving to show off their hard learned skills.

A special theme has been selected to help you research the political, economic and cultural relationships between Russia and foreign countries called "Unity in Diversity: Russia and the English Speaking World: A time for Equal Opportunities". This theme reflects the important tasks between the two countries: the preservation and maintenance of peace, creating an economy that would withstand any crisis and improve the quality of life of its people. Your work will strengthen your knowledge of the world around you and allow you to shine in a renowned and well respected programme.

It is a pleasure for me to visit Russia. I can say that Russia is truly a second home for me. Likewise, I am proud of the fact that the contestants are so fluent in English. Their interest in the histories of our countries, research and knowledge is inexhaustible.

I am here today to encourage, to inspire and to remind you that your role in the world is important and unique. That each child represents the future of our countries and in this global world, there is nothing more important than learning about different cultures. Your views and visions for the future are what will propel us forward. In other words, we are all different, but still, we are united.

Finally, I would like to highlight our partners for this year: the Kremlin Museum that has dedicated several months of exhibitions to the Russo-British relationship, the Russo-British Chamber of Commerce and International Language Centre Language Link, International Loyalty Program ISIC, British Airways and so on.

I welcome you and challenge you to take part this year!

*Его Королевское Высочество
Принц Майкл Кентский*

Micah

Конкурсы – продолжение учёбы

Инновационный образовательный проект «Оксбридж» успешно реализуется в России и даёт учебным заведениям возможности для комплексного и эффективного решения задач в сфере основного и дополнительного образования по иностранным языкам.

Цели Программы – взаимодействие школы и вуза в области изучения английского языка, переход на новое содержание образования в области английского языка в соответствии с общеевропейскими стандартами и содействие профессиональной ориентации учащихся, основанной на уверенном владении английским языком, построение гармоничной системы основного и дополнительного языкового образования.

В рамках Программы ежегодно проводятся Международные конкурсы на иностранных языках для школьников, студентов и преподавателей.

В этом году в конкурсах приняли участие более 1500 человек в составе школьных, вузовских команд из разных регионов России, в т. ч. более 900 учащихся из Москвы.

Учредители конкурсов – издательство Oxford University Press (ELT), образовательная компания РЕЛОД.

В составе жюри конкурсов – преподаватели иностранных языков школ и вузов России, методисты по английскому языку образовательной компании РЕЛОД.

Первая церемония открытия конкурсов в 2008 году состоялась в присутствии патрона программы «Оксфордское качество» его Королевского высочества принца Майкла Кентского, большого ценителя и знатока русской культуры.

Образовательная основа конкурсов: «Английский язык. Инновационная интегративная уровневая образовательная программа для общеобразовательной школы», включает сравнение со ФГОСами, автор к.п.н. С. Н. Уласевич.

Рабочей основой при подготовке к конкурсам служат учебные и дополнительные пособия издательств РЕЛОД, Oxford University Press (английский язык) и CLE International (французский язык).

Наши партнёры: Музеи Московского Кремля, Российско-Британская торговая палата, Британский Совет в России, издательство Оксфордского университета, British Airways, Международная программа лояльности ISIC, Международный языковой центр Language Link, журнал English ИД «Первое сентября», журнал «Учитель».

Призовой фонд включает: призы от издательств РЕЛОД, Oxford University Press (ELT), CLE International, спонсоров и партнёров.





Международные конкурсы на иностранных языках в 2013 – 2014 учебном году

Организатор: образовательная компания «РЕЛОД»

Наши партнёры: Музеи Московского Кремля, Российско-Британская торговая палата, Британский Совет в России, издательство Оксфордского университета, British Airways, ISIC, Международный языковой центр Language Link, журнал English ИД «Первое сентября», журнал «Учитель».

Международные конкурсы проводятся с целью предоставления новому поколению возможностей реализовать себя и направлены на совершенствование знания языков, а также навыков написания эссе и рецензий, публичного выступления, составления презентаций и портфолио. Конкурсы проводятся в формате проектной работы, которая обеспечивает реализацию требований ФГОС по английскому языку и является ведущей технологией развития универсальных учебных действий и автономии учащихся.

Участвуйте в наших конкурсах, получайте сертификаты и призы!

Конкурсы по английскому языку для школьников

1 “Unity in Diversity. Russia & the English-Speaking World” – «Единство в различии: Россия и англоговорящий мир»

Конкурс эссе для учащихся 8-11 классов и студентов 1-3 курсов, заочный.

Индивидуальный конкурс

Конкурс проводится совместно с Музеями Московского Кремля.

Продемонстрируйте знание английского, а также истории и культуры Великобритании и России!

Командный конкурс

Темы для эссе предложили: Международный языковой центр Language Link, Российско-Британская торговая палата, компания RELOD, Международная программа лояльности ISIC.

Выразите свою точку зрения на культурно-исторические реалии России и англоговорящих стран!

2 “The best English of All Englishes” – «Самый английский английский»

Командный конкурс театральных постановок для учащихся 1-4 классов; 1-й тур заочный – видеоролики, 2-й тур очный – финал с 5-ю лучшими командами.

Откройте в себе актерские способности и усовершенствуйте английское произношение!

3 “Bookworms” – «Книгочеи»

Командный конкурс отзывов о произведениях английской литературы для учащихся 6-8 классов, заочный.

Обсудите лучшие произведения английской литературы и составьте по ним презентации!

4 “My English Portfolio” – «Мое английское портфолио»

Индивидуальный конкурс портфолио для учащихся 1-11 классов; 1-й тур заочный, 2-й тур очный

Поразите успехами в английском!

5 “My English Souvenir” – «Мой английский сувенир»

Индивидуальный конкурс поделок и рисунков для учащихся 1-7 классов – детей с ограниченными возможностями, заочный

Мы хотим помочь детям поверить в себя, проявить свои таланты и продемонстрировать знание культуры англоговорящих стран.

Фантазируйте и творите, изучая английский язык!



Конкурсы по английскому языку для студентов

1

“Business Project contest: The Hospitality Industry, Enterprise Solutions”

Командный конкурс бизнес-проектов предприятия индустрии гостеприимства для студентов неязыковых специальностей, заочный

Конкурс проводится совместно с Российским экономическим университетом им. Г. В. Плеханова.

Представьте видение своей будущей профессиональной деятельности!

Конкурсы для преподавателей английского языка

1

“The Most Competent Lesson” – «Самый компетентный урок» –

Конкурс открытых уроков среди преподавателей английского языка, заочный

Предоставляется видеозапись урока. Обязательно использование на уроке учебных пособий издательств «РЕЛОД» и Оксфордского университета.

Поделитесь знаниями с коллегами!

Конкурсы по французскому языку для школьников и студентов

1

“Unité en Diversité: Russie et le monde francophone” – «Единство в различии: Россия и франкоговорящий мир»

Командный конкурс эссе для учащихся 8-11 классов и студентов 1-3 курсов, заочный.

Выразите свою точку зрения на культурно-исторические реалии России и франкоговорящих стран!

2

“Bouquineurs” – «Книгочеи»

Командный конкурс отзывов о произведениях французской литературы для учащихся 6-9 классов; 1-й тур заочный, 2-й тур очный

Почувствуйте себя литературными критиками!

Включайтесь в наши конкурсы как участники, члены жюри, партнеры, спонсоры!



Благодарим жюри конкурсов:

1. Музеи Московского Кремля
2. Российский экономический университет им. Г. В. Плеханова, г. Москва
3. ГБОУ ЦО № 1272, г. Москва
4. ГБОУ СОШ № 1354 с углублённым изучением английского языка, г. Москва
5. ГБОУ СОШ № 1284 с углублённым изучением английского языка имени Героя Советского Союза Наташи Ковшовой, г. Москва
6. Государственная Столичная Гимназия, г. Москва
7. Специальная (коррекционная) общеобразовательная школа-интернат VI вида № 44, г. Москва
8. ГБОУ СОШ № 1387, г. Москва

Отзывы о конкурсах

Спасибо за конкурсы! Дети с удовольствием участвовали и в следующий раз будут стараться сделать еще лучше!

О. Н. Бондаренко, учитель английского языка ГБОУ СОШ №2000, Москва.

Мои ученики довольны результатом и уже готовы к следующим выступлениям.

В. С. Горская, учитель английского языка МБОУ «Средняя общеобразовательная школа № 27», г. Чебоксары, Республика Чувашия.

Очень благодарны компании РЕЛОД за возможность принять участие в конкурсе международного уровня, а самое главное – за возможность сделать процесс изучения английского языка самым увлекательным занятием для детей.

Т. Б. Санкина, учитель английского языка МБОУ ДОД «Колыванский Дом детского творчества», п. Колывань, Новосибирская область.

Конкурс Bookworms нацелен на развитие всех видов речевой деятельности и, в первую очередь, говорения. Не секрет, что чтение – половина успеха говорения. Участники конкурса читают литературу на современном английском языке. Читая и прослеживая в речевом потоке жизнь языка, они учатся не заучивать, а мыслить на английском, владеть им и в нужный момент свободно говорить. Это и есть цель конкурса.

Е. В. Старикова, учитель английского языка ГБОУ гимназии № 1272, г. Москва.

Основная задача конкурса My English Portfolio – реальное владение детьми английским языком, практическое владение, коммуникативное владение. Это не только умение рассказать о себе и своих достижениях, выступить с презентацией своего портфолио и защитить его, ответив на вопросы жюри. Это развитие компетентности в области английского языка, общих компетентностей, развитие умения использовать язык в реальных ситуациях общения, умение общаться незаученными фразами, умение самостоятельно учиться и работать над языком.

Е. Н. Громова, учитель английского языка ГБОУ СОШ № 1387, г. Москва.

Проектная деятельность – это, в первую очередь, исследовательская деятельность. Участник конкурса “Unit en Diversit : Russie et le monde francophone” не найдет готовый ответ на вопрос, он должен дать его самостоятельно, в результате поиска и исследования. Это важно не только для развития умения учиться – это важно для принятия жизненных решений и быстрого ориентирования в любой ситуации.

Л. И. Максимова, методист по французскому языку образовательной компании РЕЛОД.

”Unity in Diversity: Russia & The English-Speaking World” «Единство в различии. Россия и англоговорящий мир»

Этот конкурс – необыкновенное путешествие в историю, науку, культуру, экономику англоговорящих стран и их связей с Россией, великих держав, где родились Пушкин и Шекспир, Столыпин и Рузвельт, где совершали величайшие открытия Эйнштейн, Ньютон и Менделеев, откуда прокладывали дорогу в незнакомые страны сэр Хью Уиллоуби и Афанасий Никитин.

Наш конкурс поможет сохранить лучшие традиции этих отношений, обогатив школьников знаниями о взаимопроникновении и взаимовлиянии культур наших стран.

Цели проведения конкурса:

- 1.** Активизация творческих форм освоения богатого исторического и культурного наследия и взаимоотношений России и одной из англоговорящих стран в сферах науки, культуры, образования, экономики, политики;
- 2.** Формирование опыта толерантного осмысления специфики иноязычной культуры, общения с ее представителями;
- 3.** Выявление наиболее ярких моментов сходств и различий социального, политического и культурного партнерства и соперничества двух держав – России и одной из англоговорящих стран;
- 4.** Попытка дать объяснение этим явлениям и прийти к определенным заключениям;
- 5.** Философское осмысление исторического развития английского и русского языков в этом контексте.

Спонсоры и партнеры объявили темы международного конкурса “Unity in Diversity: Russia & The English-Speaking World – «Единство в различии: Россия и англоговорящий мир» 2013-2014

Индивидуальный конкурс “Unity in Diversity: Russia & The English-Speaking World. Time for Equal Opportunities”

Музеи Московского Кремля

«Коронационные торжества в странах Западной Европы»

1. *Representation of Monarchy: Symbols of Power, Sovereign's Robes, Coronation Rituals*

Репрезентация образа монарха: символы власти, одеяние, ритуал коронации

2. *Coronation Banquets and Balls, Theatrical Performances, Folk Entertainments*

Празднества по случаю коронации: торжественные приемы, парадные обеды и балы, театральные спектакли, народные увеселения. Coronation Festivals: Receptions

3. *Museum-preserves That Hold the Coronation Regalia, Ceremonial Robes and Other Artifacts of the Enthronement Ceremony*

Музеи-сокровищницы, в которых хранятся регалии, коронационные костюмы и другие памятники, связанные с церемонией возведения на престол монарха

Командный конкурс “Unity in Diversity: Russia & The English-Speaking World. Time for Equal Opportunities”

Международный языковой центр Language Link

English restraint and emotionality. Reflection of the national character in the language of the country

Английская сдержанность и русская эмоциональность. Отражение национального характера в языке

Российско-Британская торговая палата

Generation Digital – has the life become easier or vice versa?

Поколение Digital: жизнь стала проще или сложнее?

Компания RELOD

Russia and Europe – interior design for Russian and European homes. My ideal home

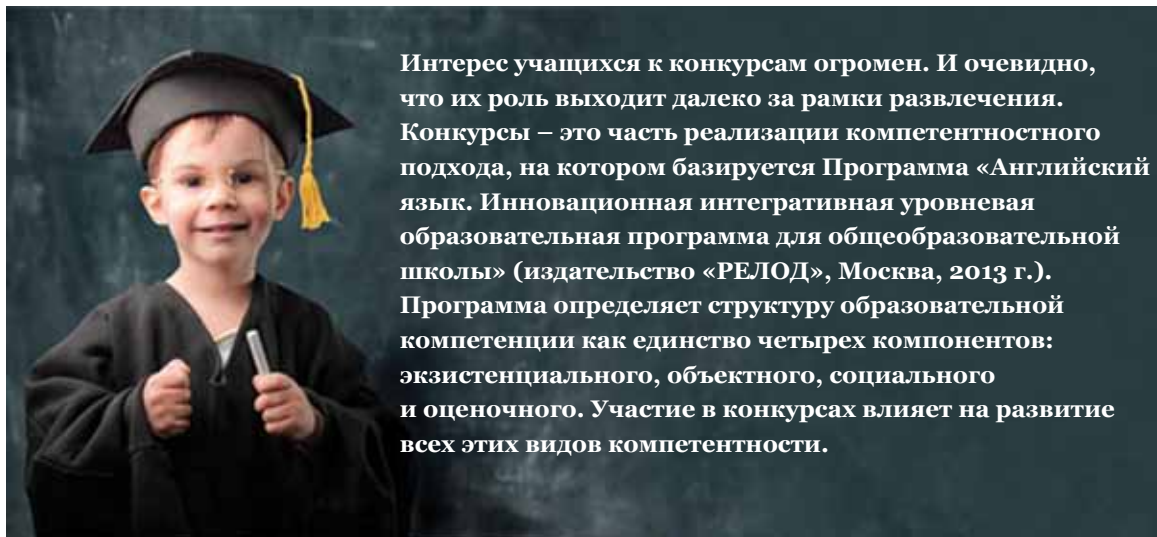
Россия и Европа. Дизайн интерьеров в домах. Мой идеальный дом

Международная программа лояльности ISIC

Where would I study? Russia and Europe: mobility of students and the opportunity to study in the universities in other countries

Куда я хочу поехать учиться? Россия и Европа: мобильность студентов и возможность обучения в вузах других стран

Конкурсы нужны для победы!



Интерес учащихся к конкурсам огромен. И очевидно, что их роль выходит далеко за рамки развлечения. Конкурсы – это часть реализации компетентного подхода, на котором базируется Программа «Английский язык. Инновационная интегративная уровневая образовательная программа для общеобразовательной школы» (издательство «РЕЛОД», Москва, 2013 г.). Программа определяет структуру образовательной компетенции как единство четырех компонентов: экзистенциального, объектного, социального и оценочного. Участие в конкурсах влияет на развитие всех этих видов компетентности.

1

Развитие экзистенциальной компетентности. Мотивация к изучению английского языка, формирование воли и интереса к познанию в области изучения английского языка – все эти задачи ставятся и решаются в рамках международных конкурсов.

Ученик начальной школы принимает участие в театральной постановке и видит театрализованные представления в исполнении других детей, общается со своими сверстниками на английском языке, получает положительную оценку своих стараний, добивается успехов уже в младшем возрасте. Участие в конкурсах становится сильнейшим стимулом того, чтобы ребенок захотел изучать английский язык, когда его интересы только начинают формироваться.

Победа в конкурсе – возможность заслужить уважение одноклассников и учителей. Ребенок увлекается чтением книг: конкурс – «Книгочеи»; интересуется ситуацией на международной арене – конкурс «Единство в различии» поможет ему получить новые знания в этой сфере; увлекается журналистикой и написанием публицистических статей – значит, ему просто необходимо принять участие в конкурсе корреспондентов.

Участие в проектной деятельности, изучение вопросов культуры, политики, экономики, морали, составление портфолио и рассуждение о планах на будущее в рамках конкурсов позволяют старшеклассникам задуматься о будущей профессии, сделать важные шаги к познанию себя как части этого мира, поразмышлять о том, чего они хотели бы добиться в жизни, а также понять, какое место в достижении их цели занимает английский язык.

2

Развитие коммуникативной компетентности. Коммуникация неразрывно связана с языковой системой, ведь язык – основное средство передачи сообщения от одного участника социального взаимодействия к другому.

Принимая участие в конкурсах, школьники повышают свой лексический запас английских слов, в том числе по основным темам, прописанным в Программе: «Гражданско-общественная сфера: Родная страна и страна изучаемого языка» (конкурс «Единство в различии», «Социокультурная олимпиада»), «Учебная и трудовая сфера» (подробный рассказ о роли английского языка в жизни школьника в процессе составления Портфолио), «Бытовая сфера: темы общения» (включение основных сюжетов в постановки фестиваля «Самый английский английский»).

Обучение произношению и интонации (фонологическая компетенция) осуществляется в процессе подготовки младших школьников к фестивалю музыкальной драмы «Самый английский английский», а также во время репетиций и выступлений с защитной речью на городских и школьных турах конкурсов «Портфолио ученика», «Bookworms».



3 Развитие учебно-познавательной компетентности. Мышление, воображение, память, сознание – на развитие именно этих способностей направлена Программа и конкурсы как ее часть.

Например, в рамках конкурса «Единство в различии» дети сравнивают культуру и историю России и англоговорящих стран, анализируют политические события, происходящие в мире, обобщают свои данные и приходят к неким выводам. Участие в детских театральных постановках фестиваля «Самый английский английский» развивает творческие способности детей. Ученик готовится к социокультурной олимпиаде и развивает память, запоминая основные страноведческие сведения. Придумывая афиши к своим спектаклям, дети развивают воображение. Все это делает процесс изучения языка более рациональным, обдуманым, грамотно выстроенным.

4 Развитие социальной компетентности. Латинское слово “socialis” необыкновенно значимо: каждый человек с рождения становится частью общества и вынужден в нем существовать. Вынужден? Да, если человек не занимается развитием своей социальной компетентности. А полноценно живет он в обществе только в том случае, если умеет активно вступать во взаимодействие с людьми, при этом оставаясь индивидуальностью. Вступая в общение с представителями других культур и стран, нам необходимо использовать соответствующие языковые средства и обладать фоновыми культурными знаниями, о чем и говорится в Программе.

Большинство международных конкурсов в рамках Программы – командные. Команда включает в себя самих школьников, учителей английского языка, учителей-предметников, родителей и корреспондентов. Деятельность распределяется между членами команды: кто-то готовит презентацию, кто-то еще обрабатывает источники, другие занимаются подготовкой костюмов. Каждый может попробовать и проявить себя в том или ином виде деятельности.

5 Развитие оценочной компетентности. Сегодня формирование ценностной системы человека имеет решающее значение в образовании и воспитании. Программа включает в себя технологии развития оценочной компетентности, на что направлены также и конкурсы.

Конкурс «Портфолио ученика» помогает учащимся понять, каких результатов они сумели добиться в изучении английского языка, каких новых целей в этой области они хотели бы достичь и какие задачи необходимо поставить для достижения этих целей.

В рамках конкурсов не менее важна и роль преподавателя в развитии ключевых компетентностей учащихся. Именно поэтому для преподавателей предусмотрен их собственный конкурс «Самый компетентный урок».

Конкурсные проектные работы реализуются преподавателями и учащимися, вступающими в постоянное взаимодействие, которое играет огромную роль и для тех, и для других. Соприкосновение с культурами стран изучаемого языка, подготовка к конкурсам обогащает учащихся дополнительными знаниями для успешной сдачи ЕГЭ.

Победители

Заключительная часть события – награждение победителей в конце каждого из конкурсов – огромная радость для участников, так как многие из них уже не представляют жизни без английского языка. Призы победителям – лучшие произведения художественной литературы, а также словари Oxford Advanced Learner's Dictionaries 8ed от Oxford University Press.



Победители индивидуального конкурса “Unity in Diversity”

Место	ФИО	Образовательное учреждение	Тема проекта
<i>Учащиеся 8-11 классов</i>			
1	Гнедь Анастасия	ГБОУ СОШ № 1387 с углубленным изучением иностранных языков, г. Москва	Празднества по случаю коронации: торжественные приемы, парадные обеды и балы, театральные представления, народные увеселения / Coronation Festivals: Receptions, Coronation Banquets and Balls, Theatrical Performances, Folk Entertainments
2	Чернышова Анна	МБОУ СОШ №43, г. Воронеж	Репрезентация образа монарха: символы власти, одеяние, ритуал коронации / Representation of Monarchy: Symbols of Power, Sovereign's Robes, Coronation Rituals
3	Баранова Александра	ГБОУ СПО Колледж гостинично-го хозяйства «Царицыно» №37, г. Москва	Репрезентация образа монарха: символы власти, одеяние, ритуал коронации / Representation of Monarchy: Symbols of Power, Sovereign's Robes, Coronation Rituals
<i>Студенты 1-3 курсов</i>			
1	Шихалкина Татьяна	Московский государственный университет им. М. В. Ломоносова, г. Москва	Репрезентация образа монарха: символы власти, одеяние, ритуал коронации / Representation of Monarchy: Symbols of Power, Sovereign's Robes, Coronation Rituals
2	Айвазова Гулико	Московский государственный университет путей сообщения, г. Москва	Репрезентация образа монарха: символы власти, одеяние, ритуал коронации / Representation of Monarchy: Symbols of Power, Sovereign's Robes, Coronation Rituals



Победители командного конкурса «Unity in Diversity»

Место	Образовательное учреждение
Международный языковой центр Language Link «Английская сдержанность и русская эмоциональность. Отражение национального характера в языке» <i>English restraint and Russian emotionality.</i> <i>Reflection of the national character in the language of the country</i>	
1	МОУ «Средняя общеобразовательная школа №5», г. Петрозаводск
2	ГБОУ СОШ № 1284 с углубленным изучением английского языка им. Героя Советского Союза Наташи Ковшовой, г. Москва
3	МБОУ «Лицей №40», г. Нижний Новгород
Российско-Британская торговая палата «Поколение Digital: жизнь стала проще или сложнее?» <i>Generation Digital – has the life become easier or vice versa?</i>	
1	МБОУ «Гимназия №4», г. Чебоксары
2	МАОУ «Лицей №131» Вахитовского района, г. Казань
3	ГБОУ СОШ № 1317, г. Москва
Образовательная компания RELOD «Россия и Европа. Дизайн интерьеров в домах. Мой идеальный дом» <i>Russia and Europe – interior design for Russian and European homes. My ideal home</i>	
1	МАОУ «Лингвистическая гимназия № 23», г. Владимир
2	Нижегородский государственный лингвистический университет им. Н. А. Добролюбова (Набережночелнинский филиал), г. Набережные Челны, Республика Татарстан
3	НОУ ВПО Институт цивилизации, г. Владикавказ, Республика Северная Осетия-Алания
ISIC «Куда я хочу поехать учиться? Россия и Европа: мобильность студентов и возможность обучения в вузах других стран» <i>Where would I study? Russia and Europe: mobility of students and the opportunity to study in the universities in other countries</i>	
1	МБОУ «Шахунская средняя общеобразовательная школа № 14», г. Шахунья, Нижегородская область
2	МБОУ «Сигаевская средняя общеобразовательная школа», Сарапульский район, Удмуртская Республика
3	ГБОУ СПО Колледж гостиничного хозяйства «Царицыно» №37, г. Москва



Победители командного конкурса “Unité en Diversité: Russie et le monde francophone”

Место	Образовательное учреждение	Тема проекта
1	МБОУ «СОШ № 27», г. Пермь	Русский взгляд на Францию / Le regard russe sur la France
2	ГБОУ Гимназия № 1272, г. Москва	Аспекты культурного взаимодействия России и Франции / Les aspects de la coopération culturelle de la Russie et la France
	ГБОУ СОШ №1373, г. Москва	Петергоф и Версаль / Petergoff et Versal
3	Московский государственный областной социально-гуманитарный институт, г. Коломна	Русский взгляд на Францию / Le regard russe sur la France



Победители индивидуального конкурса “My English Souvenir”

Место	ФИО	Образовательное учреждение
1	Безпалова Диана	МБОУ «Средняя общеобразовательная русско-татарская школа №161» Советского района, г. Казань
2	Хорошавина Екатерина	Православная Гимназия во имя Преподобного Сергия Радонежского, г. Новосибирск
3	Курбалёв Евгений	ГБОУ лицей № 150, г. Санкт-Петербург



Победители командного конкурса “Business Project contest: The Hospitality Industry, Enterprise Solutions”

Место	Образовательное учреждение	Тема проекта
1	Институт международной торговли и права, г. Москва	«Доступный туризм» – «Accessible Tourism»
2	ГБОУ СПО Колледж гостиничного хозяйства «Царицыно» №37, г. Москва	отель «Англомания» – hotel «Britishmania»
3	ГБОУ СПО МО «Московский областной гуманитарный колледж» Московская область, г. Серпухов, Московская область	Гостиничный комплекс «Экотуризм» – Hotel Complex «Ecotourism»



Победители конкурса «The Most Competent Lesson»

Место	ФИО	Образовательное учреждение
в категории «Начальная школа»		
1	Рябенко Елена Михайловна	ГБОУ лицей № 1793, г. Москва
2	Макаренкова Арина Константиновна	АНО СОШ «Феникс», г. Москва
3	Остромецкая Александра Андреевна	Негосударственное образовательное частное учреждение средняя общеобразовательная школа «Ювенес», г. Москва
в категории «Средняя и старшая школа»		
1	Бекмансурова Венера Ануровна	Муниципальное бюджетное общеобразовательное учреждение «Гимназия № 14», г. Глазов, Удмуртская Республика
2	Бабёр Ирина Михайловна	ГБОУ СОШ № 1065, г. Москва



Лучшие работы участников индивидуального
и командного конкурсов

**“Unity in Diversity:
Russia & The English-Speaking
World. Time for Equal Opportunities”**

Лучшая работа участников командного конкурса

**“Unité en Diversité:
Russie et le monde francophone” –
«Единство в различии:
Россия и франкоговорящий мир»**

Предлагаем вам познакомиться с работами победителей конкурсов.

Coronation Festivities

Author: Anastasia Gned

Teacher: Daria Fedorova

Introduction

While studying in England, I read some interesting articles about the ceremony of the Queen's coronation. As a result, I became fascinated by its traditions and managed to find a great number of photographs of this solemn event from different countries. The joyous and festive atmosphere of the occasion captured in the photographs made me learn more about the long tradition of coronation ceremonies in Britain. As for the Russian tradition, a recent exhibition in the Moscow Kremlin made it possible to see a great collection of such historical relics as rare documents, photographs and state regalia related to the coronation ceremonies of the 16th-19th centuries. I strongly believe that the facts, which were found in different books, articles and on websites, are worth being told in this essay.

Traditional coronation procedures in Britain and Tsarist Russia

It is well known that the British monarch coronation is a special ceremony in which a king or queen is formally crowned and invested with regalia. The ceremony is officiated by the most senior cleric of the Church of England, the Archbishop of Canterbury. The essential features of the ceremony have not changed for the past centuries. First, the monarch is presented to people and then he or she has to swear an oath. After this, the sovereign is anointed with oil and finally crowned. Before the coronation of George IV in 1821, the ceremony used to be followed by a banquet that took place in Westminster Hall.

It is evident that coronations in Russia involved rather similar procedures: it was a religious ceremony in which the Tsar was crowned, invested with regalia, then anointed with chrism and formally blessed by the church. Similarly to the British ritual, the Tsar's coronation banquet followed right after the main ceremony.

Coronation banquets

Traditionally, the coronation in England was immediately followed by a banquet that took place in Westminster Hall. The King's Champion would ride into the hall on horseback, wearing a knight's armour, with the Lord High Constable riding to his right and the Earl Marshal riding to his left.

It should be mentioned here that a special dish was invented for the foreign guests who were to be entertained after the Coronation. The food had to be prepared in advance and Constance Spry, who also helped with floral arrangements on the day, proposed a recipe of cold chicken in a curry cream with a well-seasoned dressed salad of rice, green peas and mixed herbs. I would like to notice that this recipe won the approval of the Minister of Works and has since been known as Coronation Chicken.

During the Queen's Coronation in 1953, Elizabeth II hosted two banquets at Buckingham Palace in honour of the Foreign and Commonwealth Representatives who attended her Majesty's Coronation. One hundred and twenty-nine nations and territories were officially represented at the coronation service. It is probable that the most memorable overseas guest was Queen Salote of Tonga, who endeared herself to the crowd driving through the streets in an open carriage, smiling and waving, in the pouring rain while many of the other guests chose to hide in their carriages.

In Russia, the Tsar's coronation banquet was held on the evening of his coronation, in the Granovitaya Palata. The walls were adorned with frescoes, and a special table was set for the Tsar and his consort, who dined alone while being served by high-ranking members of the court. Foreign ambassadors were admitted one at a time, and the new sovereign drank a toast with each in turn. Foreign princes were seated in an upper gallery or *Tainik*, as only Russians could take part in the banquet itself.

Street parties

Britain and Russia organised parties not only for royalty, but also for common people. According to the Russian tradition, souvenirs were given away at a nearby location the next day after the ceremony. Unfortunately, these parties did not always go as planned. For example, the celebration of one of the tsars' coronation, Nicholas II, was marred by the Khodynka Tragedy, when more than one thousand people were trampled to death during a stampede to get a free souvenir.

In Britain, the night before the coronation is special time, when people camp along The Mall to catch a glimpse of the procession. Take the coronation ceremony of Elizabeth II in 1953, for example. The return route from Westminster Abbey to Buckingham Palace was designed in the way that the Queen and her procession could be seen by as many people as possible.

Interestingly enough, on the coronation day the 7.2 km route took the 16,000 participants two hours to complete. In addition, it might be worth mentioning that the princess formally proclaimed herself Queen and Head of the Commonwealth and Defender of the Faith in 1952, but the amount of planning and a wish for a sunny day for the coronation led to the long and excited wait for this day.

Both Russian and British people celebrated coronations of their monarchs with great clat. People could enjoy street parties, staged dances and spectacular fireworks in honour of a king or queen. Fireworks showed the grandeur and importance of the event, so when watching them, people were able to feel the unity of the nation.

Consequently, we can presume that the coronation day and its street festivities played a very important role in creating an image of the newly crowned monarch, thus wishing to be remembered by everyone in the country.

The 60th anniversary of the Queen's Coronation

It is undoubtedly true that the day of the Queen's coronation is a very important day. It is a real feast for all the residents of the United Kingdom. Anniversaries of the Queen's coronation are particularly respected and celebrated nowadays. One could witness large celebrations and festivities on the 60th anniversary of Elizabeth II's coronation and I was lucky to be part of this big event last year. The Coronation Festival took place in July 2013 in the Gardens of Buckingham Palace. The Festival was open to members of the public. It was a magnificent gala evening was full of entertainment. Visitors could enjoy music and dances over the past 60 years. The country and the world had an opportunity to watch the feast on television. Coronation of the British Crown is one of the most solemn and beautiful ceremonies that does not happen very often, particularly these days. That is why the festivities organised in honour of the anniversary of the Queen's coronation could create the same atmosphere of joy and unity that was 60 years ago on the same day.

Coronation of the Russian monarch and coronation of the British monarch: similarities and differences

Let us consider some similarities and differences between Russian and British ceremony coronations. First of all, coronations in Russia involved a highly developed religious ceremony, but in Britain coronation is just a ceremony in which the monarch of Britain is formally crowned and invested with regalia. Unlike Russia, coronations in Britain usually took place several months after the death of the previous monarch, while in Russia it was not always the case. Let us have a look at one example: mourning after the death of Tsar Alexander III in 1895 was replaced by the preparations for the coronation of the new Tsar. There is some evidence that there were significant differences in the way that coronation banquets were held. For instance, a banquet in Britain would involve a total of more than 8,000 guests, including foreign heads of state and representatives and rulers of the Commonwealth countries. Two banquets were needed after Elizabeth II was crowned. In comparison to Britain, Russia was not as welcoming. It is known that no foreign rulers were ever invited to a Russian coronation, but foreign princes attended as representatives of their own monarchs and, as it has already been mentioned above, they were seated in an upper gallery or Tainik, as only Russians could take part in the banquet.

Conclusion

From these comparisons we may draw the following conclusions. It is not surprising that coronation amusements in Russia and Britain were organised in different ways, but they both had a common aim of bringing the nation together. By arranging street parties, banquets and fireworks, the countries wanted to appeal to patriotism and loyalty. As we have seen, the coronation festivities could unite the whole nation and arouse a sense of national pride and a strong belief in the better life during the reign of a new king or queen.

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Representation of Monarch's Image: a Symbol of Authority, Attire, Ritual of Coronation

Written by III-year student
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Supervisor
Maria Alexandrovna Burmistrova

Theses:

- The reign of a new king or queen starts with one of the most impressive events in the kingdom – coronation.
- The main idea of coronation in England and Russia is setting a God's anointed sovereign on earth, who becomes responsible for the peace in his country and fairness of his or her reign.
- There are some signs of singularity that represent various symbols connected with the king's future reign: Crown (The biggest diamond, the Byzantine traditions), scepter and orb, State Sword (its importance in England vs. Russia). Also, there are some unique items, such as agraffe, horns and clubs. Both countries have mantles but how different they are.
- Ceremony of coronation is a great event, which is full of small details and various actions. All of them gather at one time in one place and are concentrated on one person.
- Despite all differences, we – England and Russia – have the same idea of coronation. The sacral meaning remains and this unites us.

“**A** king... subject to no human laws or judgments but only those of God, who constituted him king in the realm which his father had left him.” This quote belongs to Hincmar archbishop of Reims, whose works have brought to us through the ages the main idea of all anointed sovereigns and their role in people's life in every country at any time. Magnificent processions of coronations, each of them was being unique, were the brightest flashes in everyday life of a country. They attracted attention of not just citizens, but also guests from a variety of countries. This event played a great role in life of the country, because a new king or queen was ‘born’ in the state on this day.

There is no doubt that such an important event needed special ‘equipment’ that could show the sacral meaning and outstanding features of it. Everything was taken into account. The basis for the present paper will be comparison of coronation traditions in England and Russia. Differences and similarities will be shown as well as issues such as what the coronation was like and how it happened will be discussed.

First, I would like to stress that having compared the ceremonies in England and in Russia, not too many differences in symbols of power or attire can be found. It can be explained by the fact that it does not matter what kind of religion a country has, the authority takes a sacred role upon the king or queen, he or she becomes Head of the Church, in other words, he becomes a priest.

I will start my description with England as the ritual of coronation first took place there. Then I will combine different types of power attributes within their decoration and their roles in the ceremony with those in Russia.

What signs of singularity do we have? First of all, it is a crown. A headdress made of gold, decorated with different types of jewels, sometimes very rare. For example, famous diamond Koh-i-Noor, which was found in India. The idea of a crown has come from the Old Testament's times, when kings were crowned with golden rings which were placed on their heads. That was a symbol of God's deputy. The first crown was made for coronation of Edward the Confessor, but it did not survive after the rebellion of Cromwell who wanted to raze to the ground all signs of previous power. Later, the copy of it was created and the first whom it served to was Charles II in 1661. It was encrusted with diamonds, rubies, sapphires and emeralds. Nowadays it is considered to be the most expensive crown in the world. In Medieval England there were also golden diadems encrusted with diamonds. Later the crown took a form of two crossed arched vaults. As the crown was very heavy, there was always one more, which was put on during other occasions. The first one served only once during the life of king or queen and then was kept in the Tower.

It is not surprising that in Russia we had the same representation of authority. In comparison with England, in imperial time there were quite a few versions of the crown, as different kings and queens changed their crown according to their pri-

vate interests and tastes. However, there is one which is still preserved since XII century, the times of Vladimir Monomach's reign. In Russia this crown is called "Shapka Monomaha" which means "The hat of Monomah". The crown copied the shape of Hagia Sophia Cathedral's dome in Constantinople (according to the legend, when Constantine Monomah passed regalia of Byzantine to Great Russian king). Another example is The Big Crown of the Russian Empire, which was made especially for Catherine the Great. It has an incredible amount of pearls and diamonds. It is interesting to notice that this crown and the crown in England both weigh 3 kilogrammes.

Besides the crown, the scepter and orb should also be mentioned. The former is the symbol of Earth; it even resembles its form, which means peace. The latter is the sign of the central axe of a king among his people, his most significant role in the country. The English orb is decorated with one of the most amazing and biggest diamonds on Earth – the Star of Africa. The Russian one was decorated with diamond "Orlov", which was Duke Orlov's present to Ekaterina the Great. Both of those regalia were decorated in the same style, covered with gold and encrusted with jewels.

The English have a unique object of authority, it is the State Sword. Since XVII century it has become an important 'participant' of all coronations as a symbol of king's valour in defending Church and people. Interestingly enough, it is not used only during coronations, but also when a king or queen visits Parliament. It is brought out before him or her. In Russia we had a similar sword, but it was used two or three times after Peter the Great's reign, but was not very popular.

The English also have State horns and clubs, which are used to play music and defend the king.

In Russia, there was an ingenious contrivance – clasp-agraffe - to hold the mantle. Since the rule of Elizabeth Petrovna, Peter the Great's daughter, it served all queens as the weight of the mantle was inconceivable. As for the mantle, it became one of the king's regalia only during Peter the Great's reign. The weight of it was about 60kg. In England, it became popular a century later. It was covered with imperial eagles, reminding about the ancient roots of the mantle. Despite all differences in those items of authority the mantle 'covers' this diversity and unites the idea of power as being the item which has the longest history since the times of ancient Rome.

The coronation itself happened in magnificent atmosphere. The ceremony of coronation took place according to the canons of Christian worship. The king or queen wore a mantle (in England they also have spurs, in Russia – agraffe). King or queen entered the church (in England – the Westminster Abbey, in Russia- the Assumption Cathedral). It continued with the declaration of the Monarch's rights to the throne. Then the monarch swore to rule in a fair way and to defend the Church. This was followed by a unique part – anointing with chrism, which turned them into the deputy of God on Earth. Since that time they did not have any private interests but only state and godlike. Here two different types of responsibility can be seen: in the eyes of people and in front of God. As E. Kantorowicz said in his work[5]: "A king has two bodies", and this division in the ceremony is an incontrovertible proof of it. After that the crown was put on their head, the other regalia were taken into the hands. Everything was accompanied by music, prayers and swears. The Church was always decorated with flowers. Many people gathers to look at the ceremony, to say their own "Viva!"

There are no more events, which can be so bright and popular. This miraculous turn into God's hand is very close to a wonder, and we will not stop admiring it. It fills one's heart with hope for perfect future of hiscountry and peace in the world.

Although there are many differences in symbols of authority and the process of coronation is not the same, the idea of it, the sacral meaning stays the same, and in this we find the unity of our so different from each other countries.

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Enclosure:



Queen Elizabeth II with orb and scepter



Russian's coronation regalia



The famous Shapka Monomakha

The English Restraint and the Russian Emotionalism. The Language as the Reflection of the National Character

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Thesis Plan

- 1.** A man uses a language as a means of communication to exchange information, express his inner world. The choice of the vocabulary depends on the level of culture, the situation a person is at the moment.
- 2.** The languages affect people's perceptions of the world; they form the style of thinking as every person understands the world through the language.
- 3.** The language of a person is constantly changing and being updated, the same process takes place with the national languages.
- 4.** The English and Russian languages belong to the Indo-European languages, so this fact allows tracing the common roots.
- 5.** The geographical position and historical conditions influence the way the languages develop, the changes are reflected in the grammatical structure and vocabulary.
- 6.** The distinct features of English and Russian influence the mentality of native speakers that can cause misunderstandings and lead to conflict.
- 7.** The national character provides the national unity. Existing national stereotypes are often the result of unreasonable people's perception. English restraint and Russian emotionalism are old-fashioned stereotypes.
- 8.** Cross-cultural communication allows overcoming misunderstandings and enriches the knowledge of every person that gets in touch with the world of another language.

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language is something that unites people, but at the same time it separates them. When the language born in a primitive society became a means of communication, it was used not only for joint hunting and plant growing, but also to exchange ideas, receive information and express feelings. Eventually different languages appeared to help people unite in the fight against aliens. However, even speaking the same language people sometimes do not understand each other. The main reason of misunderstanding is in the using of the language as a means of communication. A person who gets information understands not only what he is said, but also what the speaker is like (his/her age, social status, interests, mental or physical health). The choice of the vocabulary and grammar is determined by the level of culture, a situation in which a person is at the moment, his mental and emotional state. So people who are using the same language often speak «different languages», they cannot share the same culture. In general, the language belongs to all people, but each person has his own unique one.

The man discovers the world through the native language which affects the perception of it, forms his own style of thinking from the very babyhood. The learning of the second and other foreign languages enriches the person's mental development and improves individual skills and abilities, but the person cannot fundamentally change his outlook. While interacting with lots of people the person develops his language. The same process happens with the national language.

The languages developed gradually over thousands of years, some of them died and some became dominant and spread all over the world, despite possessing many characteristics of national identity. Languages are constantly changing and being updated, when borrowing words or creating new ones. English and Russian are fast developing at the moment, interacting and being enriched by the processes of globalization.

Comparing English and Russian, we can say that both languages belong to the Indo-European family, the most numerous one. English estimates vary from 275 to 450 million (evidently due to the colonization), Russian from 150 to 180 million speakers¹. Even a brief observation on the words belonging to these languages can help to see their common features (Appendix 1, Table 1), which can be considered as single basis for the two languages. However the English and Russian languages belong to different groups: the West Germanic and East Slavonic language families that indicate the territory more than the features of the language. Nevertheless, it should be mentioned that the geographical position affects the formation of the national peculiarities, which is fixed in the lexical and grammatical structure of the language. For example, there are more idioms related to weather in English than in Russian (Appendix 1, Table 2), because the life and welfare of the island's residents depended on the weather. The continental climate of Russia provided stability in this case.

The historical conditions influence the way the languages develop, as it is reflected in the grammatical structure and vocabulary. The formation of the English language was influenced by the Viking invasion, the Romans, the Norman conquerors. Comparing the Old and Middle English literature with the modern language, radical changes are clearly seen (Appendix 2).

Fashion played its role as well. For example, in 1362 the English Parliament enacted a law requiring all lawsuits to be conducted in English. English is, then, officially recognized. From here, the use of English filtered down to other branches of government and law². While the elite spoke mostly French, the representatives of the lower classes did not know and could not understand the questions put to them by the judge, and what they are accused. The text of the act itself was written in French, too. In Russia, the cult of the French language began in the 18th century, but Russian was still dominating. France was so attracted for the Russian elite that in 1790 Catherine the Great issued a decree to return all the Russians to Russia from France in order to prevent the spreading of revolutionary ideas³. Thus, any language is influenced by the environment and the conditions this or that nation has to live in. This process is mutual. The national language reflects the cultural changes in the social environment, creates an individual world view of the native speaker.

The distinct features of the English and Russian languages influence the mentality of native speakers that can cause misunderstandings and lead to conflict. What are the differences?

The basis of every language is the alphabet. In Russian there are 33 letters, 43 sounds. In English there are 26 letters, 44 sounds. These data indicate a greater variation of English. English is a typical analytic language. The Russian language is a typical synthetic one. The main means of expression of grammatical relations in English are the official words (prepositions, auxiliary verbs) and word order. The analytical forms are used to express the tenses system of the English verb and to form the degrees of comparison of adjectives. The tenses system of the Russian verb is limited, that is why the circumstances of time are often used. In the English sentence the words relations are fixed and prepositional constructions are widely used. The word order is one of the main means of expression of syntactic relations in the structure of the English sentence. In the English language conversion is widely used. For instance, the champion among polysemantic words is to set: it has a value of 44 verbs, nouns values 17, also 7 values of adjectives and some additional values. One of the peculiarities of the Russian language is that one word combines both lexical and grammatical meaning⁴. Thus, the differences are at the sentence structure. The English-speaking people are used to reduce words and sentences and it has led to the appearance of SMS - language, when instead of "by the way" people use "btw", and "lol" replaces "laugh out loudly", etc. Probably, this phenomenon may be the result of British ingenuity, their ability to change the world in order to achieve comfort. The system of the Russian language is not as mobile. In this solidity, conservatism one can see a habit of a comprehensive study of the subject, a manner to think twice before doing. No wonder Russian-speaking scientists are making great strides in the basic sciences.

About 70% of the English vocabulary is the borrowings. It is interesting that almost all Russian words beginning with the letter «а» are borrowed too. The number of nouns which have the Russian origin and still existing in the modern speech is very small: «азбука» - "alphabet", «аз» - "az", «авось»⁵ - "maybe". The ability to borrow indicates a high degree of mobility and reciprocity to the new of native speakers.

Exploring the use of synonyms it can be noted that the English synonym reflects more shades of meaning. For example, eat, have meal / breakfast, gulp. In the Russian language the most important features are shades of the emotional attitude to the phenomenon from the speaker's point of view. To compare: есть, кушать, вкушать, жрать, хватать (еду), заглаживать, трапезничать, кусочничать, чаевничать, поглощать. Obviously, the difference lies in the national character. However, we believe that «restrained Englishmen» and «emotional Russian» are no more than a myth in our time.

The national characters generate national stereotypes. On the one hand, they allow perceiving people as the whole nation. It makes the system of relations simpler. On the other hand, any projection of personality traits on all the people belonging to this nation, leads to misunderstanding and ill feelings. Stereotypes are often the result of individual unjustified perception. They say, that the Russian people are motivated primarily by emotions. However, the history of England presents

¹ Там же

² URL: <http://colfa.utsa.edu/tillery/notes.html> (дата обращения: 29.01.2014).

³ URL: <http://muzey-factov.ru/tag/russia> (дата обращения: 27.01.2014).

⁴ URL: <http://www.portal-slovo.ru/philology/37386.php> (дата обращения: 2.02.2014).

⁵ URL: <http://muzey-factov.ru/tag/russia> (дата обращения: 27.01.2014).

the example of Henry VIII, who to marry Anne Boleyn, forbade all appeals to the Pope through the Act on Restrictions on appeals. Proclaiming the English kingdom empire, he gave himself the absolute power, became the supreme Head of the Church of England (Appendix 3). Thus, the emotional impulse of Henry VIII changed the history of not only Britain but also the world.

To summarize, it should be mentioned that the English and Russian languages have common features and special characteristics that make these languages unique. No doubt, organizing cross-cultural communication at various levels will help to prevent misunderstanding and enrich each person who comes in contact with the world of another language. The consequences in the situation when people speak different languages often depend on the willingness to understand each other and accepting the foreign culture more than the ability to speak the foreign language.

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Appendix 1.

Table 1.

Words with the common basis

English	Russian
be	Быть
nose	Нос
goose	гусь
eat	есть
brow	бровь
crook	крюк
beat	бить
cheek	щека
widow	вдова
talk	толковать
beard	борода
stream	стремнина
grab	грабить
deal	дело
pastor	пастух, пастор
three	три
dale	дол, долина
stall	стойло
son	сын
brother	брат
sister	сестра
mother	мать
daughter	дочь

Table 2.

English weather idioms ⁶	Russian weather idioms
1. be/feel under the weather	1. делать погоду
2. brass monkey weather	2. ждать у моря погоду
3. fair-weather friend	3. погода разгулялась
4. How do you like this weather?	
5. keep one's weather eye open	
6. keep a weather eye on something/somebody	
7. Lovely weather for ducks, and Fine weather for ducks.	
8. make heavy weather of something/doing something	
9. Nice weather we're having.	
10. ride out/weather the storm	
11. under the weather	
12. weather permitting	
13. weather the storm	

⁶ URL: <http://idioms.thefreedictionary.com/weather> (дата обращения: 27.01.2014).

Appendix 2.

Table 1.

The Comparison of Middle English and Modern English as an Example from "Ormulum", 12th century⁷

Forþriiht anan se time comm
att ure Drihhtin wolde
ben borenn i þiss middellærd
forr all mankinne nede
he chæs himm sone kinnessmenn
all swillke summ he wolde
and whær he wolde borenn ben
he chæs all att hiss wille.

As soon as the time came
that our Lord wanted
be born in this middle-earth
for all mankind sake,
at once he chose kinsmen for himself,
all just as he wanted,
and he decided that he would be born
exactly where he wished.

Appendix 3.



Henry VIII



Anne Boleyn

⁷ URL: http://en.wikipedia.org/wiki/Middle_English#Transition_from_Old_English (дата обращения: 29.01.2014).

Digital generation: has the life become more difficult or simpler?

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Thesis statement

- 1.** We believe that although digital technologies have improved the life of humankind in the way of working with information, they have caused a lot of problems.
- 2.** Digital technologies may be harmful for health, because the bright light of displays can damage people's eyesight. Doctors claim that electromagnetic emanation influences people's brain.
- 3.** Digital technologies shorten the distances and give a lot of opportunities for communication. But do people use the Internet only to communicate with those who are far from us? We are losing the need for interaction, so that many people continue playing tablets or surfing the net even when they have fun with friends.
- 4.** The Internet stores all the information the humanity has been collecting for hundreds of years, but it is rather difficult to check the accuracy of the quotes and data presented there. Besides, due to the overwhelming abundance of the data, modern people have lost the ability to analyze information and to properly distinguish between what is true and what is false.
- 5.** Digital technologies are useful in education, because they give a spur to self-development and serve as an instrument for inclusive education. They are supposed to be widely used in education both in English-speaking countries and Russia. But have people learnt to make technologies work in their benefit?
- 6.** Internet is meant to be free but it also is a good instrument for stealing data, which is now even more expensive than material things. It is also a convenient tool to control people's thoughts and opinions.
- 7.** Gadgets provide us with a way to quickly and easily create various images, music and other works. Such opportunities of the modern technology diminish the material and even personal value of these creations.

*«I fear the day that technology will surpass our human interaction.
The world will have a generation of idiots»
(anonym quotation claimed to be A. Einstein's)*

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t the beginning of the twentieth century people feared electricity like older generation now fears digital technologies. Nowadays, there are very few people who do not listen to music and do not enjoy the Internet and different devices. Considering the heavy usage of the Internet, various gadgets and technical devices, we suppose, that people these days have become severely dependent on modern technology. In order to study this problem, we conducted a survey. Respondents were asked to answer 16 questions about their usage of digital devices. Among respondents there were 50 teenagers (aged 14) and 50 adults (aged 20-30) from Russia and 20 adults from Canada (aged 20-30). The average person has fast access to modern technology and can use gadgets all the time. Gadgets are becoming something common, so that even little children have personal tablets, computers and cameras. They take into playing phone games since they are still babies. This new generation is very skilful in using technology and see the Internet as something indispensable.

Some people are sure, that it is a fast and easy way to get a lot of valuable information. However, other people believe, that the Internet creates many problems. The Net brings us many benefits. With the help of the Net, you can meet your friends without leaving the house. You can say things that you will be too shy to say face to face. You can have friends all over the world. We can learn languages with the help of the Net. While we are waiting in a queue, we can play online games. We can find some useful information there. We can easily buy things with the help of the Net.

Digital technologies are harmful for our health, because people, especially young ones, cannot control themselves while using social networks. If several years ago Russian students were dependent only on computer games, nowadays the Internet has also been added to this list of teenage addictions. It is available everywhere. We can judge about it while traveling across

the country. People can log in even in the middle of a forest, at least in the European part of Russia. Russian people have got this blessing of more developed countries and become heavily dependent on it.

According to our survey, a frightening amount of people spend all of their free time surfing social networks. They waste more than 3 hours per day; many people are able to surf the Net the whole day without any breaks. This is alarming, because the majority of people are losing the interest for life by replacing the real world with the virtual one and human interaction with computer technologies.

The most part of the adults spends more than an hour surfing the Internet, which often distracts them from their work. Time that people spend at the computer passes quickly. Thus, they do not have time to complete the tasks they were to fulfill before deadline.

The major part of the surveyed children plays shooters and RPG games, which can be quite dangerous. They are suspected to influence the nervous system, and distract children from studies. Among children that responded to our survey, almost nobody plays the logic games. It means that, for teenagers, entertainment is more important than training of memory. The popularity of such social networks as Vkontakte, Instagram and Twitter among children is increasing. People online are not always those who they seem to be. So, older generation claims that the Internet allows them to wear masks and not to show their faces. That is why it is a good shelter for criminals. But, on the other hand, there are a lot of shy people who cannot communicate face-to-face. The question is what would happen to them if not for the Net?

Films are another way of entertainment for modern people. Many of them watch TV programs; while others use online-cinemas. Firstly, it distracts them from their business, secondly, it may affect people's minds.

Each of the surveyed children listens to the music all the time. It is not as bad as it seems, because music helps to calm down and relax for some time. But lots of children spend too much time listening to the music. Many listen to it at school and even during the lessons. Because of it, the child does not learn the material.

Purchases through the Internet are very useful. They help people to find those things that cannot be bought in the city where they live. Internet-shops in Russia are gaining popularity, while in other countries it is routine. Such online stores can be helpful for physically challenged people because they can get their purchases delivered. Moreover, it saves people's time, because they can look through all the options by just a click of their mouse. It is also more convenient to use credit cards and e-money instead of banknotes, because such payments are known to be safer for the protection from losses. At least, it would be more difficult to use someone's credit card than someone's money. On the other hand, however, shopping online can cause addiction to such an extreme that a person may stop leaving his or her house at all.

Many people use the Internet for communication with those who live far from them. This advantage helps us keep terms with our distant friends and relatives and to find new friends among those who have the same interests as you. However, the growing amount of people prefers chatting online to communicating face-to-face with those who live nearby. Psychologists claim that such people are techno-addict and need special treatment.

Adults use educational sites more often than children who need more additional materials for self-development. Instead, the younger generation spends time playing computers, phones or tablets games. According to our research, Canadians use technologies in their education more often than Russians, because distant education is usual practice there and a lot of teachers in Canada prefer to give additional materials via the Net, as well as topics for self-study. In Russia e-books, lessons via Skype and electronic registers are just being brought into requisition.

According to our survey, film cameras are about to be completely forgotten. People prefer to use digital cameras which give us opportunity to make a lot of photos. Due to it pictures lose their meaning. They have ceased to be something that would remind people about certain events. On the other hand, they serve as notes. We can take photo of the blackboard instead of writing the task. We can send photos immediately with the help of modern phones to people who are far from us in order to ask for their advice and their opinion.

To conclude with, we should say that there are a lot of doubts of constant using the Net, gadgets and devices. First, children got the easy access to the information they are not supposed to know. The Net is becomes the way of a person's life and it is very harmful for his or her health. Many teens spend a lot of time surfing the Net and spoiling their eyes and gaining weight. Online games are proved to be very addictive. Of course we should use digital technologies, but we shouldn't forget that technologies are meant to serve us, but not the vice versa. We shouldn't forget about the real world being deceived by the virtual one.

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Application 1.

Results of the survey.

1. What gadgets do you have at home?

	MP3	TV-set	Tablet PC	Digital camera	Computer	smartphone
Teenagers in Russia	48%	76%	44%	68%	80%	56%
Adults in Russia	90%	100%	100%	100%	100%	100%
Adults in Canada	100%	50%	65%	45%	50%	50%

2. How much time do you spend surfing social networks

	All day long	More than three hours	Less than one hour	Several minutes
Teenagers in Russia	24%	40%	28%	8%
Adults in Russia	70%	20%	10%	0%
Adults in Canada	0%	80%	15%	5%

3. Do you play any computer games? Which ones?

	shooters	Logic games	RPG	strategies	racing	Don't play
Teenagers in Russia	24%	4%	20%	0%	0%	56%
Adults in Russia	20%	40%	50%	20%	10%	30%
Adults in Canada	100%	100%	100%	100%	100%	0%

4. Do you use android or IOS applications?

	Use applications	Do not use applications
Teenagers in Russia	72%	28%
Adults in Russia	80%	20%
Adults in Canada	100%	0%

5. How much time do you spend playing tablet PC/mobile phone games?

	More than one hour	One hour	Less than one hour	Don't play
Teenagers in Russia	24%	8%	42%	26%
Adults in Russia	10%	10%	20%	60%
Adults in Canada	100%	0%	0%	0%

6. How much time do you spend checking your account page or email?

	About 20 minutes	One hour	More than one hour	Don't use
Teenagers in Russia	8%	20%	68%	4%
Adults in Russia	2%	5%	73%	20%
Adults in Canada	0%	0%	100%	0%

7. Do you like watching TV/serials/films?

	Serials	Online-cinemas	TV
Teenagers in Russia	60%	24%	64%
Adults in Russia	100%	40%	30%
Adults in Canada	100%	0%	0%

8. Do you listen to music? When? (on the way somewhere?/At home/listen to the radio/other variants)

	On the way somewhere	At home	constantly
Teenagers in Russia	36%	40%	64%
Adults in Russia	80%	20%	10%
Adults in Canada	100%	30%	80%

9. Do you shop online?

	yes	no
Teenagers in Russia	32%	68%
Adults in Russia	70%	30%
Adults in Canada	100%	0%

10. What do you use information from the Net for?

	ideas for decoration, recipes, etc	studies (books, sites for study, e-encyclopedias)	Socialasing	other
Teenagers in Russia	48%	76%	72%	28%
Adults in Russia	90%	100%	100%	100%
Adults in Canada	50%	100%	50%	15%

11. What do you use information from the Net for?

	relatives and friends who live not far from you	relatives and friends who live in other cities	internet-friends you have never seen in real life	foreigners in order to improve your language skills	other
Teenagers in Russia	72%	64%	36%	16%	12%
Adults in Russia	100%	100%	100%	20%	20%
Adults in Canada	100%	100%	0%	0%	0%

12. Do you use educational sites? Which ones?

	yes	no
Teenagers in Russia	44%	56%
Adults in Russia	60%	40%
Adults in Canada	100%	0%

13. Do you use gadgets for making photos? Which ones (phone, tablet pc, cameras, professional camera)

	Phone camera	Tablet PC camera	Digital camera	Professional digital camera	Film camera	Do not use
Teenagers in Russia	60%	36%	76%	2%	0%	4%
Adults in Russia	70%	50%	80%	0%	0%	20%
Adults in Canada	100%	0%	100%	0%	0%	0%

14. You use photos for (choose all the variants possible)

	placing photos in social networks	saving on your computer	printing photos in future	other
Teenagers in Russia	56%	64%	28%	44%
Adults in Russia	60%	100%	60%	10%
Adults in Canada	10%	100%	0%	0%

15. What do you consider to be more useful for gaining information?

	watch TV	listen to the radio	listen to the radio
Teenagers in Russia	44%	16%	20%
Adults in Russia	20%	30%	100%
Adults in Canada	0%	0%	100%

Russia and Europe – interior design for Russian and European homes. My ideal home

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THESES

The words “дом” and “house” can be used as equivalents but often denote different things designated by different cultures, influenced by the way of life, geographical and climatic conditions. When the English and the Russians use these words they imagine different things.

For many centuries Russian home was a wooden house: “izba”, “terem” or “polaty” different in size, decoration, the number of rooms, furniture and utensils, depending on the family means. Everyone, rich or poor, an acquaintance or a stranger was welcomed cordially to the house.

The interior design of a typical Russian house was formed in the course of years and was greatly influenced by the reforms of Peter the Great.

In the 20th century multistoried blocks of apartments, built by the Soviet government, replaced wooden houses and today for most Russian families home is an apartment.

A typical English home is a house in the countryside with a little garden.

The English have a special relation with their homes. Everyone wants his home to be unique, to have its peculiar appearance and intrinsic value. English houses differ from each other in window framing, lawn and flowerbed design.

A typical English home is not a castle, it's a small-size, two-storey house. English homes have some common features in the interior planning; special attention is given to the hall and the living-room. The fireplace, “the soul” of the room, creates an unforgettable atmosphere of conciliation and calm.

The famous proverb «My home is my castle” is still popular nowadays.

The interior design of the English home hasn't changed much over the last fifty years. Its main features are simplicity, symmetry, harmony, comfort and cosiness. Despite some cultural differences in the interior design of English and Russian homes, their common features are comfort, simplicity and respect for national tradition.

“**E**ast or west, home is best”, “there is no place like home”- «в гостях хорошо, а дома лучше», these proverbs are almost identical equivalents in the Russian and the English languages and are known to the Russians and the Englishmen since childhood. Anyhow, do the Russians and the Englishmen mean the same when they say the words “home” and «дом»? What is the difference between “house” and “home”? Are they both the equivalents of the Russian word «дом»?

The Russian word «дом» can be translated into English as “house”, but they are complete equivalents only in 2 meanings: 1) “building”, “construction” (e.g. a stone house); 2) “dynasty” (e.g. the House of Romanovs). Moreover, the sense of «дом» is broader. For example, in the Russian language it also means institution (e.g. “children’s home”). On the other hand, the word “house” has several meanings which are not equivalent words of «дом» (e.g. the House of Lords, Opera House). «Дом» and “house” can be also used differently in speech. For example, in the Russian language «дом» is a required component of any address, but it hasn't got any equivalent in this context in English and people simply write the number of the house before the name of the street. But even using these words in the situations when they coincide in meaning we must take into consideration culture differences.

Thus, the concepts of “дом” and “house” denote two different things designated by different cultures. Both of them were being formed under the influence of the way of life of the people, geographical and climatic conditions and when the English and the Russians use them they imagine different things. That is why when we use the word “дом”, we often imagine a wooden village house with a garden and it's not surprising. For many centuries Russian home was a wooden house. The first Russian peasant's house was called “izba”; the houses for rich people were called “terem” or “polaty”. The houses of the rich and the poor were different in size, decoration, the number of rooms inside them, furniture, utensils, but for a long time all the houses were built of wood. Every house was richly decorated. The windows, facing the street, were framed with carvings. Different carved images not only made the house beautiful, but also protected from evil spirits, misfortunes and granted happy life. Every house had a richly decorated porch. It showed the wealth of the family and their hospitality, as everyone rich or poor, an acquaintance or a stranger was welcomed cordially to the house.

The interior design of a typical Russian house was formed in the course of years. There was a tradition: several generations of a family lived together, so the life in a house should have been comfortable for everyone. A typical Russian house consists of three parts: seny – a corridor, klet – an unheated room and izba - a heated room. In the past this unheated room was used for storing tools and instruments, food supply, herbs, in summer women could weave or do other kinds of hand work there. Izba is the living part of the house. Its design was rather simple, but each component was important for the life of the family. The “Russian” stove was the centre of home life. Traditionally it was located to the left of the entrance. It was used for a lot of things: cooking food, baking bread, heating the house, sleeping. In front of the stove there was females' corner or a “kitchen”, where the peasant's wife cooked food. Home-made tableware was located on the shelves close to the stove. Beside the stove there was a “red corner” with icons and a long table surrounded by benches. Electricity was not used in the countryside till the beginning of the Soviet era. A torch of splinters (for lighting peasants' home) was located near the table. To the right of the door there was “konik” – a men's working place. Nearby there was a bench where the peasant's wife was busy with spinning or needle work in winter. Close to it hung a cradle for a baby. Along the walls there were benches and some built-in furniture. Amulets protecting the family from evil spirits were usually placed on the walls or above the door. Nowadays this traditional design is still observed in many wooden houses.

From the 16th century the first brick and stone buildings started appearing, but even in the 18th century residential houses for the most part were still wooden. It is interesting to note that the architecture of Russian cities and towns in the 17th-18th centuries combined the tendencies typical of European architecture with specific traits of Russian national art. In the 18th-19th centuries the size of a house in the city, the number of rooms and their furniture depended on the family's means. A well-to-do townsman used to have a big house with a dozen rooms in it, including a living-room, a dining room, a nursery, a bedroom, a kitchen and rooms for servants. There were no strict design traditions. In rich people's homes there was different furniture: soft-padded chairs, armchairs, sofas and bureaus, several kinds of table (e.g. dressing tables, tables for playing cards, etc.). A great number of pieces of furniture, which had been unknown before, appeared in Russia after the reforms of Peter the Great: large mirrors, clocks and musical instruments (e.g. clavichords, pedal-organs, etc.). The drawing rooms, ballrooms, reception rooms, dining rooms were decorated with paintings and sculptures. There was a Russian stove almost in every room. In the 20th century multistoried blocks of apartments, built by the Soviet government, replaced wooden houses and today for most Russian families home is an apartment. Anyhow, some of them, especially people living in big cities, also have a summer house, known as “dacha”, in the countryside where they spend their weekends or holidays in spring, summer and autumn.

When an Englishman thinks of a typical English home, he imagines a house in the countryside, not an apartment. It may be brick, stone or wooden, small, or being bought on a mortgage, but it is his. In the town it must have its own entrance and, of course, a little garden at the back which is fenced off from the rest of the world and is a continuation of the building. Out in the country, the plot of land can be turned into a real garden. Even those, who live in an apartment, prefer low blocks to multistoried constructions. Moreover, some apartment buildings are constructed so that each apartment has its own entrance. Older homes often represent a long two-story brick building with many doors, painted a different colour because they belong to different owners. They also differ from each other in window framing, lawn and flowerbed design.

The English really do have a special, anxious relation with their homes; everyone wants his home to be unique, to have its peculiar appearance and intrinsic value.

It is not by chance that a lot of houses in England have names. This causes problems for guests and postal workers, but demonstrates the very personal, anxious relation of the Englishmen to their homes. There are all sorts of names, sometimes touching, sometimes strange: e.g. 'Under the Oaks', 'Cats house', etc.

It's amazing, that many medieval castles, owned by rich landowners, have been preserved in Britain since the time of feudalism. They look very beautiful and impressive; many of them are surrounded by vast ancient parks. The interior is designed according to medieval tradition and their halls and rooms are decorated with sculptures, paintings, antique things, there is medieval style furniture. In recent years some castles were sold by their owners and became fine museums. However, a typical English home is not a castle, it's a small-size, two-storey house, the smallest in Europe. But there are some common features in the interior planning. Traditionally, two living rooms (the front one for receiving guests and the back for the family), the study, the dining-room and the kitchen are located on the ground floor, sleeping-rooms and bath-rooms, guest rooms-on the first floor. Today many houses are designed with one living-room and a hall. Until the 14th century the hall was not only the main room of the house, but was also used as a kitchen, a dining- room, a sleeping-room and a reception hall. Over time, traditions changed and it became an entrance hall. Nowadays there are no strict rules of how

the hall should be designed. But there is one requirement: it should be comfortable for tea drinking and family holidays. However, regardless the size, its main function is to provide access to other areas of the house. People pay great attention to the colour of the hall. It should match the furniture and reflect the epoch of its construction. For example, if the house was built in the 17th century, green is the best choice, because this colour was popular then.

The living-room is considered to be the main room of the house. It is not as big as it used to be in the Middle Ages, but it's still one of the most luxurious rooms. Nowadays there are no requirements of living-room interior design, but one tradition should be observed: the fireplace, designed in the style of the 19th century, is the centre of the room. Stylish shelves, soft-padded chairs, comfortable armchairs and a big sofa with woolen checked plaid, several kinds of table, shining mirrors are arranged around the fireplace which creates an unforgettable atmosphere of conciliation and calm. Besides, such furniture arrangement makes communication more comfortable. Till the 20th century the fireplace was used mainly for heating the house. Since the time coal was forbidden, it became a decorative part of the interior. The family photos, porcelain vases, sculptures, fine clocks and candlesticks are located on the mantelshelf; bronze tongs and poker are hanging nearby. The walls of the room are traditionally decorated with paintings and design things to impress the visitors. High key prevail, which makes the room seem spacious. Today the living room is a family and reception room at the same time. But in truth the English do not often invite people into their homes, preferring to meet in cafes or restaurants. The famous proverb «My home is my castle» is still popular. However, if they do invite someone, nobody will make a special effort to tidy up the house before their guest arrives.

The interior design of the English home hasn't changed much over the last fifty years. Its main features are simplicity, symmetry, harmony, comfort and cosiness; fashion is less important.

To sum it up, in the Russian language the concept "дом" has a broader sense; this word can be used in the meaning of "family place" and "building", while in English different words correspond to these meanings. Homes are treasured by the Englishmen and the Russians, both nations have special feelings to them. Despite some cultural differences in the interior design of English and Russian homes, their common features are comfort, simplicity and respect for national tradition. Anyhow, the building itself doesn't have much importance for the Russians, even a small apartment can be called "home", while the Englishmen believe that there is no "home" without a "house". Besides, the doors of Russian homes are always open for visitors and Englishmen prefer to keep their privacy.

In conclusion we would like to say that everyone has his/her idea of an ideal home, depending on tastes, traditions and preferences, but we entirely agree that it should be a comfortable and peaceful place where everybody is happy.

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Where do I want to study? Russia and Europe: the mobility of students and the possibility of getting a degree at higher educational institutions in foreign countries

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THESES

- The 21st century makes it possible for an ordinary school leaver to get higher education not only in your native country but also abroad.
- The history of Russia knows numerous examples when Russians were successfully taught and trained in Europe.
- Influenced by historical events of the 20th century, the Russian person's mentality does not allow him to imagine that it is possible to continue education abroad and tells him to choose the Russian higher educational institution, which, however, has a number of evident advantages, nearest to his native place.
- European higher education, which turns to be quite affordable, should be one of the most profitable forms of investment for Russian young people nowadays.
- Various grants and scholarships European universities give to foreign students can be a great solution to the financial problem of a Russian average school leaver.
- Senior schoolchildren who have got acquainted with peculiarities of European higher educational institutions prove that it is possible for Russian school leavers to become enrolled in foreign universities and it is affordable to continue their studies abroad.
- Those school leavers who decide to study in European universities are to take one of international standardized tests of English language proficiency for non-native English language speakers.
- Being a student in a foreign country gives you an opportunity to get a great experience of social and cultural interchange with other nations
- Today both Russian and European higher educational institutions are ready to open their gates to those Russian students who really want to get knowledge and who really do something to achieve their goals.

*Вот и всё! Прости-прощай,
Разлюбезный швабский край!
Захотел твой житель
Увидать науки свет!..
Здравствуй, университет,
Мудрости обитель!*

Vagrants' Lyrics, translated by L. Ginsburg

The eleventh former Valentina was sitting in the school library and looking through her notes thoughtfully. She had been writing a report for her English lesson for a couple of hours already. The paper was devoted to the issue of further education of Valentina's class fellows, but she wanted to find the answer to the question that was burning for her. The girl reread the first lines of her report. «Today each school leaver is free to choose any profession he or she likes and to enter the relevant higher educational institution for getting a degree and mastering the basics of this occupation. The 21st century – the century of democracy, freedom and information technologies – makes it possible to study not only in your native country but also abroad. So, where is it better and more advantageous for an ordinary Russian school leaver to get higher education: in Russia or in the countries of Europe, and where do students have more opportunities for studies?»

«Actually, even in Tsarist Russia people understood the value of cultural exchange with knowledge and experience,» Valentina heard somebody's remark. Seeing Valentina's astonishment, another senior schoolgirl, whose name was Nastya and who was thumbing a book in the History section, explained, «Sorry, Valya, but you have asked the question aloud. You see, I have read that the rapid progress of Russian education became noticeable in the 17th century after the adoption of Russian Tsar Boris Godunov's initiative about sending young noblemen to Europe for studies. [2, 125] Then Peter the Great not only supported the idea of the European education but also took an active part in it himself. After the First Russian Emperor got education in Europe, studying French and inviting foreign tutors for work became fashionable. In the second half of the 18th century there was a tradition to send the best students of art schools to West European countries for training. The 19th century is considered to be the time of cultural and spiritual uplift of Russian education. In that time, education was obtained exclusively in Europe. The most famous Russian students abroad were Sofya Kovalevskaya, Aleksandr Borodin, Ivan Sechenov and other outstanding personalities. As for the 20th century, in the period of 1900-1914 thousands of Russian students were educated in Germany. [11] In the Soviet times, however, studying abroad became impossible.»

Valentina nodded with agreement. «And due to the influence of the Soviet Iron Curtain on people's mentality, a great number of Russians still cannot even imagine their going to another country for a long time. I can even prove it.» She pointed to the screen of the library's computer. In fact, she had already held an opinion poll among her peers in one of popular social networks on this question. (see Appendix 1) According to its results, the vast majority of senior pupils would prefer to continue their education in Russian higher educational institutions. In fact, Valentina's poll reflected the opinion of most Russian school leavers in province. Russian universities have evident advantages for the Russian student. First, the state-subsidized, or free, higher education is provided for students by all the state universities. Second, there is no language barrier in communication with other people at the university. Third, but for creative specialties such as singing, music, painting, the applicant needs only grades in the Unified State Exam to be enrolled in the institution. Then, the hostel is available for nonresident students at Russian universities. Finally, you are not very far from your family. Of course, there are some disadvantages as well. The number of state-subsidized studying seats is limited at Russian universities and the competition for them is too tough at times. Moreover, the tuition fee for paid education is too high, especially in Moscow and St Petersburg. Paid higher education is much cheaper in regional centres. As a result, the majority of Russian school leavers are going to continue education right there. «And in four or five years of studies somewhere in Nizhniy Novgorod or Kirov you will have a bachelor's degree and will be able to get a job in Russia... But it will be rather difficult to become employed abroad with this diploma, you know,» Valentina said wistfully.

«But times, they are changing! Look, according to your research, more than 31 per cent of pupils do want to study abroad, and 5 per cent of the respondents are really going to get further education in European countries,» Nastya exclaimed. «European education is one of the most profitable forms of investment for Russian young people nowadays. Despite the stereotypes, quite a number of European countries can provide a thorough and affordable educational process for students from all over the world, including Russia. For example, I would like to be a journalist and I have already searched for information about higher educational institutions, both in Russia and in Europe, which have the relevant courses (See Appendixes 2,3). In theory, you can get a degree in journalism at universities in the UK, Germany, Austria, The Czech Republic, Finland, and other European countries. Undoubtedly, the ultimate dream of most young people is studying in the UK. I have studied the website of a well-known English higher educational institution – City University London [18]. It has evident advantages, such as 6 different profile schools, a convenient location of the main building in the center of London, a modern scientific infrastructure and more than 150,000 students from all over the world. Yet, the tuition fee of about 12,000 pounds a year is too high for a Russian student from a middle-class family. At the same time, the Department of Philosophy and Humanities of Berlin Free University, Germany, will accept foreign students who are able to pay 5,787 dollars for a 4-year course, and this is nearly half as much as the tuition fee for the similar course at the Lobachevskiy State University of Nizhniy Novgorod! And it has become a real discovery for me that the University of Helsinki, located in the capital of Finland, being one of the best universities in the world [25], is ready to provide free education not only for Finnish students, but also for Russian ones [19].»

«Yet, I am not sure whether my family of five, two of them being small children, would have enough money to satisfy my desire to get further education in Europe,» Valentina said doubtfully. Nastya, however, retorted, «If you know that your family can hardly afford your studying abroad, various grants and scholarships for foreign students can be a great solution to the problem. For example, there are a lot of them in humanities at universities of the UK, Austria, Germany, Norway and the Czech Republic. The scholarship aims at increasing the academic mobility through financial support for students. By the way, my friends, who went to Finland last year and got acquainted with its educational system, can prove that European higher education for Russians is not a myth. Oh, here they are!» Nastya waved to two girls entering the library's door.

«We have fallen in love with Finland at first sight,» Anya and Alyona began their story, interrupting each other. «In spring 2013, being a part of the «International Dialogue school» group project for schoolchildren, we studied in Finland and visited Arcada University of Applied Sciences in Helsinki. We learnt a lot about students' life and studies at Arcada and even communicated with some of the youths. Besides, we were lucky to meet a Russian student there and ask her all the questions we had about getting a degree in Helsinki. Having talked to her, we understood that studying abroad is quite real! In fact, quite a lot of Russians study there. The greatest virtue is that at Arcada, as well as at other universities of Finland learning is free for all students. Besides, it is possible to be enrolled in Arcada right after school for a bachelor's degree. Another important thing is that this university has courses in English. It is very convenient for those who don't know the Finnish language. You are to

pass a special test in English and entrance exams, depending on the programme chosen. As for housing, a student can rent an apartment in Helsinki, but the best choice is cheap accommodation at a modern student's hostel which is near the university. The latter itself is amazingly large and unusual! Everything is designed for the convenience of studying. As a result, students become excellent specialists and have a chance to make their careers not only in Russia but in Europe as well. Thanks to this experience, we have learnt that getting higher education abroad is really possible and sometimes is even more affordable and more effective than in Russia.»

«This is all very well, but you have mentioned a test in English. Is there any unified level of English language skills required for getting higher education in European countries?» Valentine asked. «Certainly,» Alyona said. «At some European universities you are to show your results in TOEFL – the Test of English as a Foreign Language – where your level of English is assessed by tests in listening, language in use, reading. Yet the majority of universities that enroll foreigners demand the results of IELTS, which is short for the International English Language Testing System. You do not pass or fail this test. You get a score, which tells people what our level is. It includes papers in reading, writing, speaking and listening. It is a very useful exam if you want to study academic and vocational courses.»

«OK, let us suppose that I go abroad to get a degree. Will I regret not staying here in Russia with my old friends and family?» Valya looked at other girls inquisitively. «You won't,» chimed in Georgiy, an eighth-former, who was sitting at the other side of the library computer desk and listening to the girl's discussion with interest. «My cousin has studied in the UK as an exchange student and she says it is an unforgettable experience concerning not only academic education but also social and cultural aspects of life. Unlike in Russia, there are students from all over the world around you there. A lot of them are from cultures that are very different from yours. Differences can be interesting and you can all learn more about each other by mixing and talking to other nationalities. Variety of experience is the best way of education. As a result, you not only acquire academic knowledge but also become tolerant, respectful, attentive and understanding to other people around you. And this means a lot for the development of your own personality as a whole.»

At this moment the bell rang and the schoolchildren left the library hurrying to their classrooms. When Valentina came into the English classroom, she had a clear cut conclusion to the report in her mind. From now on she knew for sure that in the modern world there are a lot of various opportunities, but it is necessary to use them correctly. Today not only Russian but also European higher educational institutions are ready to open their gates to Russian students who really want to get knowledge and be successful in future. Nowadays you can choose a higher educational institution to your liking, using all the means available and regardless of your nationality, skin colour, language, and social status. «I suppose I know what direction to move in now,» Valya thought. «But let's study English first, as it is a golden key that will open any gates for me in the European educational world.

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Appendix 1. Opinion poll within the group of Shakhunya Secondary School № 14 in the VKontakte social network, January 2014.

Appendix 2. Journalistics in some Russian higher educational institutions (bachelor degree)

Appendix 3. Journalistics in some European higher educational institutions (bachelor degree)

LE REGARD RUSSE SUR LA FRANCE

Fedotov Mikhaïl
Markelova Zlata
Serebrova Anastassia

Le chef: Vladykina Irina Valentinovna, le professeur de français
Le consultant: Gorochenkina Natalia Gennadiévna, le professeur de l'histoire

Les thèses

Les écoliers Russes expriment leurs opinions sur la France

La France – c'est le pays des romantisme

Les Français – les gens agréables et gentils

Nos impressions personnelles sur ce pays

Pourquoi les écoliers russes trouvent les Français cruels?

La reponse nous avons trouvé parmi les reponses des écoliers de notre école. Dans le sondage qu'on fait: Le regard russe sur la France il y a beaucoup des reponses intéressantes. Un d'eux dit que les Français attrapent et mangent des grenouilles. L'autre eleve dit que les Français ont commencé la guerre avec la Russie en 1812. Nous passons le sondage de 120 élèves de notre école de 3-11 classe. On posait les questions suivantes :

1. Que vous vous imaginez, quand vous entendez le mot «la France»?
2. Les Français – ils sont comment, à votre opinion?
3. Est-ce que vous connaissez la cuisine française?
4. Les valeurs historiques et culturelles de la France?

La plupart des écoliers se rapporte bien à la France. Tout le monde voudrait la visiter. Les bilans du sondage:

N° de la question	%	les réponses typiques
1	83%	Paris, la Tour Eiffel
	17%	Disneyland, les champs de lavande, Marseille
2	72%	Romantique, poli
	13%	À la mode, de style, ils ont des écharpes et des berets, avec la baguette
	9%	Pauvre, mince, bronzé
	6%	Cruel, puisqu'ils mangent les grenouilles et ils ont commencé la guerre avec la Russie en 1812
3	85%	Des croissants, le café
	15%	Escargots, l'huître, la grenouille
4	91%	La Tour Eiffel, le Louvre, Notre-Dame de Paris
	9%	Versailles, les rois, les chateaux de la Loire

Pour les Russes la France est le pays de la mode, les vignobles, le fromage et le romantisme. Ici tout comme dans le conte de fée. Ici toujours le beau temps et le soleil brille, sonne constamment la musique sur les ruelles calmes des petites villes, où tous se connaissent et sourient affablement aux connaissances. Dans les rues beaucoup de cafés d'été, à qui on peut manger un croissant et boire le café. Et pendant la nuit ce sont les vapeurs amoureuses qui se promènent dans ces rues sous le jour des lanternes. Ces petites villes sont entourées des champs de lavande et de raisin.

Le peuple russe pense que la France c'est le pays de romantisme. Le voyage à la France est le prétexte idéal de faire la proposition de la main et le cœur à la deuxième moitié ou passer la lune de miel.

La plupart des Russes a un rêve visiter en France, en effet, il semble qu'ici tout est autrement, même les gens sont autres. Il y a quelques clichés en ce qui concerne le vrai Français. Il est toujours habillé à la mode et il a l'air bien. C'est la personne de la profession créatrice, il est romantique et son âme est sensible. Il doit prendre un croissant et une tasse de café pour le petit déjeuner et ensuite, il doit aller au travail aimé pas en se dépêchant. Les soirs il doit se promener dans les rues de la ville et admirer la lune.

Le regard sur la France et le Français de n'importe quelle personne qui vive en Russie, est complet les clichés. Dans l'imagination. Dans notre imagination NOUS idéalisons tout ce qui est lié à la France. Et quand nos gens viennent en France ils s'étonnent beaucoup de la non-conformité de leurs fantaisies de la réalité. Les Russes n'attendent pas à voir le sans-logis ou la pauvre dans les rues de Paris, par exemple. Alors cette réalité frappe les visiteurs de la Russie beaucoup plus, que les visiteurs d'autres pays.

En résumé nous pouvons dire que la France reste pour la personne russe le pays beau, désiré et intéressant à toutes les époques. Les Français – le peuple amical et cultivé. Ce pays et ses gens battent par quelque magie. Et tu veux revenir ici de nouveau et de nouveau...

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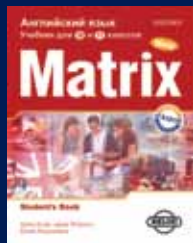
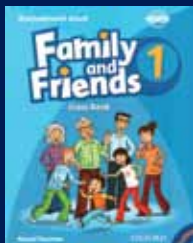
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