

ОТКРЫТЫЕ ЧТЕНИЯ У КРЮКОВА КАНАЛА

Иностранные языки

Санкт-Петербург
24.04.2021

Четырнадцатые Открытые городские чтения «У Крюкова канала».

24.04.2021 прошли Открытые чтения «У Крюкова канала» – 2021, тезисы участников секции иностранные языки – Санкт-Петербург: 2021. – 30с..

Сборник тезисов по итогам четырнадцатых Открытых городских чтений «У Крюкова канала», состоявшихся 24 апреля 2021 года в ГБОУ СОШ № 232 Адмиралтейского района г. Санкт-Петербурга, содержит материалы по иностранным языкам.

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Итоги XIV Открытых чтений школьных исследовательских работ «У Крюкова канала» – 2021

Четырнадцатые ежегодные Открытые городские чтения школьных исследовательских работ «У Крюкова канала» состоялись 24 апреля 2021 года четырнадцатый раз.

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Была организована работа 8 секций. В ходе экспертизы работ школьников выяснилось, что некоторые секции разделяются на две и даже на три, поэтому соревнования шли по 11 направлениям: Биология, Иностранные языки, История, Краеведение, Культурология, Математика и Информатика, Проектная деятельность, Социология и Философия, Физика, Филология, Химия. Были зарегистрированы 149 работ, техническую экспертизу прошли 104 работы и были допущены к очному этапу конференции. В конференции приняли участие 113 учеников из 29 образовательных учреждений Санкт-Петербурга. В жюри Чтений участвовали 25 ученых ведущих ВУЗов, Научно-исследовательских институтов города, благотворительных и государственных организаций: СПбГУ (кафедры ботаники, генетики, химии, физики, истории русской литературы и др.), РГПУ им. А.И. Герцена, ИТМО, ГУАП, СПбГ Политехнический Университет, Социологический институт РАН-филиал ФНИСЦ РАН, Гуманитарный Университет Профсоюзов, СПбГТИ, СПбЭТИ, Петербургский государственный университет путей сообщения Императора Александра I, Благотворительный фонд поддержки и развития просветительских и социальных проектов "ПСП-фонд"; служба экспертизы в области искусствоведения Министерства Культуры РФ; образовательный центр «Сириус» и другие.

По результатам работы конференции 45 участников стали победителями и призерами, еще 12 работ были отмечены грамотами жюри.

Поздравляем с достойным результатом учеников и их наставников!

Секция «Иностранные языки»

Номинация	ФИ	Школа
1 место	Юкович Евгения	ГБОУ СОШ №504 с углубленным изучением английского языка
2 место	Потанькина Надежда	ГБОУ СОШ №232
3 место	Воробьев Александр	ГБОУ СОШ №98 с углубленным изучением английского языка
3 место	Рогачев Владимир	ФГКОУ СПбСВУ
Приз зрительских симпатий	Булава-Лада Купава	ГБОУ СОШ №504 с углубленным изучением английского языка

Состав жюри очного тура

Председатель жюри Лысакова Ирина Павловна – доктор филологических наук, профессор, заведующая кафедрой межкультурной коммуникации Филологического факультета РГПУ им. А.И. Герцена

Секция «Иностранные языки»

ФИО	Должность
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Коротышев Александр Владимирович	кандидат педагогических наук, доцент, директор института РКИ РГПУ им. А.И. Герцена, директор секретариата МАПРЯЛ
Рейли Марина Викторовна	кандидат филологических наук, старший научный сотрудник ИРЛИ РАН (Пушкинский Дом)

Тезисы участников конференции школьных исследовательских работ,
представленных 24 апреля 2021г

Секция «Иностранные языки»

British and Australian dialects
Британские и австралийские диалекты

Белодубровская Алёна

ГБОУ Гимназия № 9 класс

Руководитель: Терентьева Мария Соломоновна

Foreign languages have a big role for communication between separate countries and people. As Russian, Chinese, German, French and other languages English becomes an international one and gets the biggest importance. Children are introduced to learning English from an early age. Due to various conditions, a great interest to study English appears in the adult population. However, dialects of Great Britain and Australia have a lot of differences. This is *the relevance* of my research.

The purpose of my work is to make a compare analysis of British and Australian dialects in English language.

Based on literature, experts' advice and people who speak British and Australian languages, I set several *tasks*:

1. To give the definition to the word «dialect»;
2. To compare the history of British and Australian dialects' birth in English languages;
3. To define similarities and differences of British and Australian dialects;
4. To understand lexical and grammatical and other features of these English dialects.

The Dialect (from Greek διάλεκτος – «adverb») is a form of a language that is specific to a particular region or group. The dialect is a complete system of verbal communication. In English, there might be an American, British, Australian, Canadian, New Zealand and even Indian dialect. There are more than 150 different dialects of English in the world!

The regional differences in the UK are very strong. In Great Britain there has never been a single state organization for language control and development. There are about 40 different dialects.

RP is probably the most widely studied and most frequently described variety of spoken English in the world. It is used by university professors and politicians and spoken on television and radio.

Brummy is a dialect typical for Birmingham residents. It comes from the historical name of this city: *Brummagem*. People have just cut it to *brum* or *brummie* in speech.

Cockney is a simple dialect of the residents of certain areas in London. The word «cockney» became associated with poor classes. Cockney is the same attraction as Big Ben and double-decker buses.

Estuary is spoken in the south-east of England, where the Thames river flows into North Sea and forms the estuary close to the London City. A lot of Londoners speak *Estuary*. Besides, this dialect is called the language of young people.

Jordie belongs to the north dialects. It's spoken in the south of Durham, Newcastle. The residents of in Northumbria came together against their enemies and formed an understandable language for everyone.

Makem belongs to Sunderland's residents in the north-east England. Makem comes from a frase «*We make them*», said with Sunderland's accent: «*We mak'em*».

Pitmatical is the most unknown dialect that came from Northumberland and Durham which are situated in the north-east England. It has a lot in common with *Jordie* and miners' vocabulary. It formed after the combination of words *pit* and *mathematical*.

Scouse is common in Liverpool and Merseyside area, where this city is founded. The word «scouse» came from the name of meat dish «*lobscouse*». It's a unique dialect different from close regions. Recently it began to get closer to them. Scousers change the tone of voice a lot – they use high or low intonation.

Australian English is actually official language in Australia, but it has no state status. This dialect was recognized in 1820. Soon after founding of the colony, it already had differences with the British version of English. Australian English was formed by many dialects of British Islands and local Australian tribes.

Cultivated Australian has appeared when some residents of Australia took an example from British dialect and started to imitate them.

Broad Australian has appeared without specific British vowels, but with strong nasalization, very similar intonation and skipping whole syllables.

A big part of population keeps talking on the version *General Australian*, appeared in the first 50 years living on recently founded territory. Nowadays it's the most common variant of Australian English.

Knowledge of these language features will help in communication between people in society!

Speech etiquette and its signs **Речевой этикет и его признаки**

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Руководитель: Петрова Светлана Алексеевна

In modern world speech etiquette gets more and more frequently spread almost in all spheres of public life. This phenomenon reflects the experience, moral concepts, as well as the tastes of certain social groups.

Knowledge of speech etiquette is important not only for the English themselves, it is important for all learners of English as a foreign language. English speech etiquette is unique and has its own rules and norms, which, however, differ significantly from the rules and norms of, for example, Russian speech etiquette. This can lead to the fact that the ignorance of etiquette can lead to public criticism,

misunderstanding or even to the conflict. To avoid this, people must know norms of speech etiquette.

The research focuses on the importance of studying English speech etiquette, as the part of this language rules.

Theoretical research methods, namely the method of analysis, are used in this work.

The research hypothesis expresses the idea that knowledge of the speech etiquette of the English language contributes to a better understanding of the mentality of the nation and can help to avoid possible difficulties in communication.

The aim of this work is to study and analyze the rules of speech etiquette of English language, combine the basic rules into a brochure and present it to those who study English language at school.

To achieve the goal the following tasks were set:

- 1) To find out what the types of speech etiquette are and what it actually is;
- 2) To distinguish good manners and etiquette;
- 3) To show the functions of speech etiquette;
- 4) To see the specifics of speech etiquette in different countries and social groups;
- 5) To learn about the non-verbal means of communication;
- 6) To notice the difference between Russian and British etiquette;
- 7) To make a brochure (a list of rules to follow when getting into certain situations which require politeness and knowledge of etiquette);

The target of the paper is English speech etiquette.

The scope of the study is presented by formulas of speech etiquette in English language.

The research is relevant due to the fact that the rules of etiquette help to avoid misunderstanding in speech situations and to socialize easier in the English-speaking countries.

The work considered situations such as communication with people of different nations, conversation among different social groups, created a brochure in order to use it as an educational material for students learning English.

Participants of communication will avoid many conflict situations, will achieve understanding, earn respect without offending the partner, if they consult the norms and techniques of speech etiquette.

There are significant differences in the English language with the word «please», in Russian usage it is appropriate in almost any convenient and inconvenient situation. Probably only in a request, it corresponds to the English expression «please». Substituting the word please in your response to someone's gratitude, apology, etc. (by association with the use of Russian «please») is fraught with the most curious consequences. In such situations, the multiplicity of Russian «please» is expressed by a number of English clichés: «That's right»; «Help yourself»; «Don't mind it»; «Not at all»; «Certainly»; «Of course» and so on.

A distinctive feature of national English thinking is the absence of direct judgments, direct expression of one's opinion. For example, instead of «You are

absolutely wrong», the Englishman will say: «Sorry to mention it, but I am afraid, you are not quite right» or «Unfortunately, I couldn't agree with you». Instead of saying «It's not true» or «I don't believe you», the Englishman would prefer a polite remark: «It seems that you were very economical with the truth».

If on the continent it can be said like: «You are a liar!», in England it will sound: «Oh, is it really so?» or «That is so unusual, isn't it?»

A negative attitude in the form of formulaic disclosure can also be traced in a short, caustic or distrustful question. For example: «Mr. Smith denied leaving the meeting»- «Oh! Did he?» It is the form that is considered the highest degree of mistrust or expression of a negative attitude towards the interlocutor and his statement. But, of course, one should not omit such moments as intonation and individual characteristics of the interlocutors.

But nevertheless, it would be a huge mistake not to show such an important characteristic of behavior in conflict situations, in English society, as shifting the blame onto oneself. This characteristic can be seen in the phrase «Sorry, it's my fault». The person's fault is recognized immediately in communication. This is done so that the interlocutor generously admits his own guilt. Then the conflict situation is reduced to a competition in nobility. This is a classic English style of behavior.

Communication is not limited to words. In personal communication, people show their emotions with gestures, facial expressions, body position. Facial expression, posture, polite bow can give the necessary emotional coloring to a conversation.

The list of possible nonverbal communication cues that etiquette includes are far too numerous to cover here. Rather than list all of the possibilities, it's important to be aware of a couple of things about nonverbal communication characteristics.

Your posture conveys interest and attention. Slumping or slouching while you speak suggests laziness, disrespect, and disinterest in the other person. A smile sends the message of warmth, openness and friendliness, but false smiles appear insincere and never-ending smiles rouse suspicion. A frown or furrowed brow conveys worry or anger, despite the words you use.

Gestures should be used mildly to accentuate a point, but overdoing gestures becomes an unwelcome distraction. It's best to avoid fidgeting-type gestures, such as playing with your hair, tie, or jewelry; drumming your fingers; shaking your leg incessantly; snapping the clip on a ballpoint pen, and jiggling the change or keys in your pocket.

Nodding can indicate understanding as well as agreement. Too much head-nodding can label you as silly or overly eager to please, particularly within a business context. Pointing at others can be construed as hostile or negative, whatever the pointer's intent. It also brings attention to someone who probably doesn't want to be the object of curious glances and stares.

When communicating, the speech of the interlocutors must follow certain rules of conducting conversations, otherwise the interlocutors will not come to consensus. Communication, treatment and behavior in general must follow the specific rules of a particular sociocultural own. It can be added that speech etiquette

is an integral part of any culture. Speech behavior reflects tradition, life experience, thinking, mentality and lifestyle of any nation.

How English became a global language

Почему английский язык стал международным

Воробьев Александр

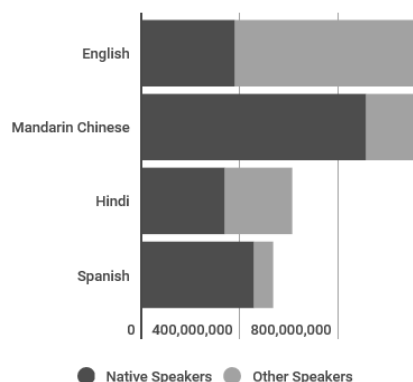
ГБОУ СОШ №98, 7 класс

Руководитель: Никитина Елена Анатольевна

Traditionally, English is supposed to be a language of science, trade, education, and progress. The scope of English in the world is enormous. Moreover nowadays, it is considered that knowledge of the English language is a must and fluency in English one of the keys to success, job perspectives and self-development. Is it really so? Why did it happen that English is so necessary and widely used all over the world? What contributed to its distribution on our planet and is English a really global language?

David Crystal, world authority on the English language gives the following explanation in his book 'English as a global language': "A language achieves a genuinely global status when it develops a special role that is recognized in every country."¹

This graph shows that English is the most widely-spread language in the world.²



The **task** of the work is to find out the reasons of English prevalence on the Earth. The **hypothesis** of the work is the following: English became global due to its historical, political, economic and cultural power. The **objectives** of the project are:

- 1) to study the history of the British Empire;
- 2) to study the expansion of the English language;
- 3) to follow the development of science and inventions in English speaking countries;
- 4) to discover why the language is popular now.

The **methods** of the research are: searching for needed information, analysing the found information, generalisation, systematization.

¹ Crystal, D. "English as a global language". Cambridge University Press. 2003

² <https://www.ethnologue.com>

It was discovered that historically the British Empire had a serious impact on English popularization. Numerous conquests, geographical discoveries and development of trade led to the situation when the British Empire became the largest empire that has ever existed in the world with colonies on each populated continent. It comprised the colonies, protectorates and other territories on every continent on the Earth. This fact definitely contributed to English becoming a native language in many countries.

According to the research, by the beginning of the 19th century, Britain had become the world's leading industrial and trading country. The English have made great progress in engineering and technology. Most innovations of the Industrial Revolution were of British origin. A lot of Nobel prize winners in the middle of 20th century were from English-speaking countries. That also proves that English is a world language.

The author has revealed that nowadays English still remains the most popular and widely used language in medicine, science, education, entertainment, music, cinematography, etc. Cambridge and Oxford, Beatles and the Rolling Stones, The Avengers and Avatar – these names are recognized and associated with English-speaking countries.

Moreover, the main asset of our times is the biggest worldwide communication network. Internet captured the world and no one can imagine his or her life without it providing unlimited possibilities to study, communicate, entertain, travel.

The **conclusion** is that English is global. It is the language of history, politics, education, culture, entertainment and the Internet. Geographical discoveries and conquests, industrial revolution, numerous inventions, made by the British and Americans –all these events led to the spread of English around the world. The most important thing is that English is the language of progress. All people need English to move with the times.

It is possible to say with confidence that in the nearest future the English language will become even more popular. The facts above prove that English is an essential part of everyone's life. Obviously, English is a global language and it is a language of progress and development.

The Influence of American Films on Russian Teenagers **Влияние американских фильмов на русских подростков**

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Руководитель: Веретенникова Татьяна Валерьевна

Almost all young people like watching films. Cinema, like any other art, forms the outlook, sets values and shapes the taste of its audience. The vast majority of films that are shown in Russian cinemas are of American origin. According to the official data published by Fond-Kino, in 2019 nine out of ten box-office hits were made in the USA. As a result, Russian teenagers are fully exposed to the influence

of foreign American culture.

The survey conducted among 8-formers of my school shows that

- 94% of the respondents watch American films, 6% do not;
- 75% love action films, 12%-comedies, 13%-horror films, 0%-family movies;
- 57% feel happy after watching films, 43% feel energetic.

The relevance of my research is in the fact that young people in Russia prefer watching Hollywood movies but do not think about their effect on them.

The aim of my report is to analyze the influence of Hollywood movies on Russian teenagers. The following tasks have been set:

- to study the ways in which Hollywood movies affect the audience in general;
- to identify the features of genres popular with teenagers and their impact on the viewers;
- to draw a conclusion based on the results;
- to suggest a method how to choose a film to watch.

An exciting plot, incredible special effects, dangerous adventures and an emotional soundtrack are typical features of American films. In order to attract a larger audience, producers need to use all sorts of exaggeration. As a result, typical stereotypes about the American way of life are formed. For example, every day you can hear shooting and see chases on the streets of American cities; most American women are pretty, according to beauty standards, and men are attractive. Teenagers in American films often have an anti-social lifestyle. They smoke and use drugs. They tend to use offensive language with a lot of slang words. Such stereotypes serve as a role model for the Russian youth. Even a well-behaved Russian child can turn into a rebellious teenager after watching a lot of Hollywood movies.

Events in American action movies are fast-paced. Scenes of violence, such as shooting, fighting, and pursuit, are typical of thrillers. Russian characters in them are either 'thieves' or 'bandits', which creates a wrong image of the nation among the young. Teenagers can become cruel and soulless while watching endless scenes of aggressive behaviour.

The term 'American comedy' is used for a film in which there are a lot of stupid jokes. American humor boils down to two simple things: 'I slipped and fell' and 'pie in the face'. If teenagers watch a lot of American comedies and laugh at such jokes, they can degrade. Besides, they can lose their own innate sense of humour. Their own jokes can become blunt or rude.

Curiosity leads young people to watch films that trickle the nerves. Most of them watch horror movies to taste new sensations, to get an unforgettable experience, to get feelings of euphoria at the end of the motion picture. Scientists have found out that the habit of watching horror movies can be beneficial to the health of a grown-up because it increases immunity and leads to the loss of excess weight. However, when it comes to young people, the influence of horror films can be different. Some teenagers feel scared, uncomfortable and distressed when they are watching horrors. After such films they cannot sleep well and are afraid of

everything that is around them. Horror films can do harm to the vulnerable children's psychic. Scientists believe that screen horrors can make children want to use violence, because the kid's brain cannot distinguish between fictional and real situations. All in all, despite some positive effect of horrors on a human body, it should be remembered that horror viewing should be done in moderation, especially by young people.

Watching a film with a whole family is a very enjoyable experience. In the centre of practically every family movie there is a boy or a girl that has some problem, which is solved throughout the film. Family movies have a number of advantages.

- A teenager can see that he or she is not the only one who has problems.
- It is shown that there is always a way out of the difficult situation.
- Family films teach friends to support each other.
- Watching them with parents and siblings makes the family more united and friendly.

Talking about their disadvantages, there should be mentioned that the ending is sometimes predictable and the solution to the problem may not always be realistic. All in all, family films have a positive influence on the audience and can teach kindness, straightforwardness and optimism.

Nowadays, there is hardly any Hollywood movie without special effects. They help to get engrossed in a film more. For modern teenagers a film without special effects is uninteresting and dull. This means that teenagers mostly value a visual component in films rather than their idea. Clever dialogues, witty scenes, touching characters have given way to graphics design and computer animation. This means that young viewers do not develop as personalities while watching a film.

Watching American movies also affects young people's speech. Teenagers readily pick up the words, pronounced by their favourite characters. Quite a few words have already passed into the language of modern Russian youth without translation. Now they have firmly established in everyday life. For this reason, children's native language becomes poorer and less authentic.

In conclusion, Hollywood films have a great appeal to the Russian youth. There are plenty of them to suit any taste. Despite obvious advantages of American films, watching them has hidden dangers. Movies can 'encode' the behavior of a teenager, make them live according to the laws of the screen world, impose certain tastes and interests and model the behavior and speech of a child.

Being watched a lot, thrillers can develop a tough, aggressive behavior. Comedies teach to laugh at silly, blunt jokes. Horrors can shaken the children's psychic. All in all, American films turn a person into a more primitive individual. This does not mean that they should not be seen at all. Being watched in moderation, Hollywood movies, especially family films, are a good way to relax and spend evening with family or friends.

Author's New Formations in Harry Potter Novels by J. K. Rowling
Авторские новообразования в романах Дж. К. Роулинг о Гарри Поттере
Потанькина Надежда
ГБОУ СОШ №232, 9 класс
Руководитель: Смирнов Андрей Александрович

The Literary Devices in Charles Dickens' Christmas Stories on the Basis of The Fairy Tale «The Cricket On The Hearth»
Литературные приемы в рождественских рассказах Чарльза Диккенса на примере сказки «Сверчок за очагом»
Прокопенко Анастасия
ГБОУ Гимназия №73 "Ломоносовская гимназия", 10 класс
Руководитель: Бойцова Ольга Михайловна

This research work is devoted to the analysis of the fairy tale "The Cricket on the Hearth" and the identification of the literary devices used by Charles Dickens in his Christmas stories.

The aim of the research: to determine the literary devices Charles Dickens uses in his Christmas Stories on the basic of the fairy tale "The Cricket on the Hearth".

The goals of the research:

- to learn more about the creation of Charles Dickens;
- to get acquainted with the Christmas stories of Charles Dickens;
- to analyze the text of the fairy tale and find out the literary devices used by the author in this work;
- to expand vocabulary and develop the skills of working with English text.

The methods of research:

- analysis;
- translation;
- systematization of the data used.

To achieve this aim, the literature on the topic was analyzed, the knowledge gained was applied while working with the book, the text of the fairy tale was analyzed, as a result of this research the means of expression used by Charles Dickens in this work were determined.

"The Cricket on the Hearth" is one of Charles Dickens's five Christmas Stories, a family tale of good and evil characterized by the liveliness and imagery of the language.

While doing the research, the author read and analyzed the text of "Cricket on the Hearth" in the original. When working with the text, the means of expression used by the author in this work were determined. As a result, the obtained results were systematized and a table of literary devices most often used by Charles Dickens in this Christmas tale was compiled.

As it turned out, the most common means of literary devices are epithets, comparisons, metaphors and personifications. But in addition to these basic means,

the author uses the others, for example, oxymoron, idioms, irony, etc. The research work demonstrates not only the imagery and uniqueness of the language of Charles Dickens in the fairy tale "The Cricket on the Hearth", but also proves his great role in the world of literature as a consummate master of the word.

This research work will be interesting to the lovers of English literature and may cause a desire to read Dickens's stories in the original.

The Cultural Heritage of Celts in Russia **Культурное наследие кельтов в России**

Ребрушкин Роман

ГБОУ СОШ № 69, 9 класс

Руководитель: Акимова Алла Владимировна

The significance of this work is to learn about the impact of ancient Celtic culture on our modern world and directly on the creation of societies in our city.

A lot is lost and forgotten in a large amount of information received on the Internet. In modern culture have become popular elements of Celtic culture, as symbolism, music, legends and legends.

Purpose:

Find out what role the cultural heritage of the Celts plays in the modern life of St. Petersburg.

Object of research

The object of the study is the Celtic civilization.

Subject of research

The subject of research is the cultural heritage of the Celts.

Hypothesis:

The cultural heritage of the Celts is closely linked with the modern world, preserved and passed down from generation to generation.

Tasks

To study the literature on cultural heritage of the Celts

Get acquainted with Celtic history.

Learn about the heritage of Celtic civilization.

Explore the literary heritage of the Celts.

To meet modern societies' followers of the Celts in Saint-Petersburg.

Conduct a survey

Share with classmates the knowledge of Celtic civilization.

Method of research:

Study of various sources of information

Analysis of the data on the features of Celtic culture, history and mythology.

Questionary of students.

An Interview with the Director of the Irish cultural center in St. Petersburg.

In our city there are societies that are directly related to the preservation of the cultural heritage of the Celts. Maybe, classmates will also want to learn about the ancient culture of this people. This research work will provide an opportunity for me

to talk about it. It would prove that we should not forget about the cultural heritage of the Celts. It is inextricably linked with the Slavic culture.

Practical significance

The practical significance of the educational and research work is that the materials that reveal the secrets of the Celtic heritage will attract the attention of modern schoolchildren to the history of the Celtic and Slavic peoples. Boys and girls will want to learn more about this mysterious people and what else is common between the Slavs and the Celts. Especially about jewelry that have become popular among young people.

The product of this work is summing up the results of the survey among teachers and students of our school, it can be noted how little students know about this mysterious and amazing people. After all, it will be an interest in the history of the peoples who inhabited our territory. Knowledge of history is an invisible touch to the cultural heritage. It is the enrichment of the spiritual world of every interested person.

Discrimination in “To Kill A Mocking Bird” by Harper Lee - still relevant today?

Тема дискриминации в произведении Харпер Ли «Убить пересмешника»

Рогачев Владимир

*ФГКОУ «Санкт-Петербургское суворовское военное училище
Министерства обороны Российской Федерации», 8 класс*

Руководитель: Заринова Наталья Салимзяновна

There has been a certain number of books in American literature of the 20th century which are considered to be the most influential not only in terms of literary but social impact on American society. One of them is the book written by Harper Lee and published in 1960 – “To Kill A Mocking Bird”. The book was awarded a Pulitzer Prize and received a global popularity. The novel is set in a provincial town Maycomb, Alabama, in the 1930s. The main characters are Scout, her brother Jem and their father Atticus Finch. The plot centers around their life in a racially divided Southern community. The story deals with important issues, such as prejudice, racism, law, social inequality, education, family and many others. Discrimination and prejudice are the most crucial of them. So, the problems of discrimination and prejudice became the main themes of this research paper. The English text of “To Kill A Mocking Bird” was the subject of this research. The aim of this particular paper was to discover the relevance of “To Kill A Mocking Bird” for contemporary readers. The research had the following objectives: to study the English text of “To Kill A Mocking Bird”, to determine its examples of discrimination and prejudice within American society of the time described in the book, to review the current situation on the topic in the US media, to interpret the available data from the survey at Suvorov military school about opinions of its students, to compare and to summarize the received information and to draw conclusions. The research started with the hypothesis that the predominant kind of discrimination in the 1930s in

America has to be racial inequality. “A People’s History of the United States” by Howard Zinn was used to provide the most reliable information about the historical background of the 1930s in America. This paper provided literary and historical analysis of the book in order to explore and to determine the issues of discrimination and prejudice which were raised in “To Kill A Mocking Bird”. The main conflict of “To Kill A Mockingbird” was centered around the opposition between the white and the colored residents of Maycomb town. The population of Maycomb town is divided into certain groups which are defined by their skin color and social status. Racial prejudices of Maycomb residents most notably are shown in the trial of Tom Robinson. The word of an honest and hardworking colored person cannot stand against the word of a low and dishonest white person. Also, this kind of prejudice and racism can be aimed at those who associate with colored people. Atticus Finch is not a fighter for equal rights for colored people. He just does what he has to do because of his conscience. Yet, the rest of the town try to intimidate him for that. Racism and white supremacy prevail in this place. A few additional sources such as newspapers and magazines, e.g. the USA Today, the NBC News, the NBC Boston, the New Yorker, were examined to establish an objective overview of the current situation in the US media. Also, some reports and broadcasts about current events in political life of the US were included in this research. Finally, a survey was conducted among cadets of 8th and 10th grades at St. Petersburg Suvorov military school who rated the following discrimination issues according to their relevance: age, gender, weight, ethnicity, race, religion, politics, disability, sexual orientation, social status. The results of the survey were interpreted to provide an insight into the Russian perspective on the matter of discrimination and prejudice as younger generations perceive it. The survey had the following results: 80% of those surveyed named discrimination because of a lower social status among the five most important issues in Russia today; 70% – discrimination because of different political convictions; 60% – gender discrimination; 50% – age and ethnicity; 40% – discrimination because of disability, weight, religion and sexual orientation; 30% – race prejudice. In today’s America, the present disadvantages of colored people include particularly inequalities in education, housing and employment. Prejudice against the African American people was considered to be the reason for murder of George Floyd whose death started the movement “Black Lives Matter”. This murder caused numerous protests against police brutality and racism. In March 2021, there were shootings in a suburb of Atlanta. Eight people were killed and six of them were of Asian origin. The shootings initiated “Stop AAPI Hate” movement. Racism is still a problem for the country. The research confirmed the initial hypothesis that “To Kill A Mocking Bird” represents examples of racial and social discrimination within American society in the 1930s. Today, the US media show still the highest importance of racial and social discrimination in North America. In Russia, the most serious are discrimination issues because of differences in social status and political beliefs. All in all, the above-mentioned issues of racial or social discrimination are present within modern societies in America and Russia alike. Therefore, the book

“To Kill a Mocking Bird” remains relevant for contemporary readers worldwide. The book can be absolutely recommended as reading assignment in Russian schools.

The Representation of the British National Character in the English Proverbs
Репрезентация британского национального характера в английских
пословицах

Фирсова Дарья, Журкина Елизавета

ГБОУ Гимназия № 116, 7 класс

Руководители: Доброниченко Елена Викторовна,

Шерена Елена Александровна

We often talk about the national features of the British, relying on stereotypes. We wanted to find out peculiarities of the British from the British themselves studying their character features and compare them with our stereotypes about this nation. The **relevance** of the theme is that the study of proverbs helps to understand national characteristics of native speakers.

The **object** of the research is the British proverbs and sayings. As a **subject** the reflection of the real features of the British is considered.

The research **material** was 75 British proverbs.

The **aim** of the research is to identify the real national characteristics of the British according to the British proverbs. The **objectives** of the research are: 1) to study different resources on the subject of the research; 2) to interview the pupils of our school to identify their stereotypes about the character of the British; 3) to study the British proverbs and find out the real traits of the national character of the British.

The main **research methods** used in the work are a contrastive-comparative analysis, interviewing, a semantic and an interpretative analysis.

According to the Oxford English Dictionary a proverb is “a well-known phrase or sentence that gives advice or says something that is generally true”.

The semantic sphere of proverbs is very wide and cannot limit them. The proverbs describe every branch of people's life.

Proverbs help to research or study people's level of cultural, political, economic life in ancient time or periods. Proverbs reflect the life of people in different periods and they also reflect moral norms and religious faith of a nation. One more feature of proverbs is that proverbs are often used in the spoken language of people and are extended in varied forms. The same proverb often occurs among several different peoples.

To identify the Russian stereotypes about the British national character we have interviewed English language learners of our school: 137 pupils from the 7th till the 11th grades. According to the results of the survey, the Russian stereotypes of the Russian teenagers about the British national character include such traits as conservatism, love for home, love for animals, love of the family, prudence and slowness, practicality and economy.

We conducted a semantic analysis of the British proverbs and tried to find out the main traits of the Brits. Proverbs studied in our research are taken from “A book

of English and Russian proverbs” written by Mark Dubrovin, “Russian-English dictionary of proverbs and sayings” by S. Kuzmin, and “The Macmillan Dictionary of English Proverbs. Explained” by Ronald Ridout.

All the proverbs found in the resources were analyzed and divided into different groups according to the character traits represented in them. In total 6 groups were determined: 1. British conservatism and restraint (“*You cannot teach an old dog new tricks*”, “*Custom is a second nature*”), 2. Love for home (“*Let the world wag and take mine ease in mine inn.*”, “*An Englishman’s home is his castle*”), 3. Love for animals (“*Love me, love my dog*”), 4. Love of family (“*A man’s mother is his other God.*”, “*Like father, like son.*”), 5. Prudence and slowness (“*Look before you leap.*”, “*More haste, less speed.*”), 6. Practicality and Economy (“*Safe bind safe find.*”, “*Who doesn’t keep a penny, will never have any*”).

We compared the results of our survey: Russian stereotypes about the British national character and British proverbs. The results are the following:

43% of the pupils think that Conservatism and Restraint are the main traits of the British character. 36% of the British proverbs confirm these character traits. These results coincide with our stereotypes about the British.

23% of Russian pupils find Love for home more popular than Love for animals and Love for family. 15% of the pupils find Love for animals and 7% of pupils find Love of family as traits of British national character. The British proverbs reflect the opposite view: 14% of the British proverbs reflect Love for home, 19% - Love for animals, 12% – Love for family. The percentage of pupils’ answers in favour of the above mentioned qualities do not coincide completely with our stereotypes about the British and don’t confirm our hypotheses.

The quantity of the British Proverbs prove that the British are more prudent, than the pupils of our school think about them. Pupils’ answer in favour of Prudence and Slowness is 4%. 10% of the British proverbs reflect these traits of the British character. These results don’t prove our stereotypes.

Pupils’ opinion about British Practicality and Economy is confirmed in the proverbs. Pupils’ answer is 8%. 9% of the British proverbs reflect these traits of the British character. The percentage of pupils’ answers in favour of such qualities as practicality and economy is approximately equal to the percentage of proverbs, which prove these qualities.

The semantic analysis of the British proverbs has shown that our hypothesis is not completely true that real features of the British do not fully coincide with our stereotypes about them. A stereotype does not accurately reflect reality.

Learning English by analyzing the level of ecotourism development in Russia and the UK

Изучение английского языка путём анализа уровня развития экотуризма в России и Великобритании

Шабанова Виктория

ГБОУ СОШ №482, 9 класс

Руководитель: Рудакова Елена Дмитриевна

Ecotourism is one of the most widespread and progressively developing branches of modern tourism, and its role nowadays is thought to be very significant.

First of all, this type of tourism is closely connected with the surrounding us nature, the natural habitats of many wild animals, biodiversity and natural heritage: it is supposed to protect them. Secondly, it provides us with an excellent opportunity to explore unaffected terrains. Furthermore, ecotourism is an excellent source of revenue for local enterprises; it helps to establish relationships with rare civilizations as well.

Ecotourism, like any other type of tourism, provides tourists with the opportunity to get acquainted with the diversity of nature. It is also perfect to learn and improve the language if a tourist strives to explore the riches of the astonishing nature in foreign country.

The analyzing of this direction of tourism is an actual topic in contemporary times: the solution of various environmental problems is ensured by this industry. Also, the consideration of this topic in English is an important aspect, because on the example of its study it is accessible to learn a lot of useful English idioms and stable turns of speech, as well as terms directly related to ecology, which definitely may be used for the further development in the language sphere in the field of this often-discussed topic.

In the presented project, the topic of ecotourism was considered in details and there were used research methods such as searching for an information, analysis, comparison of information sources and modeling. The goals and the objectives of the project are:

- * Studying the concept of ecotourism and the history of its origin;
- * Identification of positive and negative features of ecotourism;
- * Comparative characteristics and further assessment of the level of ecotourism development in Russia and England;
- * Estimable of the growth of ecotourism on the example of worldwide natural sites in Russia and the UK, such as lake Baikal, the Altai Mountains, the Putorana plateau, nature reserves of Primorye, Shantarskie and Komandorskie islands in Russia; Richmond Park, Lost gardens of Heligan, Isle of Wight in the United Kingdom
- * Systematization of the studied words related to ecotourism;
- * Conducting a lesson in English in grades 9 on the topic "Ecotourism in Russia and England" and teaching students useful vocabulary based on ecotourism;

* Creation of a material object-a knitted owl, which is a bright symbol of wildlife for clarity and implementation of the work done;

* Creation a brochure with a list of learned words to summarize the embodiment of one of the main goals, namely, the study of vocabulary.

The project has both theoretical and practical significance: it can be interesting both as a consideration of ecotourism in a foreign language that is widespread today, involving the usage of numerous lexical turns, and as an opportunity to teach peers often-used terms that may be useful to them, including in the implementation of their future profession, especially for the author of the work.

English borrowings in Japanese

АНГЛИЙСКИЕ ЗАЙМСТВОВАНИЯ В ЯПОНСКОМ ЯЗЫКЕ

Юкович Евгения

ГБОУ СОШ №504, класс 10

Руководитель проекта: Бранинова Марина Алексеевна

International communication is an essential part of modern life, so knowledge of foreign languages is one of the basic requirements for all professional spheres. English has undoubtedly become an international language. About 20% of the world population speaks it. Being so widely spread, the language has been influencing foreign people, cultures, dialects for many years. Studying foreign languages helps to discover impact of English on them, which makes the process much easier. Learning and comparing two or more languages is one of the best ways, firstly, to see similarities and recognize borrowings, which is quite encouraging; secondly, to master one's skills in international communication. So, I hope my study on languages is **up-to-date**.

The **purpose** of my work is to study if knowledge of English can be useful in learning such a different language as Japanese.

My **tasks** are the following:

1. To study the history of Japan, how any borrowings could get into this closed country.
2. To find out about all the types of borrowings in Japanese.
3. What is gairaigo and what features such words have.
4. To analyze the most common gairaigo words.
5. To find out how borrowings from English help in studying Japanese.

The **object** of my work is studying one language by means of another language.

The **subject** of my work is to study English borrowings in Japanese.

The result of my study is a dictionary of 103 gairaigo words.



Рисунок 1 – gairaigo dictionary

Положение о проведении конференции «Открытые чтения «У Крюкова канала»

(научные чтения школьных исследовательских работ)

Настоящее Положение о проведении конференции «Открытые чтения «У Крюкова канала» (далее – Положение), ежегодно организуемой при поддержке Российского общества преподавателей русского языка и литературы (Далее – РОПРЯЛ) и Федерального государственного бюджетного образовательного учреждения высшего образования (далее – ФГБОУ ВО) «Российский государственный педагогический университета им. А.И. Герцена» (далее – РГПУ им. А.И. Герцена) на базе Государственного бюджетного общеобразовательного учреждения средней общеобразовательной школы № 232 Адмиралтейского района Санкт-Петербурга (далее – ГБОУ СОШ № 232). Положение определяет статус, цели и задачи, порядок проведения конференции «Открытые чтения «У Крюкова канала» (далее – Конференция).

Конференция является долгосрочным социально значимым проектом с определенными этапами (защита тем, защита черновиков, очный этап), итоги подводятся во время однодневного научного события – Конференции, продукт Конференции – сборник тезисов. Программа Конференции опубликована на официальном сайте проводимого мероприятия: <https://acadclasses232.ru/obrazovanie/konferentsiya/>

1. Общие положения

1.1. Целями проведения Конференции являются:

- выявление и поддержка талантливых детей;
- создание среды для проявления и развития способностей каждого ребенка, стимулирования и выявления достижений учащихся;
- поддержание интереса учащихся к исследовательской деятельности;
- формирование навыков целеполагания, проведения эксперимента; аналитической деятельности, рефлексии.

1.2. Задачами проведения Конференции являются:

- привлечение учащихся к исследовательской деятельности во всех областях наук для развития их интеллектуального творчества;
- активизация работы по пропаганде научных знаний;
- создание атмосферы заинтересованности в повышенном уровне образования;
- поддержка в школьном образовательном процессе традиций диалоговой культуры через участие в научных диспутах;
- организация обмена опытом педагогов, курирующих исследовательскую деятельность школьников;
- формирование творческих связей с исследовательскими коллективами;
- привлечение общественного внимания к проблемам развития интеллектуального потенциала общества.

1.3. В ходе работы Конференции на секциях заслушиваются исследовательские работы учащихся, которые предполагают осведомлённость о современном состоянии области исследования, владение методикой эксперимента, наличие собственных данных, их анализа, обобщения и выводов.

1.4. Секции Конференции формируются по мере поступления заявок по направлениям:

- МАТЕМАТИКА
- ФИЗИКА
- БИОЛОГИЯ
- ЭКОЛОГИЯ / ГЕОГРАФИЯ
- ХИМИЯ
- ФИЛОСОФИЯ / СОЦИОЛОГИЯ
- КРАЕВЕДЕНИЕ / ИСТОРИЯ
- КУЛЬТУРОЛОГИЯ
- ЛИТЕРАТУРА
- ФИЛОЛОГИЯ

• ИНОСТРАННЫЕ ЯЗЫКИ (принимаются рефераты и эссе, по любой научной дисциплине, но написанные на иностранном языке (английском, французском, немецком), с необходимыми ссылками на источники (в соответствии с общими требованиями к оформлению работ); защита работ на данной секции проводится на иностранном языке; наличие самостоятельного исследовательского компонента в работе будет оценено дополнительными баллами).

1.5. Конференция проводится РОПРЯЛ, РГПУ им. А.И. Герцена и ГБОУ СОШ № 232 при участии преподавателей образовательных организаций высшего образования Санкт-Петербурга и сотрудников Федерального государственного бюджетного учреждения «Российская академия наук» в качестве членов жюри и при поддержке:

- ФГБОУ ВО «Санкт-Петербургский государственный университет»;
- научного учреждения «Институт русской литературы (Пушкинский дом) Российской академии наук»;
- кафедр и преподавателей Русской христианской гуманитарной академии (далее –РХГА);
- Автономной некоммерческой организации «Международный фестиваль «Шаг навстречу!»;
- Образовательного центра Анны Франк в Санкт-Петербурге.

2. Руководство Конференцией

2.1. Общее руководство подготовкой, проведением Конференции, утверждение списков экспертной комиссии и членов жюри осуществляется организационным комитетом Конференции (далее – Оргкомитет), создаваемым на базе педагогического «академического сообщества» ГБОУ СОШ № 232.

2.2. Оргкомитет проводит работу по подготовке и проведению Конференции, формирует состав жюри Конференции, экспертные советы;

утверждает программу, список участников, протоколы жюри, итоговый документ, решает иные вопросы по организации работы Конференции.

2.3. Все спорные вопросы и оценки решаются Оргкомитетом в день проведения Конференции.

3. Участники Конференции

В Конференции принимают участие школьники 7-11 классов общеобразовательных школ, лицеев, гимназий и колледжей Санкт-Петербурга. Участие в Конференции бесплатно.

Место проведения Конференции: Санкт-Петербург, набережная Крюкова канала, д. 15, литера А (напротив колокольни Никольского собора), проезд от станции метро «Сенная» («Садовая», «Спасская»).

4. Очный тур Конференции

Очный тур Конференции ежегодно проходит в апреле. Регистрация в 9.15, начало работы секций 10.00. В 2020-2021 учебном году очный тур Конференции состоится **24 апреля**. Прием работ и заявок осуществляется в период **с 1 марта до 11 апреля 2021г.** Заявку на участие в Конференции следует присылать вместе с работой в электронном виде. Необходимо выслать: 1) тезисы для публикации в сборнике; 2) полный текст работы 3) скриншот проверки работы на уникальность.

Члены жюри секций при ознакомлении с конкурсными работами, присланными им по электронной почте, могут переслать авторам (через секретаря Конференции) пожелания и замечания. Авторы работ могут учесть рекомендации экспертов и доработать свои исследования для выступления на секции Конференции.

Не допускаются к участию в Конференции работы не исследовательского характера, не соответствующие общим требованиям, изложенным в Приложении 2 к настоящему Положению.

Тезисы работ, не соответствующие требованиям, изложенным в Приложении 1 к настоящему Положению, не будут опубликованы в итоговом сборнике Конференции.

Прием заявок осуществляется в формате электронной регистрации по ссылке: <https://forms.gle/RBZqbp6LyncZC4LZ8>

Прием тезисов и полного текста работы осуществляется по электронной почте: conf232AK@gmail.com

5. Проведение очного тура Конференции

5.1. Работа жюри Конференции на очном туре.

В профессиональное жюри Конференции входят ученые, преподаватели РГПУ им. А.И. Герцена, ФГБОУ ВО «Санкт-Петербургский государственный университет», ФГБОУ ВО «Санкт-Петербургский Горный университет», Федерального государственного автономного образовательного учреждения высшего образования (далее – ФГАОУ ВО) «Санкт-Петербургский государственный электротехнический университет «ЛЭТИ» имени В.И. Ульянова (Ленина)», ФГАОУ ВО «Санкт-Петербургский политехнический университет

Петра Великого», научного учреждения «Институт русской литературы (Пушкинский дом) Российской академии наук», ФГАОУ ВО «Национальный исследовательский университет «Высшая школа экономики», РХГА, негосударственного образовательного учреждения высшего профессионального образования «Высшая религиозно-философская школа», Государственного автономного образовательного учреждения высшего образования «Ленинградский государственный университет имени А. С. Пушкина», имеющие степень не ниже кандидата наук.

За час до начала Конференции (в 9 часов) Оргкомитет проводит брифинг для жюри Конференции.

После окончания выступления докладчиков члены жюри Конференции определяют победителей, комментируют результаты на общем собрании участников секции, руководители работ могут задать вопросы в очной беседе. По результатам общего голосования присуждаются дипломы «зрительских симпатий» – для тех, кто не стал призером. Итоговый протокол публикуется на сайте Конференции.

5.2. Все тезисы докладов-участников Конференции (не более 3 страниц на каждого участника) публикуются в итоговом сборнике в электронном виде.

6. Награждение победителей

6.1. Каждый участник Конференции получает диплом или сертификат участника.

6.2. Число работ, представленных к награждению, по каждой секции определяется жюри Конференции, согласуется с Оргкомитетом.

6.3. Награждение: 2-ой понедельник мая в конференц-зале ГБОУ СОШ № 232 по адресу: Санкт-Петербург, набережная Крюкова канала, д. 15, литера А (напротив колокольни Никольского собора), проезд от станции метро «Сенная» («Садовая», «Спасская»).

7. Оргкомитет Конференции:

Прокофьева Наталья Анатольевна – директор ГБОУ СОШ № 232

Мехова Татьяна Анатольевна – организатор Конференции, тел. 8-911-736-24-32, e-mail: tamekhova@gmail.com

Арестова Елизавета Геннадьевна – секретарь Оргкомитета, e-mail: conf232AK@gmail.com,

Сайт Конференции: <http://acadclasses.ru/edu/kr>

Почта Конференции: conf232AK@gmail.com

Требования к тезисам

Фамилия и имя автора (авторов)

Название образовательного учреждения, класс

Руководитель: Фамилия, Имя, Отчество руководителя

Тезисы должны быть представлены в виде документа Microsoft Word на русском языке (для секции иностранных языков – на том языке, на котором предполагается выступление).

Имя файла: Название секции_фамилия автора_№ (или название) образовательного учреждения_тезисы (Химия_232_Иванов_тезисы.doc).

Объём тезисов, включая рисунки, фотографии, карты, графики, таблицы и схемы, не должен превышать трех страниц формата А4 (21x29.7см).

Текст набирается шрифтом Times New Roman 14 pt с одинарными интервалами. Поля слева – 3 см, справа – 1,5 см, снизу и сверху – по 2 см. Отступ абзаца – 1,25, выравнивание по ширине. Интервалы между абзацами отсутствуют.

Название доклада набирается с большой буквы. Для работы, выполненной на иностранном языке, название набирается на двух языках – сначала на иностранном, строкой ниже – на русском). Шрифт Times New Roman 14 pt, полужирный, выравнивание по центру. Далее указываются авторы в формате «Фамилия, Имя». Шрифт Times New Roman 14 pt, полужирный курсив, выравнивание по правому краю. На следующих двух строках указываются название образовательного учреждения, класс и научный руководитель (с должностью). Шрифт Times New Roman 14 pt, курсив, выравнивание по правому краю. Далее – пустая строка.

Все формулы и обозначения (включая химические соединения и реакции) набираются только во встроенном редакторе уравнений MS Equation или Math Type. В формулах и обозначениях категорически запрещается использовать русские буквы. Таблицы, рисунки, схемы, карты, фотографии и т.д. приводятся в случае необходимости исключительно в чёрно-белом варианте. Шрифт внутри таблиц – 11 pt, без абзаца. Все графические элементы должны быть озаглавлены и пронумерованы. Таблицы нумеруются сверху, все остальные элементы – снизу. Выравнивание заголовков – по центру.

Таблица 1 – Пример таблицы для публикации

Графа 1	Графа 2	Графа 3	Графа 4
Текст	Текст	Текст	Текст



Рисунок 1 – Школа №232

В тезисах формулируется рассматриваемая проблема, цель работы, её задачи. Кратко аргументируется актуальность исследования, дается пример метода исследования и основные результаты. Тезисы представляют собой текст, состоящий из повествовательных предложений. В изложении следует избегать использования местоимения «я». Например, вместо «Я рассмотрел следующие структуры» предпочтительно написать «Были рассмотрены следующие структуры» и т.д.

Используемая в работе литература в тезисах не указывается. Возможны одиночные постраничные ссылки, если это необходимо. Ссылки на литературу приводятся в случае необходимости в виде сносок. Источник указывается в тексте тезисов в квадратных скобках и расшифровывается в сноске [1].

Обратите внимание! Тезисы, оформление которых не будет соответствовать требованиям, мы, к сожалению, включить в сборник не сможем – они будут возвращены автору.

Требования к работам

Требования к содержанию работы:

- Автор должен определять задачи, исследуемую проблему и отношение к ней в науке.
- Необходимо приводить примеры собственного исследования.
- Следует формулировать предположения или выводы о решении проблемы.
- Тема не должна носить описательно-информационный характер и повторять содержание учебных пособий.
- Прилагаемая отдельным листом разбивка работы по главам с указанием нумерации страниц должна отражать логику развития мысли, позволяющую сформулировать заключение в последней главе.
- Работа должна заключать в себе критическое осмысление существующих точек зрения на изучаемое явление или собственный подход к разрешению недостаточно изученных вопросов.
- Исследование должно быть написано хорошим литературным языком.
- Цитируемые суждения должны иметь ссылки на источник. В конце прилагается список литературы.

Работы оцениваются по следующим критериям:

- Актуальность проблемы исследования;
- Оригинальность, самостоятельность использования методов исследования;
- Аргументированность, логичность доводов;
- Грамотность оформления работы;
- Активность в поддержании научного диалога.

Требования к оформлению работы:

1. **Шрифт и форматирование** текста должны быть одинаковы на всем протяжении работы.

2. **На титульном листе** должны быть:

- название учебного заведения;
- тема;
- Ф.И.О. автора;
- класс;
- Ф.И.О. учителя, осуществлявшего научное руководство;
- год написания.

3. **Оформление ссылок на источники**

• постраничный вариант: в нижней части страницы (под основным текстом) под соответствующим номером сноски указываются выходные данные источника, номер тома, части, страницы;

• концевые сноски – в конце каждой части работы или перед списком литературы при сквозной нумерации указываются выходные данные источника, номер тома, части, страницы.

4. Примеры оформления списка литературы:

- Книга: Фамилия И.О. Название. – Место.: Издательство, год. – с.
- Статья из сборника: Фамилия И.О. Название //Название сборника – Место.: Издательство, год.
- Статья из журнала: Фамилия И.О. Название статьи // Название журнала – год, №. – с
- Статья из газеты: Фамилия И.О. Название // Название газеты. – год, число и месяц. – с

При повторной ссылке, если использовано несколько работ одного автора, указывается фамилия автора, название (до трех слов) и страница. В противном случае отмечается: Указ. соч., С

Если ссылка дана на той же странице: Там же – С.

При использовании Интернет-материалов указывается адрес сайта.

Примеры оформления выходных данных, указанных в сносках:

• Пат. 2403889 RU. Коллоидная галогенсодержащая композиция для пожаротушения./ Москалёв Е.В.(RU), Петров М.Л. (RU), Ключинский С.А. (RU), Евсюков А.И. (RU). – Заявл. 23.12.2008; Оpubл. 20.11.2010; Бюллетень изобретений № 32

• Аннушкин В. Язык: норма и право. / Журнал «Стратегия России», № 3, 2010, http://sr.fondedin.ru/new/fullnews_arch_to.php?subaction=showfull&id=1269859801&archive=1269860794&start_from=&ucat=14&

• Успенский Б. А., Лотман Ю. М. Условность в искусстве // Философская энциклопедия. М., 1970. Т. 5. С. 287-288.

• В. McHalle. Postmodernist Fiction, Londonand New York, 1987; <https://estudiosliterariosdos.wikispaces.com/file/view/Brian+McHalle,+Postmodernist+fiction.pdf>