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GENESIS OF TUTORIAL SYSTEM DEVELOPMENT IN GREAT BRITAIN

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Tutorial system arose in England in the Middle Ages simultaneously with the foundation of Oxford and Cambridge. Tutors were only elected from the actual members of College (Fellows). Regarding the choice of the actual members of

college in the Middle Ages, the model, fixed in 1264 at the Merton College (Oxford), can be typical. According to this model, a valid college member was elected from candidates who had a degree. The elections were almost never open, and their results were very often influenced by factors such as belonging to certain dioceses and religious orders, settlements in certain counties, and family ties with college sponsors. Once elected, a valid college member continued to receive an appropriate fee and enjoyed privileges until he married, did not receive a better post, or did not die.

The close relationship between British universities and political and social structures, religious intolerance, dissatisfaction and formalism in the performance of their duties as tutors led to a decline in the intellectual level of universities and, consequently, the crisis in higher education.

This state of affairs did not leave indifferent the most famous thinkers of England in the 18th century, many of which became frank critics of Oxford and Cambridge, including the Oxford graduates Edward Gibbon and Adam Smith. Gibbon expressed readiness to rejoin alma mater with joy and called the years spent at Magdalena's College "the worst in their lives." Smith noted that "intellectual inability" of colleges is a consequence of the covert neglect of their duties as tutors: "If teachers are very lenient to each other, then anyone who agrees that his colleague may neglect his duties believes that he is also allowed the same thing".

In the 1840s, Oxford lecturers, mainly tutors, joined the critics of university education and demanded appropriate reforms. Thus, in the nineties of the 19th century in the University education of England, a reform has been undertaken that emphasized the need to expand curricula, introduce written exams, and improve university teaching.

Reforms in Oxford and Cambridge differed in time and some content, but at the end of the 19th century the structure and programs of both universities were very similar.

The need for examinations and the increase in the number of subjects that required examinations put forward new demands for the development of teaching

and thus stimulated attempts to reform the tutorial system. Attaching to a tutor-consultant to help in preparing for the exam has become a must-have for every student. The main obstacle to the introduction of a consultant's position was the election system for the actual members of the college, adopted in the Middle Ages. As Sir William Hamilton pointed out, "the main purpose of this system was not training, and as a result, the qualification of the college actual members does not correspond to the qualification of the teacher-consultant". In addition, the prohibition of married teachers to hold positions of true college members also did not contribute to the development of educational reforms.

Significant step in the direction of reforms was made at the Oriel College (Oxford), where from 1821, the professorial teaching positions could only be obtained by participation in an open academic competition. But the reforms were carried out very slowly. In 1850, only 22 of the 500 posts in Oxford were obtained by the lecturers who took part in an open competition. The reconstruction of such a system was largely carried out in 1877, when the Royal Research Commission introduced a new statute. In accordance with this document, the lifelong positions of the actual members of the college were canceled, and it became possible to appoint tutors whose main responsibility was the consultation of students.

Reforms in the field of education begun in Oxford in the 1920s spread in Cambridge only in the 1860s and were more radical in nature. This was due to the fact that Cambridge tutors had not taught students, but had formally fulfilled the responsibilities of "moral mentors". Thus, students had to look for private teachers.

In the 1860s, the situation changed: a new generation of tutors characterized by a professional approach to students' learning and the belief that learning helps develop character began to emerge. The emergence of such teachers meant that students now did not need to hire private teachers to prepare for exams, since they now had the opportunity to receive the necessary individual consultations at their colleges.

The impact of the reforms on the development of higher education can be analyzed using the example of the Bellville College (Oxford). Bellville, one of the

oldest Oxford colleges, was relatively small and not rich. But since the middle of the 19th century the college has become one of the most prestigious Victorian era educational institutions. Reforms in the field of higher education, and mainly - changing the role of tutor at the university, played the leading role in that.

Two rectors of Bellville College, Richard Jenkins and Benjamin Joet, took an active part in the work of the Royal Commission and introduced the leading ideas of reforms in the 1850s and 1870s. Under the direction of Jenkins (1819-1854), Bellville became open to teachers who did not belong to religious orders. In addition, he created the "tutor's corps", whose main goal was the qualified preparation of students for examinations, providing them with the necessary assistance in organizing the educational process. Benjamin Joette worked in Bellville from 1838, in 1842 he became a tutor, and from 1870 to 1893 he worked as the rector of college. He continued the reforms begun by his predecessor. Joette believed that the main emphasis in higher education should be on self-education, and the role of the tutor, thus, is reduced to helping students acquire knowledge, studying them to think independently.

DIFFERENT SYSTEMS OF LANGUAGE CONCEPTS IS ONE OF THE PROBLEMS IN TRANSLATION

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Nowadays, it is impossible to live without the knowledge of languages, especially the future specialists. The knowledge of two languages is not enough to translate from one language to another. It does not provide with the success of the translation. Future specialists should not only know foreign languages, but also the ways of lexical and semantical transformations, the difficulties that may arise during the translation.