

## List of literature used

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4. Wang, Yue History of Modern Chinese Music / Wang Yuhe. – Beijing: Folk Music Publishing House, 2009. – 277 p.
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UDC 52(079)

**G. Yu. Tyumenkov**

### **ON THE BASIC SOURCE OF VIDEO INFORMATION FOR THE PREPARATION OF PARTICIPANTS IN OLYMPIADS IN ASTRONOMY AND ASTROPHYSICS**

*The article is devoted to the problem of high-quality training of participants in the international and republican Olympiads in astronomy. The importance of using video materials in this process is shown. Recommendations for the best sources are made.*

The method of training of participants in Olympiads in astronomy and astrophysics, and these are, as a rule, students of the graduating classes of lyceums, gymnasiums and schools, students of secondary specialized educational institutions, requires the active use of video information at all stages of the process. It is clear that this is due to both the specifics of the discipline being studied and the age of the audience.

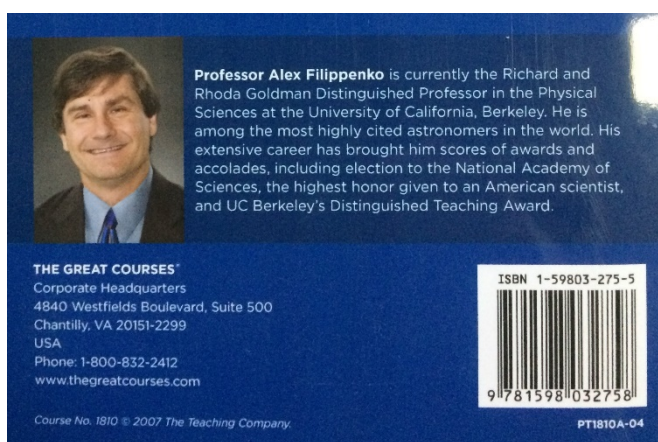
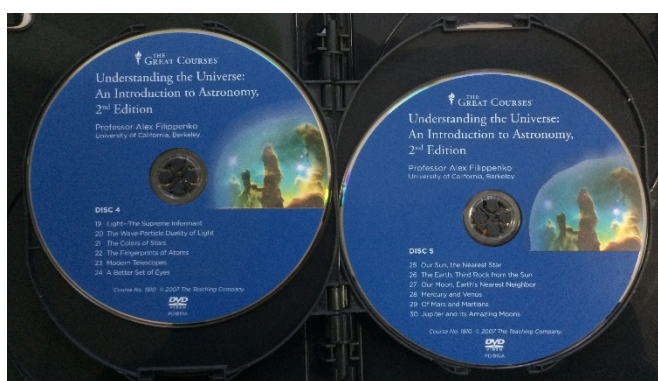
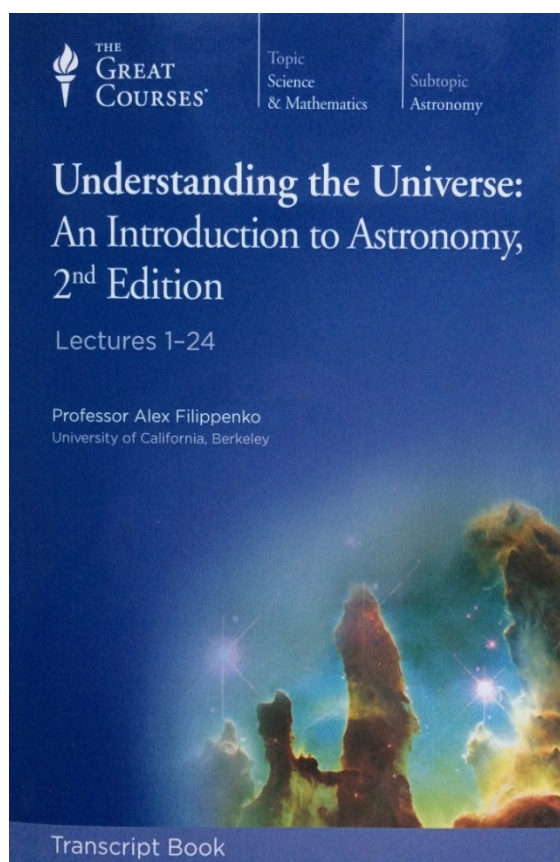
The use of video materials in preparing students for the Olympiad and in the educational process as a whole is the most intensive form of education. This helps to increase the attention of students, arouses interest in the discipline being studied, makes the process of transmitting educational information more diverse, activates the thinking process of students, makes it possible to visualize those phenomena and processes that cannot be demonstrated in other ways, especially when studying astronomy. In addition, learning using video materials becomes lively and interesting, increases students' motivation, develops imaginative and logical thinking, involving several channels of perception at the same time, contributes to the rational distribution of time in the classroom and contributes to the growth of students' progress in the subject and the level of training of participants in Olympiads.

Educational videos are a selection of educational videos filled with relevant theoretical material, showing the directions of its practical application. They allow you to organize various forms of educational work in an interactive format. The video must be introduced into the learning process, explaining to students what the purpose of the show is, what they should understand in the process of watching. Videos need to be analyzed. This is the task of the teacher - to teach students how to work analytically with video material. Video tutorials help to automate all the main stages of learning – from

the presentation of educational material to the control of knowledge. At the same time, the educational material is translated into a bright, exciting multimedia form with extensive use of graphics, animation, interactive, sound effects and voice accompaniment. Face-to-face learning using video tutorials is gradually becoming a mandatory component of the educational process. And, of course, this technique is extremely effective for self-preparation at various levels of subject Olympiads.

After a thorough study of all kinds of sources, my colleagues, members of the jury of various levels of the Olympiad in astronomy and methodologists, and I came to the unanimous opinion that one of the courses in The Great Courses series, namely, the textbook *“Understanding the Universe: An Introduction to Astronomy”* [1]. Its author is a professor at *the University of California at Berkeley, Alex Filippenko*, a well-known scientist and popularizer of science.

What *“Understanding the Universe: An Introduction to Astronomy”* is it? This is an educational complex containing 96 video lectures with a total duration of 48 hours, placed on 16 DVD discs. As well as 2275 pages of related textual information collected in 4 volumes of scientific and methodological comments and a one-volume course guide.



A survey of more than 100 participants in the final stage of the Republican Olympiad in Astronomy and a selective survey of 28 participants from 13 countries of *the International Olympiad in Astronomy and Astrophysics (IOAA)* showed that this manual played a crucial role in their preparation. The quality of the presentation and visualization of the educational material related to the sections "Celestial Mechanics" and "Cosmology and extragalactic astrophysics" was especially noted.

Of course, this series of video tutorials will be extremely useful when studying other disciplines. Therefore, we consider it our duty to give brief information about it. The Great Courses ([www.thegreatcourses.com](http://www.thegreatcourses.com)) is a series of audio and video courses on academic disciplines at the undergraduate level of study at the university, which are produced and distributed by The Teaching Company, an American company based in Chantilly, Virginia, USA. The company is the nation's leading developer and marketer of high-quality student courses that can be listened to through fixed audio or video devices, mobile apps, or discs.

The company's media production is unique in that it features materials prepared by eminent professors from various countries. They are written specifically for the convenience of students, and are based on the experience gained by the authors throughout their lives. As of 2018, The Great Courses offers approximately 19,000 lecture courses. You can work with them using applications for *iPhone*, *iPad*, *Android*, *Roku* and *Kindle Fire*, as well as using DVD, CD. Topics cover the natural sciences, mathematics, history, philosophy, literature and other important areas of human activity. Some titles are developed in collaboration with partners such as National Geographic or The Smithsonian.

In addition to sources of video information, I recommend the quality textbooks [2; 3] available in the public domain and the open access.

### **List of literature used**

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**Y. Wei, A. V. Sazhyna**

### **RHETORICAL DEVICES IN ARTICLE TITLES OF WECHAT PUBLIC ACCOUNTS FROM THE PERSPECTIVE OF RELEVANCE THEORY**

*This article is devoted to the rhetorical devices used in the article titles of WeChat public accounts from the perspective of Relevance Theory. In today's China, WeChat public account has played a significant role in posting news updates, publicizing latest ideas and promoting reader-author communication. It is known that titles take an important position in WeChat articles. Titles are vital for WeChat articles, through which readers are interacting with the author while reading them. In this paper, the author analyzes the requirement, formation and functions of rhetoric devices from the perspective of Relevance Theory to prove that rhetoric can improve the expression effect of article titles of WeChat public accounts.*

With the popularity of mobile phones, WeChat public accounts have become a crucial way for the development of information dissemination. The public can quickly obtain all kinds of information they are interested in through this convenient way. Due to the limitation of layout, the title and text of WeChat articles do not appear on the same board, and the title can be accompanied by relevant pictures. When the title is extraordinary enough to attract the audience's attention, the audience will click on the link to read the full text. Using rhetoric devices can help to create vivid and attractive titles. In attempt to apply rhetoric devices properly, it is necessary for us to understand the requirement, formation and functions from the Relevance Theory.

In 1986, Dan Sperber and Deirdre Wilson, based on cognitive theory, put forward Relevance Theory to explore the issue of discourse communication. The relevance of discourse depends on two factors: first, cognitive/contextual effects. The second is cognitive/processing effort [1, p. 270]. The relationship between the three can be expressed as:  $\text{relevance} = \text{cognitive effect} / \text{processing effort}$  [2]. Cognitive effect refers to the change of the receiver's old mental representation and belief of the world caused by new information. There are three situations of change: first, the new information