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LINGUISTICS AND LAW IN THE SECURITY SPHERE IN RUSSIA

The present time is generally the time of linguistics. Before the events of 2014, linguistic research was considered something secondary, although linguists in the security institutions emphasized that communications is a proactive tool in the field of national security. Today, this fact is beyond doubt. Aggressive actions of the Russian Federation are called in different ways: hybrid, undeclared, cognitive, semantic war. Without a doubt, this is a war of meanings and values, which are broadcast to different target audiences using linguistic tools. So, linguists are information fighters.

For example, in the Russian Federation linguistic schools work under a single state program, the purpose of which is to develop communicative technologies for hybrid warfare. Thus, specialists of the Siberian Federal University substantiated the need to introduce a new linguistic field – the linguistics of informational and psychological warfare (O. Skovorodnikov, G. Kopnina). In Yekaterinburg, the scientific school of the Institute of Philosophy and Law of the Ural branch of the Russian Academy of Sciences develops the issue of the Russian version of «soft power» (O. Rusakova, E. Hrybovod), the school of the Ural State Pedagogical University – psycholinguistic features of discourses of influence (L. Vesnina, O. Nakhimov). In the works of the Higher School of Journalism and Mass Communications of St. Petersburg State University, the psycholinguistic possibilities of media content as a tool of informational and psychological operations are investigated (D. Havra, M. Labush, O. Sydorov).

By the way, in Russia, the concept of «technological discourse» has been developed and is actively used – a mechanism that allows obtaining economic, socio-political, military and other advantages directly from the discourse. That is, without additional financial resources, subjects who do not use such a discourse can win. Technologization of discourse is carried out with

the help of various manipulative tools: NLP techniques, linguistic-cognitive mechanisms of inspiration, positioning, involvement in communication, framing of situations, creation of a «circle of one's own», amalgamation, drifting of concepts, etc. Technological discourse in the conditions of hybrid warfare becomes a very aggressive tool of influence [1, c. 1].

Putin's Yoshkar-Ola speech and the prosecutorial inspections that followed can be located within the broader dynamics of centralization of the education sphere and promotion of unity through uniformity. This article has focused on the advancement of linguistic uniformity, through policies that construct the Russian language as a unifying factor, or «the natural spiritual framework of our multinational country», as stated by Putin in the Yoshkar-Ola speech. The reduction of the scope of the republics' rights to promote their official languages, along with tendencies towards the standardization of language policies in schools (presented as 'equality'), suggest that assimilatory tendencies hide behind discourses on national unity. While not new, these dynamics seem to have gained momentum since Putin's speech, while recent legal changes have been made in disregard of principles arising from past judicial practice. In the balancing between federal and republican competences (and between centralization and devolution), the former have gained greater prominence. The effects have been an increased emphasis on Russian and the marginalization of regional languages, along with the shrinking of the regions' autonomy in the education and linguistic spheres. Moreover, the republics' participation in devising curricula and textbooks is confined to recommendations, which is not guaranteed to impact upon decision-making at the federal level. These practices escalate the application of uniform education and linguistic policies across the Federation.

While the jurisprudence on republican languages in the education system is relatively small, their incidence reveals center-periphery disputes, which have been, *inter alia*, considered by the Russian higher courts. Public debates and protests have also unfolded within the republics themselves, with private citizens also participating in these actions, including taking cases to court. Meanwhile, the jurisprudence has reflected a general shift towards centralization of the education sphere, with a new emphasis on 'unity', particularly through the 2015 *Sakha* judgment. Significantly, no courts have raised the question as to whether the FSES requirements themselves may violate the right of a republic to establish its own state language(s) (enshrined in the Constitution) taken in conjunction with the right to require their study (included in the Law on Education). Cautionary language has repeatedly been employed in judgments, for example by stressing that teaching of a republic's language(s) must occur «not to the detriment of the study of Russian». The arguments made by the applicants in these cases seem to expose a preoccupation that the teaching of regional languages may erode the knowledge of Russian, and its primacy as the country's state language. Some judgments have resulted in provisions on the compulsory study of republican languages being declared invalid.

The actions of the Prosecutor General's Office have similarly followed prevailing tendencies towards centralization of the education space. The position of the Prosecutor General's Office – crystallized following Putin's speech – is that, despite the fact that republican languages may be used in administrative bodies, their study may not be mandatory in schools, unlike for other subjects in the curriculum, such as Russian itself. Restrictions on the use of regional languages in the education system began prior to the prosecutorial inspections; at the same time, the inspections have displayed (what seem to be) punitive attitudes, and fueled tensions already present in the regions. And, following the inspections, some republics have amended their legislation, to exclude or dilute the obligation to study titular languages in the republics' schools.

While federal legislation in principle allows the republics to make the study of regional languages compulsory, this practice is effectively prevented by bylaws (FSES) *and* new amendments to the Law on Education. Uniform requirements on the content of education in practice obstruct the right of the Federation's subjects to realize their internal language policies. The reasons for this obstruction remain unknown; however, if we consider the length and the public character of the dispute, the incidence of protests in the regions, as well as the existence of legal means which could resolve the impasse (which have, however, been neglected), one may speculate that such reasons are primarily political. Rights are recognized and provided for in the law and judicial practice but subsequently eroded. Despite state narratives of Russia's linguistic diversity, assimilation in practice tends to advance, jeopardizing the future of the country's multilingualism [2, c. 1].

Список використаних джерел

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HIGH-TECH CRIME AND TRADITIONAL FORMS OF CRIMINAL ACTIVITY

Traditional forms of crime violate state, national, and local laws. High-tech crime (or computer crime) encompasses a wide variety of criminal activities that also breach state, or federal laws, but is done so