

Another period in Britain history can be named *Capitalist ideas*. Britain became a more modern and progressive society. In the end of the century took place qualitative improvements in people's lives, in organization of workers' homes, factory conditions, public health and education. Sport grew very important at that time. Cricket and football had become of great interest to the British public.

The most important idea of the nineteenth century was that everyone had the right to personal freedom, which was the basis of capitalism. These ideas were eagerly accepted by the growing middle class.

Literature was influenced by the new mood of change. In the middle of the century Charles Dickens attacked the rich and powerful for their cruelty towards the weak and unfortunate in society.

By the end of the century it had become clear that Britain was no longer as powerful as it had been. In Europe Germany was now united and had become very strong. Its economic prospects were clearly greater than Britain's. Like the USA it was producing more steel than Britain, and it used this to build strong industries and a strong navy.

Suddenly Britain realised that it no longer ruled the seas quite so assuredly and that others had more powerful armies and more powerful industries.

So, Britain began this century with impetuous industrial growth and social reforms, and ended it at the brink of the First World War.

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Oxford and Cambridge

Today there are forty-seven universities in Britain. They are divided into four broad categories: the ancient English foundations, the ancient Scottish ones,

the redbrick universities, and the plate-glass ones. They are all private institutions, receiving direct grants from central government.

Oxford and Cambridge are easily the most famous of British universities. Today 'Oxbridge' educate less than one tenth of Britain's total population.

The modern Oxford and Cambridge are independent and self-governing institutions, consisting of the central University and Colleges. Their administration system of a very complex structure:

1. The senior officer of the University is the Vice-Chancellor, who is usually an eminent public figure elected for life and presiding over all major ceremonies.

2. The principal policy-making body is the Council of University. It is responsible for the academic policy and strategic direction of the University.

3. Final responsibility for legislative matters rests with Congregation.

4. Decision-making in matters such as planning is devolved to the University's five Academic Divisions.

5. The Colleges, though independent and self-governing, form a core element of the University.

The medieval degree course took a long time to complete and was of a very complex structure. There were five faculties in the medieval university: arts, medicine, civil law, canon law and theology. And it was not possible to begin studying in one of the others faculties without first graduation in arts.

There were three ways of instruction and examination: the lecture, the disputation and the declamation. In the early years of the nineteenth century written work of examinations was required.

The female don was a new phenomenon; at first a suspect minority, the women dons advanced in status until now there are no positions in the university world from which they are debarred.

The source of the demand has shifted, and the traditional employers of university graduates: administration, teaching, the church, the law and medicine – are replaced by business and industry.

There is a real problem about the exclusive character of Britain's two oldest universities. Yet Oxbridge is no longer the preserve of a social élite. In 1981, for the first time, Oxford took more entrants from state schools than from independent ones. Nevertheless, although now open to all according to intellectual ability, Oxbridge retains its exclusive, narrow and spell-binding culture. Together with the public school system, it creates a narrow social and intellectual channel from which the nation's leaders are almost exclusively drawn.

The problem is not the quality of education offered either in the independent schools or Oxbridge. The problem is cultural. Can the products of such exclusive establishments remain closely in touch with the remaining 95 per cent of the population? As with the specialization at the age of sixteen for A-level, the danger is that Britain's governing élite is too narrow.

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Понятие дискурса в работах Ван Дейка, М.Фуко и Р.Якобсона

Понятие дискурса так же расплывчато, как понятия языка, общества, идеологии. Известно, что часто наиболее расплывчатые и не имеющие чётких определений понятия становятся наиболее употребительными. Дискурс относится к их числу.

Дискурс – это многозначный, широко употребляемый термин, который можно определить как "совокупность вербальных манифестаций, устных или письменных, отражающих идеологию или мышление определенной эпохи"