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Section 1. Demography

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DEVELOPMENT DIRECTIONS OF HEALTH TOURISM IN GANJA-GAZAKH ECONOMIC REGION (ON THE EXAMPLE OF NAFTALAN AS A TOURISM DESTINATION)

Abstract. The article examines the role of healing Naftalan oil in the development of health tourism in Azerbaijan, current situation related to its use, feasibility of ways on the improving operation of resort facilities and opportunities for their further development in the Naftalan area as a tourism destination located in Ganja-Gazakh economic region of Azerbaijan. Special attention is laid on marketing tools with respect to these resort facilities.

Keywords: Naftalan oil, health tourism, resort, sanatorium, marketing.

Demand for health tourism tends to be spread worldwide. This type of tourism deals with not only healing but is associated with cosmetics and special beauty-related cares. Most commonly, tourists traveling with healthcare concern are preferably interested in participating special health courses, or treatment on the basis of natural means. They make a trip both within a country and leave for another country, often at weekends.

The unique oil baths of Naftalan resort as a destination of Azerbaijan's medical tourism play a very important role in attracting foreign tourists, in particular visitors from Russia, Kazakhstan and other CIS countries. In recent years, a series of measures on reviving and upgrading healing sanatoriums have been taken in Azerbaijan. Several sanatoriums as centers of spa and health centers have been commissioned in the country, including in Naftalan (2010), Shabran (2013) and other cities. However, yet the existing healthcare facilities in Naftalan are not fully upgraded regarding such luxury services as spa, massage as well as water amusement parks [4]. In order to increase the attractiveness of Naftalan resort and available natural resources of healing importance for tourists from Europe and other regions, there is a need to obtain international certificates and cooperate with International SPA Associations. Nevertheless, availability of Naftalan unique oil and other useful natural resources serve as an important potential for future opportunities of health tourism opportunities in Azerbaijan.

The analysis of arrivals to Naftalan resort shows that over the last five years the number of arrivals has been doubled, exceeding 50,000 persons. This has happened due to the increase in both quality and number of the offered services. The trend observed by the number of visitors is promising.

There are 15 resort facilities in Naftalan with capacity of about 2,000 persons in total. Most of them are high-class spa- and treatment centers [7]. Both

number and capacity of them have been increased since 2012. Currently, the number of beds reaches 1623, mostly represented by modern resort facilities. Capacity (expressed in number of beds) of the resorts in Naftalan is as follows: "Chinar" hotel & sanatorium (H&S) — 312, "Garabag" H&S — 264, "Gashalty" sanatorium — 254, "Sehrli Naftalan" — 240, "Naftalan treatment and health center" — 130, "Kapaz" sanatorium — 128, "Mojuzeli Naftalan" — 98, "Shafa bathes" — 90, "Kurort" union — 50, "Ag bina" hotel — 32, Center for rehabilitation of the disabled people — 25 beds. "Chinar", "Garabagh", "Gashalty" and "Sehrli Naftalan" together account for 78.3% of all the beds available in Naftalan.

It has been observed that tourists visiting the area are satisfied, since most of the mentioned resort centers offer a wide options of services along with healing. High quality of medical services has a positive impact on the number of visits. Since 2010, overnight stays in Naftalan's resorts have been increased by 10 times.

An analysis of overnight stays in the resort facilities of Naftalan shows that the number of nights spent here in average is more than 6–7 days. The relative long duration of stays provides dynamic growth of arrivals. The highest number of overnight stays at 110 thousand in Naftalan was recorded in 2015, mostly due to commissioning of new facilities. The following years the figure dropped, but increased in 2017 again exceeding 70 thousand. Keeping this growth and offering new services have enabled Naftalan's resorts to work profitably.

It is important to provide new tourism packages on healing services to afford intensiveness of arrivals in the future and expand marketing communications. At present, additional measures are being taken to improve level of services in the main sanatoriums of Naftalan further, taking into consideration of experience of foreign countries. The use of modern medical equipment in some of these facilities has a positive impact on organizing the healing process.

After 2011 higher growth has been achieved by incomes of resorts of Naftalan. Revenues range between 5–8 million manats. The highest incomes were recorded in 2015 with 7.5 million manats, significantly higher than in other resorts of the country. The total revenue of resort facilities available in the country is 10,2 mln. manat, of which 50% is accounted by resorts of Naftalan (Table 1). Profitability of facilities increases their investment attractiveness.

Table 1.– Incomes of accommodations in Naftalan city

Year	Incomes in thousand manat	Year	Incomes in thousand manat
2010	161,3	2014	6799,8
2011	3556,6	2015	7474,2
2012	3850,6	2016	3839,0
2013	4116,4	2017	5624,9

Adding services of "beauty treatments" to tickets for transport as a combined tourism product to make it attractive in market has been conducted with success due to coordinating the works of travel companies and accommodations.

Successful operation of resort businesses in Naftalan has positively affected reestablishment of new infrastructures and increasing the number of services offered in the area. Thus, 20 million manats were allocated from the Presidential Fund in 2018 to support social and economic development of Naftalan city.

Approval of the healing properties of Naftalan oil by The European Public Health Association with providing a certification in 2017 have contributed to its branding and increasing of opportunities for publicity. Involving private businesses in the conduction of various campaigns and incentive measures on the implementation and expansion of new and existing services would enable investments to grow in the future. For

example, both foreign and domestic tourists interested in massage and spa treatments can be offered subsidized travel from Baku to Naftalan by presenting some free marketing samples of Naftalan oil products to attract and increase the number of visitors.

In order to elevate awareness of tourism destinations of Azerbaijan and increasing effectiveness of selling goods, it would be advisable to offer this kind of products in the market in labelled form with illustrating samples of Azerbaijani culture and attractive places of tourism importance on them. This is topical not only for Naftalan but also other recreational centers of the country. As we think, offering short-term (of 2 and 3 days or less) healing tours in Naftalan would be effective as well. It is recommended to provide information about investment opportunities, demand for tourism and availability of goods of cosmetics in Naftalan resorts through on-line platforms [2].

Beside with this, it is necessary to develop action plan on Naftalan city as a tourism destination, and also prepare special plan on updating infrastructure for improving services rendered in restaurants, cafes, accommodations and entertainment facilities. Both foreign and domestic sources for investing resort tourism must be used. Also, railway and road transportation between Naftalan and Baku must be improved to ensure easy access to destination and convenient transportation of passengers. Necessary measures also include preparing and distributing different brochures, as well as conducting activities on raising awareness through information centers, local broadcasting channels and travel agencies about health tourism and transport routes in the area.

Marketing with respect to services in Naftalan sanatoriums is conditioned by external, domestic and interactive marketing. Formation of external marketing deals with the formation of prices in sanatoriums, sales of travel packages and improvements in sanatorium services [6]. Domestic marketing covers the mutual relations between heads of sanatorium-and-spa establishments and staff working in Naftalan. It is oriented to involving of every employee

in marketing activity. Interactive marketing defines the ability of staff to serve the client. Defining this ability can be measured with satisfaction of patients in terms of both technological and functional views. This makes necessary to coordinate the operation of different departments of sanatorium and service areas. For Naftalan resorts, the marketing concepts can be grouped as follows:

1. The concept of improving the activity of resorts. This concept implies that consumers are interested in accessible services because of the low prices available. Some of the Naftalan resorts (Gashalti, Kapaz, etc.) tend to improve the main economic indicators of their operation which must enable them to reduce prices in accordance supply in the market and the needs of customers. To-day, most resorts in Naftalan, especially medium sanatoriums uses the concept of improvement.

2. The concept of improvement of resort services. This concept is widely used in Naftalan resorts. These resorts become aware of desires and opinions of visitors and take them into account in their future activities. In this case, a consumer can afford to pay for expensive service even with his or her limited purchasing power. With following the concept of improving tourism services, the resorts of Naftalan afford to maintain high demand for their services in the market.

3. The concept of intensifying commercial activity. Strengthening commercial activity in Naftalan resorts and sanatoriums serves to attract tourists in higher number, as well as raise sale opportunities toward similar products. Through the traditional stimulation methods (private sales, advertising), the Naftalan sanatoriums take the advantages of opportunities conditioned by favorable public opinion with respect to their formed image [3].

4. Traditional marketing concept in Naftalan resorts. This concept implies that a resort facility can expose the needs and demands of consumers in the target market much efficiently than its competitors due to explorations carried [5]. Most resorts in Naftalan offer a wide range of products in the market

through the Internet thanks to following the traditional marketing concept. Operations of some resort facilities, including "Gashalti", "Garabagh", "Chinar" etc. are associated with this concept. The mentioned facilities are represented in international and domestic tourism exhibitions.

Thanks to the above noted marketing, the number of foreign tourists visiting the resort facilities of Naftalan has been increased by more than two times over the past five years, reaching 12.3 thousand visitors. The number of tourists from Turkey, Iran and Arab countries has been increased significantly in recent years though most of the foreign tourists are still from the post-Soviet countries.

The resorts of Naftalan are widely using services provided by Online Travel Agency, as well as online resources of www.booking.com, www.tripadvisor.com, www.airbnb.ru and other agencies. A survey carried by us found that 17% of visitors in the resorts of Naftalan reach the destination with using e-resources, 27% with using services of travel agencies, and 55% with benefiting corporate relations. Increasing sales of tourism product related to Naftalan resort by the Internet should be the key way in attracting foreign tourists in the future. It can be estimated that strengthening of the potential of the Naftalan area will allow increase the number of foreign and domestic visitors. Growth at 3 million manats in the real GDP as a direct effect and growth at 2 million manats indirectly is expected by 2020. Beside with total growth at 5 million manats, creation of 150 new jobs is expected as well. The main risk for the implementation of all these priorities can be related to lack of enough finance, as well as low-effective awareness activities.

Establishing the internationally-recognized brand in the health tourism will contribute to attracting foreign tourists to Naftalan. Then it can be applied for recreation centers located near healing water sources, like it is successfully implemented in European countries like Czech Republic, Austria and etc. Effective using of available resources is a key condition of affording the development of resort business with success. The development of health and resort tourism is included in priorities for socioeconomic development of the country's regions.

Conclusion

— Achieving a certificate for the Naftalan oil from European Public Health Association creates large opportunities for the development of resort and sanatorium businesses and attracting of foreign visitors, based on the unique oil available in the mentioned region. This will also foster the production of goods of cosmetics. Meantime, since spa- and health tourism is traditionally well-developed field in such countries as Georgia, Russia and Ukraine, there is a stronger competition for this subsector in the post-Soviet region. In this regard, it is recommended to increase the role of marketing services in supporting the development of new resort destinations, as well as promote resort products offered in the form of packages. Moreover, the formation, marketing and sales of short, medium- and long-term tour packages may enable achieving mass nature of foreign tourist flows as well as improve healing services rendered in Naftalan.

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Section 2. Journalism

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THE FORMATION OF THE CULINARY HABITS AND TRADITIONS ON A COOKING SHOW ON REGIONAL TELEVISION

Abstract. The article deals with the formation of taste habits and gastronomic traditions in the mass audience of regional television. The methods of popularization and specificity of information presentation from the standpoint of gastronomic culture are considered.

Keywords: Gastronomic theme, taste habits, culinary traditions, cooking TV shows, food content, media, regional television.

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ФОРМИРОВАНИЯ ГАСТРОНОМИЧЕСКИХ ПРИВЫЧЕК И ТРАДИЦИЙ НА КУЛИНАРНЫХ ШОУ РЕГИОНАЛЬНОГО ТЕЛЕВИДЕНИЯ

Аннотация. В статье рассматривается тема формирования вкусовых привычек и гастрономических традиций у массовой аудитории регионального телевидения. Рассматриваются приемы популяризации и специфика подачи информации с позиций гастрономической культуры.

Ключевые слова: Гастрономическая тема, кулинарные традиции, кулинарные теле-шоу, региональное телевидение.

Актуальность данного исследования определяется тем, что, возросший спрос на гастрономическую тематику среди аудитории средств массовой информации, возникающий в результате осмысления особенностей гастрономической культуры народа является одним из основных направлений не только в нутрициологии, философии, культурологии, истории, этнологии, но и в современной журналистике, а признаки, формирующие гастрономическую культуру до сих пор остаются предметом для дискуссий. Вместе с тем влияние средств массовой информации на индивида в информационном пространстве и в современном обществе в целом постоянно растет, а вопросы

формирования гастрономических привычек и феномен еды как источник информации, развлекательности не были предметом научных исследований, что и определяет **научную новизну** статьи.

Целью данной статьи является анализ степени формирования и развития вкусовых предпочтений и традиций в средствах массовой информации (далее:СМИ) на примере передач телеканалов Республики Башкортостан (далее: Башкортостан), одного из субъектов Российской Федерации. Достижение указанной цели обусловило необходимость постановки и решения следующих задач: проанализировать методы популяризации гастрономической тематики на кулинарных передачах, с точки зрения особенностей подачи журналистского материала, структурных элементов и цели создания.

Огромное количество проектов на кулинарную тему, появившихся за последние несколько лет, позволяют делать выводы о росте популярности этого направления. Приготовление и потребление пищи перестало быть для человека простым удовлетворением потребностей. Еда – это самая крупная индустрия, которую средства массовой информации представляют в новом аспекте –культуры и развлечения. При этом вызывает интерес как приготовление еды, так и ее употребление и «процессы потребления пищи перестают быть просто способами удовлетворения биологической необходимости и становятся одной из важных сторон повседневной жизни современного человека» [1, 34–43]. Почти каждый телеканал, рассчитанный на широкую аудиторию, обзаводится собственным кулинарным шоу, а печатные и интернет-издания, выделяют специальную рубрику, в которой подробно говорится о еде, кулинарных новинках и рецептах. Она также может проявляться посредством шоу о путешествиях, фитнеса и медицины, культуры, этноса и традиций, образа жизни [2, 245].

Региональное телевидение, так же как и центральное, представляет большее разнообразие форм и жанров темы гастрономии. Для исследования гастрономической тематики в телевизионных проектах региона, выбраны передачи следующих телеканалов региона: «Башкирское спутниковое телевидение», «Вся Уфа», «UTV». «MTVmix».

Передача «Тэмле» (в переводе с башкирского языка «Вкусно») – кулинарное ток-шоу, которое выходит с 2012 года на телеканале БСТ [3]. Язык вещания – национальный, башкирский. В настоящее время программу ведет актер Венер Камалов. Концепция «Тэмле», как и в других кулинарных передачах формата ток-шоу, завязана на совместном приготовлении блюд ведущего и приглашенного гостя, который в процессе готовки делится последними новостями из своей жизни или рассказывает о себе. Герои программы – известные артисты, деятели культуры, спортсмены, писатели, политики и бизнесмены, и даже обычные люди, заслуживающие внимания широкой аудитории. Чаще всего в студии готовят рецепты домашней и национальной кухни: простые сытные блюда с доступными ингредиентами. Процесс не требует большой сноровки, поэтому беседа легко занимает центральное место в передаче. «Тэмле» занимает свою нишу среди кулинарных шоу региона и имеет высокие рейтинги. Регулярно на сайт и Youtube-канал загружаются свежие выпуски.

Программа «Вкусно!» выходит с 2015 года на столичном телеканале «Вся Уфа» [4]. «Вкусно!» – кулинарное ток-шоу на русском языке, новый выпуск которого появляется на телеканале дважды в неделю по вечерам. У программы два ведущих – это А. Гайсин и Д. Ганиев. В каждом выпуске появляется один из них. Гости кулинарного шоу – известные персоны столицы, среди них: рестораторы и повара высокого уровня, представители медиа-бизнеса, артисты. Съемки производятся на студийной кухне, которая предоставляется кулинарной школой «Вилка» и «Центром посуды». В отличии от передачи «Тэмле», в выпусках «Вкусно!» нет определенной тематики, выбирает рецепт блюда сам гость программы. Концепция

стандартная: приходит гость, ведущий представляет его, показывают короткий фото-сюжет, рассказывают о герое и его деятельности, далее – совместный процесс готовки, во время которого ведущий общается с гостем. Телеканал «Вся Уфа» называет свою программу самой «аппетитной» из всех проектов. Гости делают блюда разных кухонь и разной сложности. Например, Л. Яман-сарова, шеф-повар кофейни «Шоколадница», готовила фирменное блюдо их заведения – салат «Цезарь», Б. Петров – ведущий передачи «Уфимский городовой» телеканала «Вся Уфа», делал крабовый салат из 90-х, Т. Курамшин, директор ивент-агентства «Де-Жанейро», исполнил амок – блюдо из Камбоджи. В процессе приготовления, гость может рассказывать о себе или сообщать интересные факты о блюде, его ингредиентах и особенностях приготовления. В одном выпуске еда занимает центральное место, а в другом – второстепенное, уступая во внимании к беседе.

Передача «Кулинарные старты» на телеканале «Вся Уфа»– кулинарное семейное ток-шоу, автор и ведущий которого – Р. Габбасов . Идея проекта в том, что гость приходит на программу вместе со своей семьей, поэтому иногда в ней участвуют даже дети. Главная цель передачи – объединить «кулинарную историю, пропаганду семейных ценностей и здорового образа жизни» [5]. Гостями программы могут стать как обычные уфимские семьи, так и известные, для этого необходимо оставить заявку на участие. Среди известных участников программы были спортсмены, телеведущие, актеры, музыканты, политики. Съемки производились на домашней кухне гостей передачи или на кухне-студии. Семьи представляют свои традиционные блюда, рассказывают об ингредиентах, их полезных свойствах или особенностях приготовления для конкретного блюда, озвучивают этапы приготовления. В некоторых выпусках гостями программы были представители компаний-спонсоров, например, «Индюшкин» – мясная продукция, «Ак Йорт» – горнолыжный

комплекс, «Aran» – фабрика по изготовлению мебели для кухни. В отдельных выпусках принимали участие семьи из одного человека или ведущий был один в кадре, при этом выпуск не убавлял своего интереса и пользы, так как в этом случае ведущий всецело просвещал зрителя в вопросах кулинарии. Стоит отметить, что гости программы заочно участвовали в соревновании. Зрителям предоставлялась возможность голосовать за полюбившуюся семью, об этом ведущий сообщал в каждом выпуске. В первом сезоне семья-победитель получила в подарок семейную карту в фитнес-клуб.

Передача «Едоки» выходит с 2013 года на столичном телеканале «UTV» [6]. Эта программа имеет социальную направленность. Ведущие С. Бархатов и А. Басыров исследуют уфимские заведения общественного питания. Помимо этого, в рамках отдельного блока, ведущие побывали в Казани и Оренбурге. Идея передачи в том, что в каждом выпуске одно и то же блюдо ведущие пробуют в заведениях разного уровня сервиса: от киосков быстрого питания до престижных ресторанов. А позже сами или вместе с шеф-поваром рассказывают, как приготовить это блюдо в условиях домашней кухни, а также где достать необходимые ингредиенты для рецепта. Цель программы – просветить зрителя в сфере общественного питания, помочь с выбором заведения и предоставить возможность выбора места, которое подойдет для каждого кошелька. Каждый выпуск тематический, в одном из них в центре новые заведения города, в другом – азиатская кухня, в третьем – уличная еда. Под прицелом ведущих все заведение: начиная с расположения и интерьера, заканчивая счетом.

Программа «Семейная кухня» выходит с 2015 на телеканале «MTVmix». «Семейная кухня» – это кулинарное ток-шоу. Как и «Кулинарные старты», которые появились ранее, программа позиционирует себя как семейная, с целью представить ее традиции. В каждом выпуске новые гости борются за звание «Лучшей семьи

сезона». Они готовят фирменное семейное блюдо. Ведущая Л. Савитская не участвует в процессе готовки, ее задача смотреть на гостей и беседовать с ними. Участников программы определяют с помощью интернет голосования. В конце сезона семья победителей получает телевизор [7].

Передача «Бауырсак» выходит с 2012 года на телеканале «Тамыр» [3]. «Бауырсак» –кулинарное шоу на башкирском языке. Название передачи идентично названию национального башкирского блюда из пресного теста, обжаренного во фритюре. Гости программы – дети. Ведущая Ляйсан апай просвещает маленьких зрителей в вопросах питания, рассказывает о полезных и вредных свойствах тех или иных продуктов, блюд, а также готовит простые национальные блюда с ребятами на студийной кухне. Принять участие в программе могут дети, отправив на почту рецепт своего блюда.

Выводы. В результате исследования мы пришли к выводу, что еда может символизировать принадлежность к определенной национальности, социальной группе, в то же время подчеркивая индивидуальные отличия. На основании анализа кулинарных телепроектов, выделены общие черты присущие этому типу передач. Каждый из этих проектов не только развлекает зрителя, но позволяет ему, в той или иной степени, приобрести новые прикладные навыки, которые он с легкостью может применить в обычной жизни. В центре программы может быть как еда, так и фигура ведущего, в первом случае ведущий служит лишь ретранслятором и оболочкой для подачи информации. Если же говорить об отличиях, то можно выделить следующие: в некоторых программах имеется несколько ведущих либо присутствует большое количество людей, участвующих в съемках, что вносит разнообразие в подачу информации; в одних программах преобладают разговоры и аналитические элементы, в других упор делается на визуализацию и минимум диалогов, в третьих основой является игра и соревновательный элемент. Программы различаются декорациями и обстановкой, что влияет как на содержательную составляющую, так и на визуальную.

Подводя итог, можно сказать, что раздельное исследование феномена еды, гастрономической журналистики в целом и отдельных кулинарных шоу помогает определить взаимосвязь культуры еды с системами массовой коммуникации, а также выделить развлекательные элементы, взаимодействующие с элементами журналистики. Кулинарные проекты стали неотъемлемой частью современной медиасферы, в дальнейшем они будут развиваться еще активней, поэтому потребуется их последующее изучение с точки зрения науки.

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THE ANTI-CRISIS PR AS THE PRIORITY TREND OF THE TRAINING IN THE MODERN INSTITUTES OF HIGHER EDUCATION OF UKRAINE

Abstract. The article deals with the issue of the anti-crisis PR, which is the priority direction of the training of PR-specialists in the current higher education of Ukraine. In this context, the specifics of public relations, management and governace in the crisis ontology are analysed. The methodological comments, concerned the introduction of the anti-crisis PR in the educational process in the higher school of Ukraine are reviewed.

Keywords: Ukraine, higher education, anti-crisis PR, systemic crisis, social and communication technologies.

Introduction. The period of 2013–2014 years was the key point. It showed a number of problems of the Ukrainian society, which had not been declared at the national level for a long time. The next events facilitated the real imbalance between losses and achievements of the country during its independence. Some of them only deepened the crisis that is defined as a systematically one by various media and experts.

The hybrid war with the Russian Federation has been continuing for four years. It gradually consolidates and «cures» the Ukrainian society. It is accompanied by the emergence of the features of the national development. At the same time, the state apparatus shows its objection to change anything to for its development. So, it is far away from the Ukrainian civil society, which has been developing today. This process generates systemic problems of the current model of the economic development, financial instability, the loss of public legitimacy. Moreover, it preserves the situation of the failure of the national humanitarian prospector and the vulnerability of the information sphere and leads to the crisis of the law enforcement bodies system of Ukraine. [7]. The

main problem among them remains the issue of the communication among society, government and different social groups in the country, which leads to a number of ideological, political and economic conflicts that continue to destabilize Ukraine and hinder its modernization today.

In this context, the search and the implementation of the anti-crisis strategy in public administration, politics, economics and management are the important tasks and challenges of the communication industry. The most part of tasks belongs to the Public Relations (hereinafter referred to as the PR). It includes the formation of the dialogue with the public, the establishment of the contacts with various social groups, in order to resolve many crises.

The role of the higher school in these processes is very important. This fact determines the relevance of this study. The education is a mirror image as well as an important component of the spiritual and intellectual life of the society. Both positive and negative social dynamics are reflected in the educational system, defining the goals, tasks and methods of the latter. The Ukrainian higher education, which is undergoing a permanent modernization process, should

taking into account the systemic crisis of Ukrainian society and reorient to educate the specialists in different fields. They should have the necessary knowledge and skills to implement an effective crisis scenario. To join this should be The PR-education is to join these processes. The departments and faculties, which train the PR-specialists, have to take part in this anti-crisis policy.

Literature review. During the analysis of this problem, the author refers to the works of B. Borisov [1], M. Bychkova and Ya. Weberova [2], A. Vuima [3], M. Zubareva [4], O. Menshikov [5], E Pashentsev [6], O. Chumikov [8], M. Shishkin [9], and others. It should be noted that the phenomenon of anti-crisis PR in Ukrainian science (about the PR-specialists, journalists, advertisers) remains bad-studied with the use of tools and methodology. Certainly, it is determined by the fact that in our country «communicative» scientific centres are only at the stage of formation. There is no any scientific school of the public relations.

Purpose of the article. The purpose of the article is to analyse the anti-crisis PR, which is the priority direction of the training of PR-specialists in the current higher education of Ukraine. Its achieving includes the following tasks: to determine the specifics of the relationship among the PR, management and governance in the crisis ontology, to provide the methodological notations, dealt with the introduction of the anti-crisis PR in the educational process in higher education in Ukraine.

Result and discussion. First of all, we should say about the specifics of the crisis ontology. So, it is characterized by time ruptures. They mean the situations when the past does not satisfies, whereas the future has not come yet. There is a situation of loss of certainty, logical development and objective stability, the tightness and openness of the future, the continuity of movement in attempts to find specifics. This ontology is represented by ruptures and transitions. In this context, the transitions are not the movement from something definite and understand-

able to another one in its one-line logic, but «flickering» and «rippling» when the soil disappears and the illusion remains. Given Thus, the crisis can be interpreted as a limiting aggravation of destructive processes in the actions of an individual or a team, which is caused by the hidden or obvious stagnation or excessive progress. It can concern any component of the life of different structures.

At this stage, the anti-crisis PR is closely connected with the anti-crisis management, which is aimed at the resolving the crisis. However, in Ukraine, there are many interpretation of this this phenomenon. For example, the PR specialists define it as a usual PR that are applied in the extreme situations. The bankruptcy specialists understand that the crisis management are wider phenomenon, which includes marketing and organisational changes, HR policy, update product range, etc. Many researchers state that the PR is an important component of any crisis management [6, p. 164]. The others think that the crisis management is the part of the public relations [8, p. 39]. Some scientists determine that each of the positions has its own history and technology. Therefore, we should speak about the interconnection and technological community in terms and approaches [1, p. 143].

M. Bychkova and Y. Weberova state that some risk management technologies, especially the prevention of a crisis, its neutralization and the minimisation of the losses, have the crossed points with the anti-crisis PR technology. However, their goals differ. The subject of the anti-crisis PR is the reputation of a company or any other organisation. All its efforts of the improvement are aimed at it. The creating of the reputation is a long and permanent process that requires a demonstration of social responsibility, a certain level of publicity, and so on. The PR-activities are aimed at harmonizing social relations. So, the anti-crisis PR is accompanied by the moral and ethical norms. «Despite the similarity of the anti-crisis PR, which is understood as a complex of highly effective technologies, focused on preparing for the crisis, its forecasting, the prevention and creation of

the anti-crisis plan, is the independent specific activity» [2, p. 156].

As we see, this separate object requires an integrated approach as a special methodological strategy. We should use it in the planning the educational process and creating a methodological basis in a higher school. In addition, the concept of «technology» in the context of the anti-crisis PR needs the following explanation. The conceptual model of the subject field within we use this concept, sends us to communicative systems of social objects, which implies the use of social and communication technology as an important methodological aspect for the disciplinary definition of the anti-crisis PR. During applying the social and communicative technologies in the communicative space of «the basic subject of PR» [9, p. 77] we can see the changes that are similar to the changes during the introduction of industrial technologies. According to modern researchers, the anti-crisis technologies, as well as the anti-crisis PR, are one of the kinds of the social and communicative technologies.

Introducing the anti-crisis PR in the educational process, we should know the problem and the way of its solution by various means, including the resources of the higher education. In her textbook «Applied Anti-Crisis PR Technologies», M. Zubareva notes that there are not any scientifically determined anti-crisis programs in Ukraine, which can be used in different crises. The issue of changeable algorithms and programs of anti-crisis communications, the practical application of theoretical methods in the sectors of industry, power engineering and others is crucial today [4, p. 14].

In order to work on defining the main competencies when mastering the course of anti-crisis PR or the formation of its content and structure, we should take into account the features of the conceptualization of the crisis management, which is the basis to solve many problems, and the foreign practices of the anti-crisis PR. At the same time, it is very important to analyse this experience. Basing on it, we

can research the specifics of the application of the principles of anti-crisis PR. The example may be the case of Pepsi Cola, which has overcome a crisis, dealt with the so-called «syringe panic». In this situation, the company's anti-crisis team developed and adhered to a number of key principles (speed and advance work, information openness, honesty, initiative, coordination, work in parallel at several levels), which allowed Pepsi in the summer of 1993 to beat the five-year sales record. Finally, to understand of the essence of the anti-crisis PR, we must analyse the examples of world practices. It contributes to the further scientific studies in this field and enrich the educational process. In addition to the Pepsi Cola case, we can mention the following examples: the crises, associated with the disaster of an oil tanker company «Exxon» near the coast of Alaska, the situation with poisonous drugs «Tylenol» company «Johnson and Johnson», the gossips around the Walt Disney Company about the subconciseness influence on the spectators in its films and animation.

The topics, devoted to the anti-crisis PR in Ukrainian higher education institutions, should focus on the process of creating effective mechanisms to minimize risks in a crisis. In addition, it should pay attention to the systematic analysis of the conceptual and methodological foundations of using PR as a tool of the crisis communications as well as the substantiation PR-activities as a special social and communicative technology that is used in the force majeure cases. The main aspect must be the techniques and mechanisms to prevent any crises. Making educational syllabuses and programs, we have to take into account trends and tendencies in the world market and to compare it with the Ukrainian market. The digital communications, crisis management, corporate PR, branding and public sector are the most popular and perspective. Finally, we should analyse the influence of the above-mentioned specific challenges in Ukraine.

The courses and some topics of the seminars must concern the analysis and using of the main sce-

narios of the anti-crisis PR-communications, which are aimed at the prevention the emergencies, mitigating their consequences, as well as the revealing effective PR measures that help to overcome crises and improve the reputation of crisis participants. The mastery of these topics should help students to understand the essence of anti-crisis PR-communications in crisis management, new anti-crisis methods. In addition, they allow students to analyse their effectiveness in preventing and overcoming crises, to stimulate the accumulation of the scientific experience in crisis conditions as part of the activities of PR-communications, to define the main scenarios of anti-crisis PR-communications as well as to use of communication standards and other communication methods in the work during the crisis.

We should note that the course consists of the lectures, seminars and practical classes, consultations and exams. During practical classes, it is necessary to actualise the discussion of information and social-communication problems and special cases. The students are to be oriented in the topical blocks and given various individual and creative tasks or tests.

Taking into account the socio-communicative orientation of the course, the lecturer should focus on the formation of students' understanding of the anti-crisis PR and the complex nature of its application. The student also should pay attention to the mastering the theoretical foundations and practical ideas about the mechanisms of implementing information policy, methods of managing information processes, stimulating development the students' ability to use adequate information and channels of communication in their professional activities, and the ability to produce landmarks, installations and values that promote the implementation of dialogical information strategies in the solution of crisis situations. In this case, the study of discipline involves the independent work on theoretical sources, the description of modern scientific and methodological approaches, which extends the potential for future scientific researches. As for the content of the text of lectures, it should be conducted in a way to facilitate the analysis of the dynamics of modern information processes in order to find adequate communicative forms of the interaction in the modern information space.

In our opinion, the structure of the course should include the following components: the subject, methods and the contents of the course; the specifics and types of the crises and anti-crisis communications; the essence, mechanism and consequences of the crisis of the reputation; the concept and principles of the anti-crisis PR; the content of the anti-crisis PR; the principles and methods of the anti-crisis PR organisation; the crisis management; the work with the audience in a crisis; the complex cycles of action in conflict situations; the technologies of the prevention of extreme situations; the cooperation with the media in the anti-crisis PR; the consideration of the examples of the anti-crisis PR in the world.

It is important to note that the specifics of the anti-crisis PR strategy and the methods of its application depend on the communication PR-standards as well as the specifics and particularities of the crisis (political, economic, environmental, financial, information, etc.). Therefore, in case of Ukraine and its systemic crisis, in our opinion, the separate course should be devoted to it. Considering theoretical and methodological concepts, we have to take into account and analyse the crisis situations in all its aspects and the ways of its solution. For example, if we analyse the state security crisis, which is qualified as a «crisis situation», we will address to the following scenarios: the introduction of the European norms and principles of the functioning of the Armed Forces, the improvement of the legislative framework in this area, the reforms of military-economic, military-technical, military-industrial policy and the policy of military-technical cooperation of Ukraine, etc.

Conclusion. Thus, taking into account the systemic crisis of the Ukrainian society, which is deepened by the lack of economic reforms and the hybrid war with Russia, we should realize the

importance of the training the anti-crisis PR specialists in the higher education of Ukraine. Based on the foreign experience in this field of the management, the departments and faculties of universities of Ukraine, which deals with the specialty anti-crisis public relations, have to develop and implement special courses. The latter should consist of the general theoretical and methodological concepts, the analysis of the crises in various spheres and the way to overcome them. Some topics or courses should present the using of the scenarios for anti-crisis PR communications and effective PR measures that help to improve the reputation of crisis participants. During these courses, students must develop the necessary competences, which allow them to master the anti-crisis methods, identify scenarios of anti-crisis PR communications and use the communication standards and other communication methods in crises.

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Section 3. Study of art

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THE TYPOLOGICAL RANGE OF ARTISTIC LEATHER GOODS IN POKUTTYA AND WESTERN PODILLYA OF THE LATE 19th AND EARLY 20th CENTURIES

Abstract. In the article the author analyzing folk patterns reveals the typological range of leather goods of Pokuttya and Western Podillya of the late 19th and early 20th centuries as well as determines the technological and structural criteria which form local artistic peculiarities as dominating in their classification.

Keywords: artistic leather goods, typology, classification, structural characteristics, Pokuttya, Western Podillya.

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ТИПОЛОГИЧЕСКИЙ ДИАПАЗОН ХУДОЖЕСТВЕННЫХ ИЗДЕЛИЙ ИЗ КОЖИ НА ПОКУТЬЕ И ЗАПАДНОМ ПОДОЛЬЕ В КОНЦЕ XIX – НАЧАЛЕ XX ВЕКА

Аннотация. На основании анализа народных образцов в статье раскрыто типологический диапазон изделий из кожи на Покутье и Западном Подолье в конце XIX – начале XX века, определены доминирующими в систематизации технологические и конструктивные критерии, формирующие их локальные художественные особенности.

Ключевые слова: художественные изделия из кожи, типология, классификация, конструктивные признаки, Покутье, Западное Подолье.

Изделия из кожи прошли определенные эволюционные этапы. Они являлись выразителями эстетических вкусов своего народа и отображали уровень культурного развития. Типологический

диапазон кожаных изделий позволяет отнести их к отдельным этнографическим группами в то же время подчёркивает их общеукраинское родство. Исследование художественных изделий из кожи на Покутье и Западном Подолье как феномена материальной культуры возможно только при условии их систематизации.

Попытки систематизации художественных изделий из кожи присутствуют в работах ученых Головацкого Я. [6], Вовка Ф. [3], Горынь Г. [4; 5], Стельмащук Г. [11; 12], Николаевой Т. [9]. Большинство исследователей выделяют функциональные, декоративные и региональные особенности.

Традиции формообразования кожаных изделий берут свое начало с древних времен и наибо-

лее полно проявились на рубеже XIX–XX веков. В это время народные типы кожаных изделий представляли собой законченные комплексы, не имеющие предпосылок для дальнейшего развития в связи с распространением их промышленных прототипов.

Анализируя народные образцы кожаных изделий из Покутья и Западного Подолья, которые хранятся в фондах музеев и частных коллекциях, а также обнаруженные в ходе полевых исследований, определены доминирующие технологические и конструктивные критерии их систематизации. Типологическая иерархия покутских и западноподольских кожаных изделий конца XIX – начала XX века приведена в (таблице 1).

Таблице 1. Типологическая иерархия покутских и западноподольских кожаных изделий конца XIX – начала XX века

Художественные изделия из кожи									Вид декоративно-прикладного искусства
Скорняжество			Сапожничество			Шорничество			Технологические подвиды
Одежда из овчины			Обувь			Дополнения к одежде	Хозяйственные изделия		Роды
Плечевая одежда	Верхняя одежда	Головные уборы	Постолы	Сапоги	Ботинки	Пояса	Сумки	Упряжка	Типологическая группа

Для проведения всестороннего анализа художественных кожаных изделий Покутья и Западного Подолья, а также для определения принципов их группирования необходимо привести подробную характеристику каждого рода изделий.

Один из родов, одежда из овчины, представлен тремя типологическими группами: плечевая, верхняя одежда и головные уборы. Первая типологическая группа содержит безрукавки из овчины, являющие собой общеславянский архаический вид меховой одежды. Этот тип был распространен в горных районах Польши, Болгарии, Румынии и Сербии [3, с. 559]. Кроме того, он известен в разных этнографических регионах Украины, в том чис-

ле на Гуцульщине, Бойковщине, Буковине, Покутье и Западном Подолье. На Покутье и Западном Подолье данная группа отличается вариативностью длины, кроя и способов отделки, что обусловило создание определенных типов с разными названиями, например «кептар», «кептар со станом», «лейбик», «бунда». Наибольшее распространение получила безрукавная плечевая одежда из овчины, которая именовалась на Покутье кептарем (киптарем), а на Западном Подолье – «лейбиком». «Кептари со станом» – приталенные удлиненные формы безрукавок, которые бытовали в покутских селах, граничащих с Буковиной. Переходным вариантом от безрукавки к кожуху можно назвать

западноподольскую «бунду» («кожушок», «лейбик с рукавами») – прямоспинную короткую безрукавку, к которой пришивали рукава по локоть. Этот тип распространился преимущественно в Борщевском районе.

Вторая типологическая группа верхней одежды из овчины– кожухи, созданные на основе кептаря. Форма и в особенности длина кожухов в некоторой степени определялись географическим положением и рельефом местности. В равнинных районах всегда бытовали более длинные, объемные кожухи, чем в горах [5, с. 53]. В северных районах Западного Подолья распространились длинные «тулубчастые» кожухи [1, с. 118] и длиннополые с отрезным станом, расширенные внизу фальдами. На юг от Днестра длина кожухов уменьшалась. В приднестровской части Подолья и Покутья получила распространение так называемая «кожушина под стан». Так же на Покутье и Западном Подолье бытовали короткие «поясные» кожухи двух видов: приталенные и прямоспинные. Обе типологические группы одежды из овчины классифицируют по таким главным признакам: крой, длина, обработка краев, цвет и способотделки.

Таблица 2. Классификация одежды из овчины по конструктивным признакам

Крой							
Основа		Плечевая часть		Низ		Карман	
прямоспинные	приталенные	без плечевого шва	с плечевым швом	с клиньями	без клиньев	врезные	накладные
Длина							
Основа			Рукава				
Длинные		Средние		Короткие	Без рукавов	Короткие	Длинные
Способ обработки краев							
Изделие			Вырез горловины				
Окаймленные		Окантованные	Комбинированные	Без воротника	Воротник-стойка		Отложной воротник
Цвет							
Изделие			Окаймление				
Белые		Коричневые	Чёрные		Белые		Серые
Способ отделки							
Без отделки		С вышивкой		С декоративной аппликацией		Комбинированные	

Третья типологическая группа одежды из овчины представлена мужскими меховыми головными уборами, классификация которых приведена в (таблице 3).

Таблице 3. Классификация головных уборов

Форма	
Коническая	Цилиндрическая
Материал	
Меховые	Комбинированные
Цвет	
Одноцветные	Двухцветные

Самое распространенное название мужского головного убора конической формы из овечьего меха – «шапка» [11, с. 86]. В Борщевском районе называли «баранковой шапкой». На Покутье и Западном Подолье бытовали одноцветные меховые шапки конической формы – «кучмы». Похожие смушковые шапки носили на Бойковщине, Буковине, Слобожанщине, Поднепровье [12, 105]. На Западном Подолье предпочитали смушковые головные уборы цилиндрической формы – «шапки на зависах», «шапки с книшем» [5, 56] и так называемые «почаевские шапки». К популярному на Покутье комбинированному виду мужского головного убора относят «клепаню», которую украинский этнограф Воропай О. называет «ушастой шапкой» [2, 367].

На Покутье и Западном Подолье бытовали и другие виды изделий скорняжества, однако они не получили достаточно широкого распространения. К ним принадлежали рукавицы простого кроя; «бараницы» – сшитые кожи, которыми прикрывали ноги, а иногда и плечи во время поездок на санях; «мышины» или «меховые штаны» – кожаные штаны с мехом вовнутрь [7, 63].

Вторым технологический подвидом изделий из кожи являются предметы сапожнического искусства, формирующие отдельный род – обувь, который состоит с таких технологический групп, как постолы, ботинки и сапоги. Подробная классификация конструктивных свойств обуви приведена в (таблице 4).

Таблице 4. Классификация обуви по конструктивным признакам

Метод изготовления										
Морщенные			Сшитые							
Форма										
Спереди			Халявы					Каблуки		
остроносые	квадратные	заоваленные	прямые	законченные	облегающие	с фигурным краем	с отворотом	прямые	срезанные	
Степень закрытия ноги										
Короткие			Средние				Высокие			
Способ крепления (застегивания)										
Без застежки			Верёвочное				С пряжкой			
Вид подошвы										
Без подошвы		Одинарная		Двойная			Подошва с рантом			
Способ отделки										
Без отделки		Швами		Металлическими гвоздиками			Аппликацией			

К морщенным формам обуви относят постолы, которые Нидерле Л. называет первым видом обуви [10, с. 233]. Постолы известны румынам, полякам, белорусам, итальянцам и болгарам. Стянутые формы обуви распространились в Украине на рубеже XIX–XX веков, в том числе на Покутье и Западном Подолье.

Известны два типа сшитой обуви: ботинки и сапоги. Ботинки возникли позже, чем постолы. Ранние их варианты не имели подошв [3, с. 576]. Наряду с ботинками бытовал другой вид обуви с высокими цельными халявами – сапоги. На Покутье и Западном Подолье в XIX веке сапоги стали неотъемлемым атрибутом традиционного

комплекса не только городского, но и сельского населения.

Еще один технологический подвид изделий из кожи представлен предметами шорнического ремесла, которые можно отнести к двум родам: дополнения к одежде и хозяйственные изделия. Дополнения к одежде в свою очередь формируют две типологические группы: пояса и сумки. К первой группе принадлежат пояса, которые отличаются функцией, шириной и способом отделки. На Покутье и Западном Подолье пояса использования для подпоясания одежды и укрепления мышц при выполнении тяжелой работы. Функциональное назначение также определяло появление поясов разной ширины, а именно узких и широких. Узкие пояса были простыми и декорированными. К простым принадлежат «очкур» и «гайтан» [8, 106]. Бытовали также праздничные пояса, возникновение которых обусловлено декоративной и защитной функциями. К декоративным принадлежали ремни, именуемые на Западном Подолье «повидець», а на Покутье – «риминча» [8, 109]. К широким типам поясов относится черес. Пояса были одинарными и двойными. Одинарный пояс из грубой кожи называли «реминником» [8, 109], а двойной, согнутый вдвое–«пасом дубелтовим».

Вторая типологическая группа включает сумки, которые классифицируют по форме, способу закрывания, степени плотности, методу изготовления и способу отделки.

На Покутье бытовали полукруглые и прямоугольные сумки. Полукруглые полуплотные «тобивки» изготовляли с юхта изнаночным способом и закрывали клапаном. Другие виды сумок имели мешкоподобные формы и отличались мягкостью. «Капшуки», «мошенки» использовали для хранения ипереноски табака, а в «калитках» и «гаманах» носили деньги. К этому же виду принадлежит и «бурдюг», в котором переносили вещи на большие расстояния.

Изделия хозяйственного назначение включает типологическую группу «конская упряжка». Комплект упряжки на Покутье на Западном Подолье, как и в других регионах Украины, состоял их хомута, шлеи, седелки, уздечек, вожжей, посторонок, гуж, чересседельника, нашильников, нагрудников, дуг, удил и седла [5, 59]. Мастера пышно украшали праздничную упряжку. Бедные слои населения на Покутье вместо кожи использовали конопляные шнуры. Седла считались предметом роскоши, их изготавливали только по заказу в городских шорнических мастерских. Горынь Г. отмечает, что в селе седло имел только войт и лесник. Обязательный компонент комплекса конской упряжки – кнут, кожаная часть которого носила название «пуга» [5, 61]. Кроме конского снаряжения, шорники изготавливали ремни («лямка», «потегач», «строк»), призванные упростить ручную работу и переноску грузов.

Принцип классификация по конструктивным признакам способствует изучению локальных художественных принципов создания форм традиционных кожаных изделий Покутья и Западного Подолья, а также определению их схожести с соседними этническими группами. Проанализировав каждое иерархическое звено, можно сделать вывод, что покутские и западноподольские изделия из кожи отличаются разветвленным типологическим диапазоном, обусловленным практической функцией и видоизменяемым в зависимости от местных традиций и требований определенного исторического периода.

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Section 4. History

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ST. NAUM ISSUE

Abstract. Estabilish the borders between Albania and Serbia was one of the most important duties of the time for the albanian government. Considering the intentions of Serbia, wich was in competition with Italy for having a larger impact in Albania, will be easy for them to affect in the internal development of a small country.

The request of serbian government to possess St. Naum and Vermoshi, is based on a secret agreement between Ahmet Zogu and yougoslav prime minister Nikola Pasic, on august 1924, steating that if Yougoslavia will helpAhmet Zog to take the lead on december 1924, monastery of St. Naum and Vermoshi will be donated to Yougoslavia.

The purpose of this commentary is show the decisions of international authorities regarding the issue of St. Naum and Vermoshi, the objections of Jougoslavia regarding these decisions, the mediation of Jougoslavia on the Conference of Ambasadors in order to adress the issue in their favour, the change from an international issue to an agreement between two parties, presentation of the issue as of exchange of territories, and the circumstances which lead to the final solution including the consequences for albanian government.

Keywords: St. Naum, Vermoshi, Albania, Jougoslavia, Conference of Ambasadors, exchange of territory.

Since the Conference of Ambasadors held on 1913, between Albania and Yougoslavia, the nationality of St. Naum and Vermosh has been unsettled. Vermoshi was part of albanian-montenegrian border, while the monastery of St. Naum after the defeat of Ottoman Empire was part of albanian-serbian border. Albanian-montenegrian borders and albanian-serbian borders were set in principle by the protocol signed on the Conference of Ambasadors, on 11 August 1913. As albanian- montenegrian border, was approved the previously existing border line between Montenegro and Turkey [1, 54]. Meanwhile, St. Naum had been occupied by Serbia since the first balkan war in october 1912, and was still under serbian occupation. The protocol appointed to Albania the area from Lin village till St. Naum [2, 156]. Discussion started whether to include or not St. Naum within albanian borders [3, 366].

Serbia continued the occupation of St. Naum, under military forces, pretending that it belongs to Serbia [3, 145]. During the first world war St. Naum change from the serbian occupation to the bulgarian, and at in the end it was conquered by Serbia. When Montenegro joined the Serbo-Croat-Slovene

Kingdom, the yougoslav government revised the border in the St. Naum area and also requested to revise the border in the Montenegro area [4, 87].

Belgrade appropriate St. Naum's monastery based on religious arguments. According to Belgrade, the monastery was a saint place for serbians and belonged to Serbia becouse St. Naum was a slav [2, 157]. In fact St. Naum monastery had not serbian ethos, but had albanian-macedonian ethos [5, 259]. It was built in the 9th century at the time of Bulgarian Empire by slav Naum preacher, who had been acting for a long time in southern Albania. The present church was built, on the groundwork of the old church, by the macedonian and albanian christian residents of the area. The walls of the church were painted by albanian painters Nikolla (Onufri's son), Kostandin Jeromonaku (the great painter of the seventeenth-eighteenth century), Terpo (son of Athanas Zograf) etc. Some mentors of the St. Naum monastery were of albanian nationality. Also in this monastery practice pilgrimage both the macedonian and the albanian residents [6; 8].

Differently from St. Naum Monastery, Yugoslavia had no ethnic or historical arguments regarding Vermoshi, because with catholic albanian residents and inseparable part of Kelmendi area, with beech and pine forests, with rich pastures, did not include any argument to justify its appropriation from Yugoslavia [1, 55].

On December 6, 1922, the Conference of Ambassadors steated that monastery pertain to Albania, but in april 1923 Belgrade declared that doesn't agree with this decision, based on historical, ethnic, religious, legal etc "rights" [2, 158]. The dispute of St. Naum started in 1923 and peaked cap in the first half of 1925. Belgrade insisted with regard to Ahmet Zog's agreement with Pasic, on august 1924, steating that after Ahmet Zog will take the lead, monastery of St. Naum and Vermoshi will be donated to Yougoslavia [6; 11].

The Conference of Ambasadors on june 4, 1924 regarding St. Naum issue requested the suport of the Permanent Chamber of The Hague, which on 4 sep-tember 1924 decided in favor of Albania. Regardless this decision Belgrade hasn't the intention of renouncing from St. Naum [7, 246]. The Conference of Ambassadors, affected by yougoslav government, suggested a direct agreement between Albania and Yougoslavia, while recognizing the opposite attitude of both sides in resolving this issue [8; 15]. The pressure of Great Powers led Ahmet Zogu to start negotiations with Belgrade on february 1925.

In order to provide an acceptable solution for the albanian and international opinion, and to ensure Ahmet Zogu's prestige, the yougoslav government suggested the idea of compromise and compensation. Yugoslav government requested that Vermoshi issue to be discussed separately of St. Naum issue. In exchange for Vermoshi area riched in forests, Belgrade offered a small region, which had only shrubs and stones [3, 370]. The "exchanges" project was in favor of Belgrade [8, 15]. Ahmet Zogu had not the intention to agree in favor of Yugoslavia, because his power could be affected due to the large dissapointment that would arise [9, 13]. Based on this he tried to extend the negotiations as long as possible. On february 21, 1925, the albanian government informed Belgrade that will discuss the case of St. Naum and Vermosh as one single case.

On March 1925, yugoslav legation in Rome invokes Mussolini for reaching an agreement with the albanian government based on Belgrade's proposals. [10, 3] With regard to the border contest between Albania and Yugoslavia we must say that in generally, Italy was in favor of Albania [11, 27]. Considering that at time Italy was close to the acqusiton of the National Bank and the kerosene in Albania, was attentive to the political situation of Albania with regard to secure a long period a national and international stability. At this point Rome was neutral and was not involved in the albanian government agreements with other authorities [8, 17].

After failed negotiations with Jugoslavia, albanian government requested from Conference of Ambassadors to decide on this matter [11, 30] Belgrade

reacted and threatened Zog with albanian political refuges located in Yugoslavia [12, 46].

In april 1925, Conference of Ambasadors decided to recognize St. Naum as part of Albania, but this decision was not obligatory for Yugoslavia, meaning that Yugoslavia can continue the occupation over St. Naum territory [7, 247].

Zog wanted to show Belgrade that he will continue to act accordind to the decision taken by international authorities in favor of Albania, and not to dissapoint albanian poeple that were very satisfied with this decission [13, 2–3].

Zog called Chamber of Deputies and the Senate eventhough the issue evoke a strong reaction over the deputies. Zog attain and secured the approval of the Senate and the majority of the parlament for exchange of territories between Albania and Yugoslavia [12, 47].

Under the negotiation of the Conference of Ambasadors, Albania and Yougaslavia reached an agreement on cession of St. Naum and the western part of Velipoja in Vermosh in exchange of a small territorial compensations from Yougoslavia [14, 25].

Protocol of the albanian-yugoslav border was signed in Florence Italy, on 26 july 1926. In addition, were signed other three protocols and one additional convention [1, 55]. The final protocol composed by 12 articles, designed in detail the albanian-yugoslav borderline. The first additional protocol recognizes to residents of Plava, Gucia and Podgorica the right of free transition through Vermosh valley and to the residents of Kelmend the right of crossing yugoslav territories for going to Hoti lake [15, 122]. The second protocol provides albanian religious pilgrimage leave up to three days and free transition to St. Naum Monastery [2, 164]. The protocol related to the use and navigation of Shkodra lake and Buna river pro-

vided a full use and navigation of the vessels in these waters. The additional convention recognizes residents living on albanian borders areas, the right of transition to Gjakova marketplace [12, 50].

On july 30 in Paris, was signed the final act regarding the definition of the albanian borders, which was registered at the League of Nations Secretariats [16, 1]. Regarding this issue in his memoirs Mehdi Frashëri wrote: "With this agreement, the albanian border question, which had been suspended since 1913, for 13 consecutive years, got a definitive and a favorable solution for Albania, because the unncertainty of the final borders creates a way for the units against the future of Albania" [17, 205].

It is thought that Ahmet Zog speculated on St. Naum and Vermosh issue in two main forms: In respect of the strong religious beliefs of the neighbor's people and as a concession, as it did with other agreements. In view of a solution he chooses the devaluation of St. Naum and presented the issue as a temporary cession [4, 121].

The agreement of albanian government with Belgrade for the monastery of St. Naum and Vermosh was followed with multiple contestations against the League of Nations, by important figures of the nation such as: Fan Noli, Hasan Prishtina etc. [18, 80].

The cession of St. Naum and Vermosh to Yugoslavia, despite the efforts to make it appear as acclaimed, was a crudeness act of albanian government.To be noted that Ahmet Zogu choosed to exchange territories in view of a stabile country, and to realize it requested stabile relations with neighbours countries. Considering that de juro St. Naum was assigned to Albania but de facto it was conquested by Yugoslavia, and to avoid future issues with Yougoslavia, Ahmet Zog choosed easily to exchange the territories.

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THE ROLE OF AN UNMANAGED REFUGEE CRISIS IN THE LATE BRONZE AGE COLLAPSE

Abstract. Around 1177 BCE, in the Late Bronze Age, a multitude of factors contributed to a collapse of society in and around the Mediterranean. One of those factors was the arrival of an enigmatic coalition called the "Sea Peoples." This paper identifies theories regarding the origins and identities of the various groups that are associated with the Sea Peoples, discusses their impact on the Bronze Age Collapse, and considers implications for managing the refugee crisis today.

Keywords: Late Bronze Age, refugee crisis, Sea Peoples, Philistines, climate change, ancient Mediterranean.

Refugee crises and climate change are both issues that, left unchecked, can have devastating and widespread consequences. Both are capable of affecting the food supply of a nation, eventually leading to a collapse of society if nothing is done about it. This is exactly what happened at the end of the Bronze Age, where powerful and prosperous civilizations descended into chaos and violence. This collapse was brought about by a massive disruption to society, caused by a variety of factors including the arrival of a mysterious coalition of what were known as "Sea Peoples," who swept across the Mediterranean, burning and ransacking cities along the way.

"Sea Peoples" is the umbrella term used to refer to the various groups of people who arrived in the Mediterranean area in constant waves in the decades leading up to the Bronze Age collapse, which occurred at around 1177 BCE [1, xviii]. There has been much debate over whether they were directly responsible for the collapse, why and how they came, and who they even were. It is certain, though, that they were composed of a variety of peoples, each with their own cultural identity: distinct styles of pottery and designs for armor, weapons, and other crafts have been found and are used to trace their origins [2; 1]. The migration was very drawn out, with individuals and sometimes entire families migrating to the Mediterranean – both by land and by sea – over a long period of time. According to the inscriptions at Medinet Habu, "The foreign countries made a conspiracy in their islands … no land could stand before their arms, from Khatte, Qode, Carchemish, Arzawa, and Alashiya on, being cut off…" These are locations along the Mediterranean coast, ordered from north to south, approaching Egypt, and although it has been established that the inscriptions are somewhat embellished, they show that a multitude of foreign groups were involved, and at least some among them had violent tendencies [1, 2–3].

Various subgroups under the Sea Peoples umbrella were called the Peleset, the Danuna, the Shardana, the Shekelesh, the Tjekker, and the Weshesh, names deciphered from Egyptian inscriptions at Medinet Habu, the mortuary temple of Ramesses III, and other sites. Though uncertainty still surrounds their origins, the inscriptions contain astoundingly detailed depictions of battles, and the various armor and weapon designs of the different groups appear in Egyptian paintings and wall reliefs. In some cases, these depictions have allowed connections to be drawn through archaeology [1; 4]. The Peleset are generally accepted as the Philistines from

Crete, through clear linguistic similarities suggested by Jean-François Champollion, the decipherer of Egyptian hieroglyphics. This hypothesis is further supported by similarity in the ceramic repertoires from the Philistian coast of the Levant and Mycenaean cities [3; 9].

The origin of several other Sea Peoples' groups is less certain. The Danuna have long been associated with the Danaans from Homer's Iliad, believed to have settled in Cyprus. Rameses referred to both the Shardana and the Shekelesh as foreign countries who made a conspiracy "in their islands," which caused scholars to hypothesize that they originated from Sardinia and Sicily respectively. The Amarna Letters, Egyptian diplomatic tablets, also refer to the Shardana as warriors, which brings up an issue with the hypothesis: there is next to no sign of weapons and armor in Sardinia dating to the middle and late Bronze Age [4, 319]. This has led many to argue that the Shardana only moved to Sardinia from the Eastern Mediterranean after being defeated by the Egyptians [1, 3–4]. The Amarna Letters, Egyptian diplomatic tablets, referred to the Shardana as warriors, implying that they were service of Egypt, though this is challenged by the lack of weapons and armor found in Sardinia dating to the middle and late Bronze Age [4, 319]. There is little information on the Tjekker: they were mentioned in the Tale of Wenamun, an ancient Egyptian literary text discovered in 1890, in which a town named Dor near the Levantine coast was referred to as a Tjekker town, but this doesn't tell us where they came from, rather where they ended up. Finally, the Weshesh may be the most mysterious, only ever being mentioned twice. All that is known is that they were "of the sea," and that, like the other tribes, they attacked Ramses III [5, 71–77].

There are many potential reasons for the migration, and how it may have contributed to the ultimate collapse. During this time, the Mediterranean was subject to a 50-year-long series of potentially connected earthquakes called an "earthquake storm" [6, 43]. Caused by a gradual release of pressure in a tectonic fault line, these earthquakes inflicted significant structural damage, though most likely not enough to bring about the collapse of society on its own [1140–142]. However, in the Aegean, there is also evidence of a massive agricultural failure. To spur a mass-migration, the disaster must have been massive enough to affect the entire region, but no further than that: if it were smaller, the consequences could be alleviated through trade, and if it were larger, people would not believe migration to be a solution [2, 299–300]. A multitude of scientific investigations have yielded evidence supporting the possibility of changes in climate at the time, most likely a drought. An example is the study of trees-rings in the Gordion region, near central Anatolia. Trees grow one ring every year, reflecting the changing seasons, but a disturbance of climate also leaves a measurable imprint on the rings, and a noticeable fluctuation was found during the mid-12th century BCE. Another project was the Greenland Ice Core Project, a multinational undertaking where scientists drilled an ice core down 3029 meters through the ice sheet at Central Greenland. Concentrations of elements within the ice, most notably greenhouse gases, were used to calculate the climate at certain time period. Samples from ice at around 1190 BCE suggest increased volcanic activity, which would have contributed to erratic climate. At the right time in the growing cycle, this could have a severe consequences, leading to crop failure and famine [2, 300]. This is a plausible explanation for the migrations: a massive shortage of food could definitely lead to an economic collapse, resulting in mass-migrations and warfare.

These crises were not limited to the Aegean, though: for example, a missive sent from the Hittite king to the king of Ugarit requesting a shipment of grain called it "a matter of life or death". Initially, Ugarit was able to provide other cities, including Emar in Syria, with grain to circumvent disaster. Eventually, however, the famine spread to Ugarit as well. The spreading crisis is document in the Amarna Letters, with the Ugaritic king's exclamation to the pharaoh: "As for me, plenty has become lack!" [1, 144–145].

Egypt initially attempted to mitigate the effects of famine through trade. For example, in another letter, the king of Tyre informed the Ugaritic king of a disaster at sea: an Egyptian vessel carrying grain along the mediterranean seaboard was wrecked in a storm.

The spread of the international famine is also documented in an archaeobotanical analysis. A group of international scholars including David Kaniewski studied pollen found at Tell Tweini in Northern Syria, finding that the environmental changes affecting the Aegean likely spread to the Levant as well [1, 144–146]. It's very possible that the massive influx of potentially violent refugees combined with the already unstable climate further strained the resources of the Eastern Mediterranean and weakened their resistance to the invaders.

Though the Sea Peoples were not all violent, some towns like Ugarit were definitely attacked,– arrowheads were found, as well as evidence of burning – and many regions had already been deserted. Before then, the civilizations were very similar to today, with a thriving network of trade connecting the nations. The Uluburun Ship, containing valuable trade goods from 7 different countries at once, is evidence of the importance of trade [1, 74–75]. However, the town of Ugarit was never rebuilt after being attacked, meaning that either the population was completely annihilated, or the survivors did not have the resources to do so. This suggests a collapse of trade in the area, whether it was a direct result of the famine or caused by the Sea Peoples' invasion [1, 152].

Whether it was caused by famine, earthquakes or other factors, there are records of social unrest during this time even beyond the Sea Peoples invasion. For example, documents have been found that suggest internal conflict within the Hittite Empire, potentially a civil war between Kurunta and Tudhaliya, the rulers of Hittite city-states Tarhuntassa and Hatti respectively. Cities were being fortified, and the son of Tuhaliya, Suppiluliuma, launched a direct attack on Tarhuntassa, ending in, at best, a pyrrhic victory. By this time, towns in Ugarit were already being at-

tacked by Sea Peoples, and it is estimated that both Tarhuntassa and Hatti collapsed at the turn of the 22th century BCE [7, 27–28]. It is uncertain if this collapse was a result of invasion, but his conflict would have divided the Hittite Empire, weakening its ability to repel foreign invaders.

Overall, the Bronze Age Collapse was caused by a combination of environmental factors, such as earthquakes and a change in climate and the chain of events that it set into motion. The natural disasters, especially the climate-change-induced drought, gave the Sea Peoples no choice but to migrate. Some of the resettlement wasn't violent, while some most definitely was. Either way, as the expanding drought put strain on the supply of food, many cities were unable to feed even the locals, much less the waves of newcomers. The resulting disruption most likely caused a collapse of the economy and a lessening of central authority, spurring the civil unrest that ultimately lead to the collapse.

The most important question this raises, however, is whether or not it could happen again. Our society may seem fixed and secure, but it very possibly seemed the same way to the inhabitants of Ugarit, a century before their city was burned to the ground, never to be rebuilt. After all, many problems we face today, such as climate change and the refugee crisis, are very reminiscent of the ones that brought about the collapse over 3 thousand years ago. For instance, millions of people are currently being displaced from places such as Syria, Afghanistan, Sudan, and central America. Though considerable effort has been put into resettling refugees in Europe and the Middle East, the United States of America currently lacks a proactive policy for refugee acceptance and resettlement. In addition, the growing threat of climate change is likely to have a profound impact on global migration. Moving forward, it is critical that these challenges and more importantly, the underlying factors that cause them, are faced proactively. Ignoring them will only worsen the consequences, and we may run the risk of allowing history to repeat itself.

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Section 5. Cultural studies

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DELUSION AS COMMODITY: MASS CULTURE'S PARANOID NARRATIVES

Abstract. This paper deals with paranoid narrative––a staple feature of contemporary consumer culture that is associated with the entrenchment of dystopian and eschatological scenarios in the mass cultural domain. The notion of paranoid narrative is first delineated and analyzed within the post-structuralist critical framework, and is then linked with the effects of globalization, networking, and "hyperreality" which, in the author's view, served as basis for the emergence and subsequent proliferation of this type of narrative following the end of the "Cold War".

Keywords: paranoia, narrative, critical theory, dystopia, mass culture, consumer society, postmodern condition, eschatology.

Introduction

All researchers intending to comment on the popular culture cannot help but fall into a trap of definitions: all attempts of producing a self-consistent (let alone consensual) terminological delineation of the subject at hand may drive the author too far from the essence of things, or, as Tony Bennet put it in his influential essay: "The concept of popular culture is virtually useless, a melting pot of confused and contradictory meanings capable of misdirecting inquiry up any number of theoretical blind alleys" Bennet, [2, 18]. That said, however, I feel obliged to outline, at least schematically, what I mean by popular culture in the context of this paper, so that all terminological vicissitudes would be confined within the limits of this introductory note. Thus, "popular culture" and "mass culture" (used interchangeably in the essay with the preference given to the latter term) will be treated within the theoretical framework of "cultural industry" as advocated by T. Adorno and M. Horkheimer and will, hence, refer to all forms of cultural production that is "tailored for consumption by masses, and which to a great extent determine[s] the nature of this consumption" Adorno, Rabinbach, [1, 12]. Though this understanding of the mass culture as an offspring of the capitalist mode of production and, consequently, of the consumer society remains susceptible to various forms of criticism, it has its irrecusable merits: 1) wherever a mass cultural phenomenon is approached as a commodity, the proverbial dichotomy of "high" and "low" is reformulated so as to refer to the *quality* of a "product", rather than to its aesthetic properties; and 2) the concept of culture commodification offers a means for the analysis of a broad spectrum of adjacent phenomena (e.g. state and corporate propaganda, manipulation through discursive practices, production of ideologies, etc.) while staying within the comfort

zone of the neo-Marxist perspective thoroughly anatomized by some of the previous and this century's most significant thinkers ranging from L. Althusser and M. Foucault to F. Jameson and S. Žižek.

1. Paranoia and Paranoid Narrative

Once a common term for all disorders of the psychotic register, in today's medical jargon "paranoia" is used to denote a "fixed false belief formed via logical reasoning" Shorter [24] or, in more nuance, "a chronic condition with fixed and typically systematized delusions, in a subject who in other areas does not appear to be odd or bizarre and who does not show prominent auditory or visual hallucinations" Campbell, [5, 475]. As is apparent from these definitions, the notion of paranoia is not unproblematic from a diagnostic standpoint, since "false" belief and "bizarre" behavior hardly constitute clinical symptoms per se, which led many scholars – especially those of the post-structuralist critical spirit – to destigmatize and re-identify paranoia (along with some other medical labels) as a tool of ideological control and exercise of power rather than a malaise of mind Foucault, [10].

Since then, paranoia has entered the discourse of social sciences and cultural criticism as a non-clinical category that stands for exaggerated or baseless fears or beliefs that others intend you harm or distress Keltner, Davidson, [16]. With the average incidence of various forms of paranoiac ideation in up to 20% of population Tone, Davis, [25], the paranoid condition came to be viewed as lying on a continuum ranging from severe delusions that require clinical intervention to behavioral eccentricities that do not prevent their subjects from functioning adequately in habitual environments. Moreover, if paranoia is approached as a "disorder of misinterpretation" Cameron, [4, 220], its commonality has to be recognized even further, since "normal persons can build up comprehensive systems of misrepresentation in a very little time" Cameron, [4, 221]. Usually paranoias are classified based on the nature of the underlying delusion (persecutory, jealousy, erotomaniacal, somatic, grandiose, litigious, etc.) and on the manner of paranoid self-perception ("poor me", i.e. self-sympathetic, and "bad me", i.e. self-accusatory) Campbell, [5, 475].

As seen from the aforesaid, when relieved of its therapeutic implications, the concept of paranoia can be utilized to a sensible effect not only to identify individual behavioral and cognitive patterns, but, to no lesser degree, as a methodology of social and cultural enquiry. Hence, there emerged the notion of "paranoid culture", i.e. a sui generis network of relations between "materiality, as such, and the fictional representations … of that materiality which come to affect its constitution" O'Donnell, [20, 182]. It then follows that a paranoid culture is capable of producing "paranoid narratives", which center on statements and ideas that can be qualified as delusionary (viz. not grounded in reality and/or unduly redundant), but, still, remain seemingly logical and coherent. Some of these narratives are of global impact, as they are premised on high-profile conspiracies (J. F. Kennedy's assassination, Nazi antisemitism, etc.) or catastrophic determinism (nuclear war, technological singularity, etc.). Apart from forming a vital part of the public consciousness – irrespective of the degree of credence that they are given by the general audience – the narratives of this type underpin a large portion of the mass cultural produce, i.e. become objectified.

It needs to be mentioned here that the notion of the narrative as such conforms intrinsically to the key principles of paranoid ideation: the implied need to expose the inter-connectedness, validity of intentions, and the resultant consequentiality of events and protagonists. Thus, a narrative, in its most basic sense, is an essential instrument of paranoia, which is "the act of reading the world as if it were a book" Rosenfeld, [22, 341]. In other words, since the "hallmark of paranoia [is] its insistence on reading into a random, indifferent world a motivated, coherent, narrative" Rosenfeld, [22, 339], all fiction is elementally paranoid as long as it remains reliant

on some form of semiosis. Furthermore, according to S. Freud, there is an "unpalatable external similarity" between paranoia and philosophy, since they both rationalize that which is deprived of tenable meaning Freud, [12, 12:79]. That said, in line with the available criticism on the subject, I will further refer to paranoid narratives as the media of communicating logically structured delusional plots that are produced outside the clinical context.

2. Mass Cultural Eschatology

What I have sketched above as the basic principles of the paranoid narrative correlates, to a high degree, with the "eschatological narrative", which, for the sake of brevity, I will define as a narrative concerned with the end of times, since the theological meaning of eschatology is "the study of Last Things, of the ultimate fate of the world and the human race" (Trubetskoi, 1995, 3:268). While eschatology proper – whether in religious dogma, where its origins are to be found, or in moralistic fiction – was historically concerned with the end of *this* world or, at least, of history, contemporary criticism re-invents it as an allegory of radical social change, turmoil, and collapse rather than the "total end", whose contextuality is found to be wrought with irreconcilable ambiguities articulated by J. Derrida as the practical impossibility – should this "end" occur – of the further narrative practice due to the "irreversible destruction, leaving no traces, of the juridico-literary archive" Derrida, [7, 26].

What follows is, on the one hand, that any narrative of the "end" is a narrative of the post-terminal circumstance, hence, from a survivor's perspective; and, on the other hand, that "the apocalypse has, in some sense, *already happened*" Berger, [3, 388]. Indeed, as a result of the two World Wars and other misfortunes of the XXth century, the humanity has had to experience the tangibility of social dystopias (e.g. Nazism, Soviet project, Maoism, Pol Pot's "realpolitik", etc.), while the canonization of quantum principles in physics and of Gödel's theorems in mathematics have caused a system crisis in hard

sciences and have brought forth anew the problem of knowledge legitimation Lyotard, [18]. The infamously skeptical and contra-intuitive post-structuralist thinking that emerged in response to this crisis accomplished the disintegration of enlightenment and modernist metanarratives (described as a series of "ends" and "deaths": of history, of author, of art, of ideology, etc.), which culminated, according to J. Lyotard, in the "dissolution of the social bond and disintegration of social aggregates into a mass of individual atoms thrown into the absurdity of Brownian motion" Lyotard, [18, 15].

While I will later return to the connections that exist between the epistemological crisis and the anxieties of the post-industrial society, I would like to first propose a tentative classification of eschatological (with "post-apocalyptic" and "dystopian" used interchangeably in the given context) scenarios allocated typically within the contemporary mass culture – with the mainstream cinema in the first place – based on the type of the catastrophe or crisis that these scenarios contrive:

• **Social dystopia** – one of the earliest forms of the post-apocalyptic discourse – depicts disintegration and demoralization of a society under newly established totalitarian regimes ("1984" by G. Orwell, [22] "We" by Y. Zamyatin, "Man in the High Castle" by P. K. Dick, "Handmaid's Tale" by M. Atwood, etc.) or under the ideology of immoderate consumerism and pleasure-seeking ("Brave New World" by A. Huxley, "The Hunger Games" (2012), etc.). The political and economic changes that these narratives deliver are often accompanied by scientific regress, religious fundamentalism, and moral degradation. Socially dystopic narratives rarely emerge today in their pure form, but constitute an integral part of other eschatological scenarios as a default background.

• **Technological dystopia** focuses on the misuse of advanced technologies or alludes to the possibility of the technological singularity, i.e. the inability of humans to govern their own technology – usually in the form of android robots and other

bearers of artificial intelligence – that may threaten of destruction and mancipation ("Terminator" (1984), "Gattaca" (1997), "Matrix" (1999), "Snowpiercers" (2013), "Transcendence" (2014), etc.). Though computing and robotics seem to be in the spotlight in this type of scenarios, sometimes this is the experimentation in genetics and other fields that goes out of control.

• **Environmental dystopia** is one of the latest additions to the eschatological bestiary, as it depicts the devastating effects of industrialization and climate change on the Earth's biodiversity, general landscape, and liveability, which may even drive humans out of the Earth in search for a more favorable habitat ("Waterworld" (1995), "The Day After Tomorrow" (2004), "The Happening" (2008), "Take Shelter" (2011), "Hell" (2011), etc.).

• **Epidemiological dystopia** maintains the collective memory of earlier pandemics (plague, measles, AIDS, etc.) as well as draws upon recent occurrences (swine and avian influenza, Ebola virus, Zika disease, etc.), while overlapping partially with technological and environmental dystopias to the point of the technophobic sensitivity that they all share ("The Crazies" (1973), "28 Days Later" (2003), "I am Legend" (2000), "Quarantine" (2008), "Carriers" (2009), etc.). However, the contamination of people and the environment with deathly viruses may be accidental, i.e. caused by simple mishandling, or blamed upon evil forces (terrorists, maniacs, etc.).

• **Dystopia of natural calamity**, in difference from the above-mentioned scenarios, does not necessarily presuppose a socially dystopic background and a preceding failure of civilization. Calamities often occur as force majeure, impossible to combat and predict ("Deep Impact" (1998), "Melancholia" (2011), "Seeking a Friend for the End of the World" (2012), "This is the End" (2013), "Interstellar" (2014), etc.). However, fostering strong ties with the Biblical discourse, this type of eschatology may as well allude to the "Wrath of God", i.e. the divine retribution of the corrupt society.

• **Dystopia of alien invasion** – most grotesque of all, it confabulates the arrival of alien life forms (including zombies, abysmal monsters, etc.), which intend to subjugate or destroy the human race and its habitat ("Invasion of Body Snatchers" (1978), "The Thing" (1982), "Dawn of the Dead" (2004), "War of the Worlds" (2005), "Monsters" (2010), etc.). It may be a "strong" formulation of a social dystopia or come as a natural calamity, but always remains a metaphoric re-iteration of the archetypal narrative of 'otherness'.

These scenarios, of course, often juxtapose within a single narrative and may share a multiple focus: thus, social dystopias come into play as a background setting elsewhere, environmental disasters may be triggered by the misuse of technology, and deadly viruses may convert humans into zombies and vampires.

Sedgwick identifies 5 principles of social paranoia that are, consequently, to be found in a baseline paranoid narrative: **anticipation**, **mimesis**, **strength of theory**, **negative affectivity**, and **exposure** Sedgwick, [23]. An eschatological narrative is always oriented towards the things to come – either in future (however remote), or immediately at present; its logic is mimetic of reality, i.e. it strives to appear as trustworthy (if not realistic) as possible by imitating substantiality and by alluding to whatever may serve as sources of its legitimation, be it the collective memory, archetypes, or the foundational myth; it explains the state of affairs cohesively and on logical grounds while drawing heavily on scientific concepts and inductive predication; it is dystopian by default, as it foreshows the adverse progression of events, often on a global scale; and, finally, it relies on the efficacy of knowledge, interpretation, and decipherment, i.e. on the exposure of meanings that go beyond normal textuality and reduce the world to a hermeneutic system to be approached expertly and by way of reservations.

The apocalyptic thinking endows the known world with "assumptions [that] are radically at variance with those of everyday life" Freedman, [23,

16]–that is, with new signifiers – in a totalizing fashion that implies the re-interpretation of history and of contemporaneity as premises for anticipated fatalities. To accomplish this goal while maintaining coherency and verisimilitude, it transfers "normal" (i.e. expected and typical) system failures to the paranoid register through a series of notional transformations: thus, "break down" becomes "break up", "error"––"pathology", "insecurity"––"evil", "breach"––"penetration", "fault"––"exploit", "negligence"––"injustice", etc. Mitroff, [19, 44]. Through this manipulative revision, the world, once known to be predicated on the ethos of good will and progress, turns into the realm of evil and perverse, of which the following passage – which resonates with what I have identified as paranoid thinking – is illustrative:

It is no longer the stuff of science fiction that bugs implanted in food products could then be ingested into a person's body such that the body in effect could become converted into a biocontaminant. Conversely, it's no longer the staff of science fiction to think about mind or body control from afar. We are just a stone's throw from an age where chips can be implanted in a person's body presumably to monitor one's health Mitroff, [19, 50].

Due to the seemingly logical and self-consistent discursive framework of this type of narrative, it is also referred to as the "paranoia of reason", i.e. deferring to assumptions whose credibility is solely grounded on the fact that they "[have] the means to become reality, and that is the only proof [they need]" Horkheimer, [8, 183]. As the coherency is an essential attribute of a paranoid narrative, there is a possibility of cognitive analysis. Indeed, some researchers itemize the following cognitive mechanisms that permeate a paranoid narrative: attention and recall bias for threat cues, jumping to conclusions in probabilistic reasoning, intolerance of ambiguity, intent attribution bias, and others Tone, Davis, [25].

Thus, eschatological narratives are always structured around (and by, as here the agency often appears reversed) a fictional threat, which unfolds within a storyline based on the pivotal constituents of paranoid ideation: **intensity of investment** in the story, **projective identification**, and **persistence of premise** Rosenfeld, [22, 341]. In other words, the narrative in question can be described in terms of outward objectiveness and the pursuance of letter worship, metaphorical identification of the protagonist with its persecutor, and, finally, a strong focus on the premises as the main locus of interpretation (similarly, in some sense, to classical detective stories)–this is how the paranoid narrative fulfills its main ambition of reading the world as a plot and, to this effect, consorts with the seminal formula of Derrida's grammatology: "il n'y a pas de hors-texte [there is no outside-text]" Derrida, [9 158].

3. Eschatology as the Trademark of the Postmodern

Conspicuously, the proliferation of post-apocalyptic scenarios in mass culture has been characteristic of the few last decades, at which point it coincided with the epistemological crisis and the emergence of the post-industrial society. This convergence stems from the advent of new loci of power and from the resultant social change that delivered a plethora of resources for the florescence of paranoid culture, since, in the world of atomized individuals, "paranoia becomes the means by which connections are forged between disparate material realms: everything is known; everything is related; the anecdotal becomes the conspirational; accident becomes design. Further, paranoia … can be viewed as the binding force of the nation or the community" O'Donnell, [20, 184].

It has been showcased many a time that social anxiety and paranoid disorder are intricately linked, as in both cases the social threat becomes the focus Gilbert et al., [15]. Paradoxically, the problem of social atomization referred to above arises out of what pretends to be the opposing force, that is, the free access to information, which – in full accord with the paranoid technique of exaggerated premise – becomes an information overload, or "*media overstimulation*" Colatrella, [6, 561]. The uprise of social

media has greatly accelerated the process of "over-loading" when it opened up the possibility of hearing multiple voices and connecting globally, thus turning physical boundaries into a fictive category and re-inventing the mental schemata of the outworld. The "information age" delivered a new symbolic order of hyper-realistic visuality, polyglossia, ambiguity, fragmentation, and magnification O'Donnell, [20], and, through changing the nature and the value of communication, caused the paranoid reversion of the human gaze, as the "regime of paranoid perception sees the outside world looking back at the individual" Davies, [7, 27].

While the new approaches to information transfer and consumption may be the main agents in the institutionalization of paranoid narratives, they both derive from and predetermine what is known as globalization, post-industrial society, and neo-liberal economy, which, at the time of their inspirational height, came to symbolize the "end of history" (Fukuyama, 2006, ix) as just the closing link in the chain of other "ends" announced earlier within the post-modernist paradigm. Thus, the eschatological narrative – which is the narrative of the end – could finally emerge as the mainstream discursive practice.

In its most general sense, globalization implies the dissolution of borders, which enables people, goods, services, and information move unrestrict-edly, and which aims at replacing nation-states with global market institutions and corporations to ensure "freedom and equality based on competition" Lloyd, [17, 262]. In the paranoid logic, this utopian mission encapsulates an inevitable failure manifested through, for instance, the overdependence on data servers that may be seized and used for unethical purposes, the total loss of privacy and the manipulation of thought and behavior through Internet, the re-emergence of the master/slave problematic in the field of robotics, or via a threat to the human identity as a result of genetic engineering and the post-humanist politics of cyborgization.

These are not only scientific progress and social change that bring the paranoid narrative into focus, it is also the experience of prior failures that instigates the inductive logic. The eschatological potential of the recent developments – global financial crisis and the dangers of speculative economy, the 9/11 attacks and their aftermath, and the European immigration crisis – is under close evaluation and waits to be fictionalized into a series of new paranoid narratives. Their agenda might probably shift remarkably from technophobia to living in a new "age of darkness" as circumstances prescribe, since paranoia "can be theorized as a subjective failure that literalizes and makes visible the paranoid tendencies of modernity itself" Paradis, [21, 38].

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PROJECT AS A TYPE OF COMMUNICATION MARKETING PROGRAM OF ART MUSIC IN STRATEGIC MANAGEMENT

Abstract. The article attempts to analyze the concept of "project" and its significance for art music. It provides examples of successful projects of national scale. It allows to define certain parameters inherent in them and to classify them.

Keywords: project, marketing, musical art, art music, strategic management.

As one of the types of communication marketing programs, the organization of high-profile public events of local or national scale is called "project" in modern management environment. Giep Hagoort (a world-famous Dutch professor who holds the lead in the art and culture management) considers "project" as a method of demonstrating art and cultural forms in the dynamics of the strategic process and motive [1, p. 146] and divides the project management into phases (the initial phase, the preparation phase, the development phase, the production phase, the functioning phase and the follow-up phase). They are used in multi-level organizational control (the quality of the project result; the organization of the project; the Facilities, needed to organize the project; the Timetable; the Information and Communication; the Money; the Digitalization [1, p. 146–148].

Artistic project, like any other human activity, "should receive public recognition in a democratic society and in market environment" [3, p. 47]. An important part of the implementation of this task is Public Relations (PR), and more specifically, branding as a planned campaign to introduce an artistic product to public consciousness and promote it to the socio-cultural market.

Monitoring the information field not only provides specialists with information on successful branding for target audiences, but also allows them to focus on the social significance of their activities. For the campaign success it is important for the artistic product to be informative, attractive and versatile. This is necessary for a certain positive image in the public environment.

The development and creation of national classical music art projects at the present stage is not just musical management, but also perhaps the only way for professional fulfillment and meet the demands of talents in Ukraine and abroad.

Organizers of such projects are faced with the challenge of reaching an ever expanding circle of connoisseurs. For this task, just classical music is not enough. It requires music that completely goes beyond the classical basis, and would at the same time contain its deep foundations; and moreover, be interesting and complex. To say it in the words of the broad public, it should be transform from the "dead" classical music and become a "lively" popular music.

In the Former Soviet Union cultural space of Ukraine, the UKR Artists National Concert Agency, created by the Ukrainian cellist Oleksandr Piriyev, is the first professional concert company of classical

music since independence from the USSR. O. Piri-yev also owns the only informational web-portal in Ukrainian Internet of the National Portal of Art Music "Music-review Ukraine", which popularizes and stimulates the development of classical music.

This could possibly be a grant project and be subsidized by the relevant institution, organization or corporation. The state is not an exceptional guarantor of financing a certain project with the aim of cultural branding in creating a positive political image (this strategy was used in the beginning of XX century by the head of the Ukrainian government Symon Petliura a hundred years ago, and the Ukrainian National Choir and composer Alexander Koshetz).

Another necessary component of any artistic project success is sponsorship and fundraising, which covers individuals, charitable foundations and private companies that can support cultural initiatives. Sponsors and the so-called donors are guided by their own project selection criteria when making donations (*according to F. Colbert*). The event scale is also serves as a factor for donations, since the effectiveness of investments is assessed in terms of visibility of the event, awareness and public coverage [2, p. 58].

Art projects series may be devoted to days of celebration or anniversaries (for example, those dedicated to the 80th anniversary of the world-class Ukrainian composer Myroslav Skoryk). These anniversary concerts, organized and highly advertised by the UKR Artists National Concert Agency in conjunction with the Philharmonic Institutions and the Petro Tchaikovsky National Music Academy of Ukraine, took place in different cities of Ukraine during 2018, including Vinnitsa (March 15), Kiev (May 29), Ivano-Frankivsk (June 2), Lviv (September 14–19) [4, p. 46]. Another national flagship project, initiated by O. Piriyev, was "Three S" (2016–2017), with concerts held in the largest cities of Ukraine.

The project goal was to draw attention to the Ukrainian art music, to show that it is part of the world music. Therefore, the organizers managed to combine the works of Ukrainian composers with the masterpieces of world classics, which were performed by some of the best soloists and groups of Ukraine.

It is important to note that the series of concerts was thoroughly supported by patrons and socially responsible businesses, but the main feature of the project was that it not only depended on governmental grants, but also was a gesture of philanthropy, providing financial assistance to a Baby-Friendly Hospital in Lviv. The aforementioned shows the social approach of the project, which manifested itself not only in the educational outreach, but also in charity, which, of course, is a very important achievement.

From a sociocultural point of view, such projects are an example of new solutions and the proper organization of "distribution" of art music as a mechanism for positive social action. This approach will surely influence the rise of national cultural identity and its popularization in the world. From the point of view of music management, such projects are a good marketing move aimed at the maximum prospect.

In summary, defining a musical project as one of the types of communication programs of strategic management, we can classify it according to the appropriate characteristics: by purpose (commercial, socially oriented, educational), by scale (large and small) and by prospect (formation of a new audience and expansion of fans of Ukrainian classical music product worldwide). All listed parameters are interconnected and can complement each other.

With its success in the modern economic world, a musical project as a promotional product confidently demonstrates the relevance of musical management development issue of academic art and art music in the Ukrainian socio-cultural space.

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Secion 6. Literature

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THE ONTOLOGICAL PARADIGM OF LONDON IN THE NOVELS "ANTIC HAY" BY A. HUXLEY AND "MRS. DALLOWAY" BY V. WOOLF

Abstract. The paper highlights the peculiarities of the artistic representation of London through the perspectives of man's experience of it. The analysis is made on the basis of the novels *Antic Hay* by A. Huxley and *Mrs. Dalloway* by V. Woolf in which it is depicted different ways of personages' accommodation to the city. In the above mentioned works of art London space appears a condensed world in which the characters find themselves in boundary situations, having to make a choice between themselves and others, true and false being, freedom and dependence, etc.

Keywords: ontological paradigm, existence, authentic, inauthentic, experience, falling, projecting.

In English literature the urban theme has had a long tradition rooted back in the late Middle Ages. It comes to the fore at the Age of Reason and the period of Victorianism, reaching its highest development in the early twentieth century. It is not easy to find an English writer whose works do not include urban landscapes, especially London ones. However, in the interwar period, the city appears in quite a new perspective. On the one hand, it is the centre of intellectual thought, a repository of ancient culture, on the other – the embodiment of technocratic reality hostile to human nature. The words "Who is tired of London is tired of life" that Dr. Samuel Johnson said in 1777 acquire the opposite connotation under new historical conditions. What the prominent scholar meant is that tiredness of London is an indication of an individual's self-awareness rather than backwardness or failure. Consequently, the modes of the artistic existence of the city in the works of the English writers of the early twentieth century, for most of which London is a geographically native, but ontologically alien and hostile place, appear to be different as well. The aim of this study is to trace the peculiarities of artistic representation of London in the light of the personages' experience of the metropolis. The paper is focused on the novels *Antic Hay* by Aldous Huxley and *Mrs. Dalloway* by V. Woolf which demonstrate opposite ways of man's accommodation to the life in a modern city.

The epigraph to A. Huxley's novel *Antic Hay* "My men like satyrs grazing on the lawns / Shall with their goat-feet dance the antic hay" [2, 1] implies the idea of the aimless being of the representatives of the post-war intellectual and artistic elite depicted

in the work. The young men spend time on meaningless conversations, meetings, visits to restaurants, exhibitions, theaters, thus filling the inner vacuum created by loss of moral and spiritual values. It is in the context of the endless movements of the heroes, which constitutes the plot composition of the novel, that the London text appears in the images of streets, squares, buildings, bright lights, loud music, noise of cars, etc. The city realities seem to engage people in a wild dance creating an illusion of joy, behind which confusion and anxiety are hidden. Consequently, the metaphor of 'antic hay' generates the idea of chaotic movement as a form of the city mode of life. Therefore, a pause is equivalent to death.

The main hero of the novel Theodore Gumbril (Gumbril Junior) realises the absence of his own identity as a person and a man. His indecisive, melancholic and mild nature does not match the dynamics of London, hence he often feels dependence on the will of circumstances or other people's decisions. His life in a city is an example of inauthentic being. In order to change the habitual manner of life he decides to create the image of the so called 'Complete Man' which is supposed to give him masculine confidence and even rudeness. With this aim in mind, the man orders an appropriate wig with a beard, puts on a wide cloak and a big hat, thus turning into "broad and powerful and exuberant and with vitality and hair" [2, 118].

Gumbril's actions are considered as pseudo-initiation for, instead of choosing his own way, projecting himself into future, the man gives his life even more theatricality. In this respect, his behaviour does not differ from that of the average majority of Londoners. 'The Complete Man's' first steps in his search for love adventures proves the above thought. By the irony of fate, he attracts the attention of the odd and eccentric Rosie whose reputation is far from being ideal. However, true feelings arise for the woman who loves him as he is – gentle and sensitive. In contrast to Theodore's mundane, Emily appears to be a woman of quite a different world. Being fond of flowers (as Theodore's dead mother), she herself was a product of nature –

"pure of heart, and flawless in her bright pellucid integrity, complete as a crystal, in its faceted perfection" [2, 204]. Dreaming of happiness against the backdrop of country landscapes, Emily rents a country cottage in Sussex in order to spend summer time with Gumbril there. However, the fatal meeting of the latter with Myra Viveash, who on the day of the man's departure does not have anyone to have breakfast with, ruins Gumbril Junior's dream to go beyond the narrow circle of his environment forever. The image of Myra embodies London's somber dynamics which does not let anybody go. Lacking the will to introduce some subjectivity into his life, Gumbril, like the others, remains a clown, continuing a crazy dance in an indifferent city. M. Heidegger's explanation of the above situation is as follows, "When one is absorbed in the everyday multiplicity and the rapid succession [Sich-jagen] of that with which one is concerned, the Self of the self-forgetful 'I am concerned' shows itself as something simple which is constantly selfsame but indefinite and empty" [1, 368].

If Gumbril Junior takes on a form of the city, becomes one of its objects i.e. Das Man, his father, insulating himself from the external reality, lives in the anachronic world of the past. Being an architect by profession, he devotes himself to the designing of a gigantic model of the London of his dream. His project is based on the ancient mode of city construction in which a person, as he says, lives "like an aristocrat, in privacy, by oneself" [2, 31]. Instead, modern London for him is a container of "ugliness and pettiness and dirt" which is the result of the wrong construction project (after the Great Fire of 1666), oriented to low human needs. The man is trying to correct this error by putting in the centre of the project the principle of human freedom. Thus, the old man's house is filled with the models of cathedrals, libraries, town halls, universities, commercial premises, warehouses, factories, country houses, including streams, channels, fountains, bridges, etc. He believes that one day his projects will be put into practice. However, the unsteadiness of the designs, falling to pieces from a care-

less movement, proves the utopia of Gumbril Senior's intentions. From an existential point of view, the architect's 'dwelling' cannot be called 'building', since it is not open to the world. On the contrary, his occupation becomes a means of escaping from other people with whom he is "not good at" [2, 29]. No wonder, that in Theodore's eyes, father, passionately voicing out his own concept of the city, reminds "one of those old shepherds who stand at the base of Piranesi's ruins demonstrating obscurely the prodigious grandeur and the abjection of the human race" [2, 177]. Despite of the different experience of London both personages implement the idea of limited being in a city.

In the metropolis, defined by G. Simmel as "the seat of the money economy" [3, 49], only those individuals can survive which lose their identity and true human qualities, become pragmatic, rational and soulless things. Otherwise, the city absorbs a person, as in the case of the hero of the novel *Mrs. Dalloway* Septimus Smith who feels absolute loneliness and is gradually approaching self-destruction in the capital indifferent to his eternal sufferings caused by the memories of war.

Unlike Septimus, the protagonist of the novel Mrs. Dalloway, who lives in Westminster, views London as the centre of the universe, a repository of beauty and greatness, energy and exciting dynamics. The realities of the capital, transposed into the heroine's inner being, emerge in the form of a mosaic flow of colours, sounds, smells, visions, which express the state of her soul, filled with love of life and London as its container, "In people's eyes, in the swing, tramp, and trudge; in the bellow and the uproar; the carriages, motor cars, omnibuses, vans, sandwich men shuffling and swinging; brass bands; barrel organs; in the triumph and the jingle and the strange high singing of some aeroplane overhead was what she loved; life; London; this moment of June" [5, 34].

The impressionist technique enhances the perception of reality, giving importance to insignificant moments. The very feeling of ease from a clear June day evokes pleasant associations about the years of

youth, spent in Burton, far from big cities. In contrast to the rest of the novels, in *Mrs. Dalloway* the natural space of the province is not opposed to London, but, on the contrary, constitutes organic integrity with it, combining the past and the present of the heroine.

Changes which have taken place in the capital owing to the development of civilization, evoke positive emotions in Peter Walsh, who, after a 5-year stay in India, takes pride in London and England, "A splendid achievement in its own way, after all, London; the season; civilization" [5, 78], "Never had seen London look so enchanting – the softness of the distances; the richness; the greenness; the civilization, after India, he thought, strolling across the grass" [5, 93]. He is impressed by everything in London: the changes in women's appearance and manners, "the pulse of a perfect heart" of the city [5, 78], a great number of different people who are hurrying somewhere, etc. The unrestrained dynamics of the city energizes him, provides with ease and confidence. At the same time, Peter's exaltations look like an endeavour to conceal his internal hesitation and fear proved by the following confession, "This susceptibility to impressions was his undoing, no doubt" [5, 93]. Thus, in depths of Peter's and Clarissa's vitality the existencials of sorrow, hopelessness, and disappointment appear, actualizing the heroes' consciousness of an unceasing flow of time, of human beings' loneliness, and at last of an inevitable end. Septimus' suicide becomes "a cause of a turning point in Clarissa's life" [4, 6], reminding of another London, destroyed by the war, that does not live, but exists. The news heard from the doctor Bradshaw causes a mixed sense of anxiety, excitement, in the meantime responsibility and guilt over powerlessness in the face of death, in general for the life she has. Thus, mentally balancing between life and death, common sense and insanity, Clarissa chooses life with its gossips, intrigues, outer lustre, parties, porcelain and silver – things that save her from the cruel world. And the fact that the death of Septimus in her consciousness suddenly appears as

a release, "an inspiration for her" [4, 6] is a token of the woman's overcoming the fear of the unknown.

The analysis of London in the light of the personages' reflections demonstrates how different the city appears in their minds. In both works of art an existential paradigm of the city is marked by the opposites 'authentic / inauthentic' being. It means that the characters find themselves in the situation of existential choice between false and true being, oneself and others, etc. But if in *Antic Hay* the protagonist's way of accommodation to a chaotic dynamic of London can be characterized as 'falling' in average everydayness, in V. Woolf's novel in the image of Clarissa Dalloway it is represented the model of 'projecting' oneself into future.

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ARTISTIC SPECIFICATION OF POETIC WORKS M. LERMONTOV (ON THE EXAMPLE OF "BORODINO" AND "FIELD OF BORODINO")

Abstract. The article deals with the artistic specifics of the poetic works of M. Yu. Lermontov (on the example of the poems "Borodino" and "Borodin's Field"). The relevance of the topic is determined by a number of factors, including: the need for a deep and thorough study of the means and techniques used in the poetic works of the 19th century; the importance of studying the characteristics of Russian literature, which carries with it certain patriotic motives and moods; as well as insufficient scientific elaboration of the problems of the specificity of a number of works of Russian classics in the context of the modern life of Russian society. The purpose of this article is a comparative analysis of the poems "Borodino" and "Borodin's Field" in the context of the study of structural, substantial and other features.

In conclusion, the author notes that the poems "Borodino" and "The Field of Borodin" by M. Lermontov, they will forever remain in Russian literature among the most significant works about the feat and heroism of the Russian people.

Keywords: artistic specificity; idea of the work; "Field of Borodino"; "Borodino"; M. Lermontov; language of poems; Russian literature; poetry; literary traditions.

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ХУДОЖЕСТВЕННАЯ СПЕЦИФИКА ПОЭТИЧЕСКИХ ПРОИЗВЕДЕНИЙ М.Ю. ЛЕРМОНТОВА (НА ПРИМЕРЕ СТИХОТВОРЕНИЙ «БОРОДИНО» И «ПОЛЕ БОРОДИНА»)

Аннотация. В статье рассматриваются вопросы художественной специфики поэтических произведений М. Ю. Лермонтова (на примере стихотворений «Бородино» и «Поле Бородина»). Актуальность темы обуславливается целым рядом факторов, в т.ч.: необходимостью глубокого и тщательного изучения средств и приемов, использующихся в поэтических произведениях XIX века; важностью исследования особенностей русской литературы, которая несет в себе патриотические мотивы и настроения; а также недостаточной научной разработанностью проблем специфики ряда произведений русской классики в контексте современной жизни русского общества. Цель настоящей статьи – сравнительный анализ стихотворений «Бородино» и «Поле Бородина» в контексте исследования структурных, содержательных особенностей.

В заключении автор отмечает, что стихотворения «Бородино» и «Поле Бородина» М. Лермонтова, они навсегда останутся в русской литературе одними из самых значительных произведений о подвиге и героизме русского народа.

Ключевые слова: художественная специфика; идея произведения; «Поле Бородина»; «Бородино»; М. Ю. Лермонтов; язык стихотворений; русская литература; поэзия; литературные традиции.

Сегодня большую актуальность приобретают вопросы, связанные с исследованием специфики творчества великого русского поэта, прозаика, драматурга М. Ю. Лермонтова. Обуславливается это целым рядом факторов: во-первых, необходимостью тщательного изучения средств и приемов, использующихся в поэзии XIX века; во-вторых, важностью исследования особенностей русской литературы, которая несет в себе патриотические мотивы и настроения [6, 11–19]; и, в-третьих, недостаточной научной разработанностью проблем специфики ряда произведений русской классики в контексте современной жизни русского общества. Кроме того, проблемы творчества М. Ю. Лермонтова имеют глубоко научный интерес, раскрывающийся с точки зрения вопросов жанровой типологии, литературной традиции, творческого осмысления и критического восприятия. В этом смысле большой значимостью обладают стихотворения Лермонтова «Бородино» и «Поле Бородина», о которых написано много работ.

Характеризуя степень научной разработанности, следует отметить, что вопросы специфики творчества Лермонтова активно исследовались многими отечественными и зарубежными авторами. В частности, общая специфика поэтического творчества рассматривалась в работах И. Л. Андроникова [2], Е. А. Балашовой, И. А. Каргашина [3], П. В. Сивцевой-Максимовой, Е. А. Архиповой и С. И. Егоровой [15] и др. Отдельные аспекты творчества Лермонтова представлены в исследованиях Е. А. Акимовой, С. И. Ермоленко [1], Н. А. Богомолова [4], Т. С. Миловановой [12; 13] и др. Проблемы творчества Лермонтова в контексте патриотических, а также религиозно-философских вопросов изучались в работах Г. Е. Горланова [5], И. А. Киселевой [7], С. М. Телегиной [17] и др. Особый интерес вызывает издание «Мир Лермонтова: Коллективная монография» под общей редакцией М. Н. Виролайнен и А. А. Карпова [14]. В монографию вошли исследования российских и зарубежных авторов (В. Багно М. Вайскопфа, М. Н. Виролайнен, К. Г. Исупова, В. А. Кошелева, О. В. Сливицкой, А. С. Янушкевича и др., посвященные различным аспектам творчества М. Ю. Лермонтова, его связям с литературными традициями XVIII–XIX веков, а также актуальным проблемам рецепции и перевода его поэтического наследия.

Это обуславливает выбор предмета настоящей статьи – художественная специфика поэтических произведений М. Ю. Лермонтова (на примере стихотворений «Бородино» и «Поле Бородина»). Цель статьи – сравнительный анализ стихотворений «Бородино» и «Поле Бородина» в контексте исследования структурных, содержательных особенностей произведений.

Итак, стихотворение «Бородино» было написано в 1837 г. До стихотворения «Бородино» еще совсем юным Михаил Лермонтов написал «Поле Бородина». Многое в нем свидетельствует о несомненном таланте будущего поэта. Редко у кого не возникнет желания сопоставить два стихотворения подобной тематики. Идея произведений одинакова. Рассказчик один – солдат. Но они разные, и повествования построены по-разному. В них подробно описывается ожидание боя, которое звучит неодинаково: в первом – стиль возвышенный, не характерный для простого солдата, во втором – язык безыскусный, будничный. Удивительно,

что описание Бородинского боя в обоих произведениях передано правдиво, в соответствии с воспоминаниями участников сражения.

Известно, что Лермонтов рос среди людей, которые часто вспоминали об Отечественной войне. Эти рассказы участников о Бородинском сражении отложились в голове и сердце будущего поэта.

Слова «*Ребята! Не Москва ль за нами? Умремте ж под Москвой!*» не выдуманы поэтом. С такими словами обратился к армии родственник поэта генерал Дохтуров, когда после ранения Багратиона получил приказ Кутузова принять на себя командование левым флангом. «*За нами Москва,– воскликнул Дохтуров,– умирать всем. Но ни шагу назад – ведь все равно умирать же под Москвою!*» [6, 29].

Из раннего детства поэт вынес твердое убеждение, что именно благодаря мужеству простых русских людей Бонапарт, победоносно прошедший через Европу, впервые столкнулся в Бородинском бою с сильнейшей русской армией и впервые не смог победить. И, конечно же, не учел он патриотизма русских людей, защищающих свою родину, их могучий дух.

И. Андроников раскрывает исторические события, предшествовавшие Отечественной войне 1812 г. Автор обращает внимание на точное и достоверное изображение Бородинского сражения [2, 113–129] Он сравнивает описание сражения у М. Лермонтова и в сочинении Н. Любенкова «Рассказ артиллериста о деле Бородинском» [10], в котором приводится реалистическое описание сражения.

Истоки «Бородина», безусловно,– в стихотворении «Поле Боролина». Уже в начале литературного творчества поэт был верен правде жизни, правде образов. Описание боя у поэта скрупулезное, точное. Такое описание всегда станет характерным для М. Лермонтова. К тому же он был хороший художник, об этом свидетельствуют сохранившиеся его рисунки и картины. В книге И. Андроников «Лермонтов. Исследования и находки» [2, 607–612] показывает, насколько достоверно поэт изображает в произведениях вещи, что можно представить зримо все детали и предметы описания, а нарисованные картины и персонажи реальны, в этом исследователь убежден. Многие из перечисленных литературоведов, перечисленных здесь, отмечают скрупулезность, точность поэта при описании Бородинской битвы.

Д. Е. Максимов считает стихотворение «Бородино» М. Ю. Лермонтова одним из лучших народных произведений русской литературы, в котором народ является главным героем и от его лица ведется повествование [11]. Он сопоставляет стихотворения «Поле Бородина» и «Бородино». В обоих стихотворениях образ простого человека служит противопоставлению. Но, как замечает И. Андроников, характер этого противопоставления совсем иной. И то, и другое стихотворение представляют собой монолог, произносимый воином [2, 137–138].

Сопоставление двух стихотворений позволяет проследить развитие творческой манеры поэта и его воплощение в стихотворении «Бородино», вначале формальные отличия (разница в количестве строф, строк); потом содержательные. Композиционно оба стихотворения построены одинаково: после вступления о бое рассказывают участники. Только рассказы звучат по-разному. В «Поле Бородина» образ воина очерчен схематично, слог торжественный, возвышенный, этому соответствует условный и книжный язык, связанный с тяготением молодого Лермонтова к отвлеченному мышлению.

Следуя классификации Е. А. Балашовой и И. А. Каргашина, [3, 37–38] мы считаем, что оба стихотворения относятся к субъектной организации текста, т.к. такой анализ позволяет ответить на вопросы: кто рассказывает, кому принадлежит точка зрения, как соотносится данная точка зрения с авторской позицией. Мы можем утверждать, что композиция обоих произведений кольцевая, поскольку начинаются одинаково и заканчиваются таким же образом:

Всю ночь у пушек пролежали
Мы без палаток, без огней,
Штыки вострили за шептали
Молитву родины своей.
Шумела буря до рассвета,
Я, голову подняв с лафета,
    Товарищу сказал:
«Брат, слушай песню непогоды –
Она дика, как песнь свободы».
Но вспоминая прежни годы,
    Товарищ не слыхал [9, т. 1; 166].

Обращаемся к тексту стихотворения «Бородино»:

«Скажи-ка, дядя, ведь недаром
Москва, спаленная пожаром,
Французу отдана?
Ведь были ж схватки боевые,
Да, говорят, еще какие!
Недаром помнит вся Россия
    Про день Бородина!» [9, т. 2; 9].

Заканчиваются произведения также одинаково словами рассказчика:

    И крепко, крепко наши спали
    Отчизны в роковую ночь.
Мои товарищи, вы   пали!
Но этим не могли помочь.
Однако же в   преданьях славы
Все громче Рымника Полтавы
Гремит Бородино.
Скорей обманет глас пророчий,
Скорей небес погаснут очи,
Чем в памяти сынов полночи
    Изгладится оно [9, т. 1; 67].

Да были ре люди в наше время,
Могучее лихое племя:
Богатыри – не вы.
Плохая им досталась доля:
Не многие вернулись с   поля.
Когда б на то не не божья воля,
Не отдали б Москвы!» [9, т. 2; 13].

Мы восхищаемся торжественным слогом юного поэта. Старославянское слово «глас» вместо русского «голос» и возвышенное слово «очи» подчеркивают торжественность момента и значение Бородина для России.

Во втором стихотворении описание будничное, но автор восхищается участниками бородинского сражения, называя их «могучим, лихим племенем», отстоявшим свободу родины, противопоставляя своим современникам, не богатырям, живущим пустой, никчемной жизнью.

Е. А. Балашова, И. А. Каргашин напоминают об А. П. Квятковском, использовавшем в качестве примера звуковой организации стихотворного текста ассонанс (подбор гласных) отрывок из «Бородина»: У наших ушки на макушке! / Чуть утро осветило пушки / И леса синие верхушки – /Французы тут как тут. Этот же отрывок является и образцом аллитерации – повторением определенных согласных звуков. Подобные приемы звукописи пронизывают стихотворение, монолог солдата предстает эстетически организованным текстом [3, 109–110].

Образ рассказчика в стихотворении «Поле Бородина» отвлеченный. Он говорит так, как реальный боец говорить не может, торжественно, напыщенно. Наоборот в «Бородино» рассказчик показан именно как солдат, очень ярко, образно… Чтобы сохранить должные пропорции образа дать читателю возможность сквозь него, не задерживаясь на нем больше, чем нужно, разглядеть глазами простого человека батальные картины и понять их исторический смысл, Лермонтов отказывается от прямого изображения своего героя. Материалом для реализации образа поэт избирает не только мысли и чувства ветерана в их логическом выражении и, конечно не его пластический облик а наименее «плотную» и наиболее «прозрачную» среду: его речевую манеру, лексику например:

    «Полковник наш рожден был хватом:
    Слуга царю отец солдатам…

Да, жаль его: сражен булатом,
Он спит в земле сырой» [9, т. 2; 12].

Командир оказывается не просто зарублен или приколот штыком а «*сражен булатом*» краткая форма причастия в ночь перед сражением.

Использованы архаизмы «*сечь*», «*пала*», употреблен эпитет «*грозной*», а также инверсия «*ночная пала тень*».

В стихотворении «Бородино» современному духовно истощенному «племени» противопоставляется могучая и героическая сила народа русский национальный характер, воплощенный в образе старого воина. Это уже не пунктирный профиль простого человека, как в «Поле Бородина», а полновесный образ, включенный в большую историю, порожденный национальной почвой идейно и психологически охарактеризованный и социально определенный, реалистический. Созданием этого высокого образа не известного до «Бородина» в русской поэзии, как отмечает Д. Е. Максимов, Лермонтов достигает разговорной лексикой [11, 166]. По сравнению с юношеским стихотворением, в «Бородино» ощущается неподдельная народность, рассказчик вырастает до образа старого артиллериста который осознается как герой защитник Родины.

Существенное отличие «Бородино» от юношеского стихотворения «Поле Бородина» в отсутствии мотива славы необходимый в древнем эпосе, как отмечает С. И. Кормилов [8, 84–89]. Народность «Бородино» зависит от рассказчика-солдата который действительно годится молодому солдату в «дяди» умудренный жизнью хорошо знающий ратное дело защищающий Родину не думающий славе. В характере «дяди» нет ничего от героя-одиночки. В нем есть гордость за товарищей общность дела: «*наш редут*», «*наш бой*», «*считать мы стали раны*», в отличие от «Поля Бородина» «*я вспомня леденею весь*», «*перекрестился я*». С. И. Кормилов полагает, что конец «Поля Бородина» перекликается с финалом основной части поэмы Вальтера Скотта «Поле Ватерлоо» [8, 84–89]:

«*Однако же в преданьях славы*
Все громче Рымника, Полтавы
Гремит Бородино.
Скорей обманет глас пророчий
Скорей небес погаснут очи
Чем в памяти сынов полночи
Изгладится оно» [9, т. 1; 166].

Отличие «Бородина» от «Поля Бородина» и в изменении повествовательной манеры поэта.

Как выше говорилось, композиция сопоставляемых стихотворений – субъектная организация текстов [3, 37]. Такая организация текста позволяет ответить на вопросы: кто рассказывает кому принадлежит точка зрения как соотносится данное сознание с авторской позицией. Авторская позиция совпадает с позицией субъекта повествования – рассказчика. Конечно, его образ не выписан поэтом, но мы прекрасно его представляем как закаленного в боях солдата, кому дорога родина и которую он защищал всю сознательную жизнь. Мы можем его мысленно представить так явно, будто нам родной человек и все благодаря Михаилу Лермонтову, эволюции его повествовательной манеры. Эти изменения происходят появилась благодаря речи рассказчика от торжественно-приподнятого тона, к другой речи, народной сочной, яркой объемной, чтоэ коренным образом меняет повествование. Интонационно-мелодический строй имеет очень большое значение. Интонация передает смысловые и эмоциональные различия высказываний отражает состояние и настроение говорящих, их отношение к предмету беседы или друг к другу. Интонация отличает устную речь от письменной делает ее богаче придает ей неповторимый индивидуальный характер.

А в письменной речи о синтаксической ролиинтонации читатель   узнает по знакам препинания.

Точке присуща интонационная фигура звукового понижения основного тона – своеобразного падения звука: «Мы долго молча отступали» [9, т. 2, 9].

Запятая, наоборот характеризуется повышением звука, который завершается своеобразным

«голосовым загибом» обрывающем звук и пред-упреждающем как поднятая кверху рука о том, что мысль не завершена: Досадно было, боя ждали, Ворчали старики: … [9, т. 2; 9].

Двоеточие интонационно подготавливаетслу-шающего к продолжению мысли, в его интонации ощущается движение, развитие передаваемое лёг-ким звуковым толчком: И вот нашли большое поле:

Есть разгуляться где на воле! Вопросительный знак требует резкого и быстрого подъёма звука на вопросительном слове, оно сопровождается характерной фигурой так называемого «кваканья». Высота и скорость подъёма, форма звуковой фигуры создают градацию вопроса.

Восклицательный знак начинается с энергич-ного звукового подъёма после чего голос резко падает книзу. Чем выше взлёт и резче падение, тем интенсивнее звучит восклицание.

В лирических жанрах интонационно-мело-дический строй тесно соотносится с лирическим субъектом.

Можно говорить о соотносимости того или иного жанра с типом лирического субъекта точ-нее,– с определенной субъектной формой выраже-ния авторского сознания. Структура лирического жанра определяется гибкой достаточно устойчивой связью между типом лирического субъекта типом субъектной организации характером интонацион-но-мелодического строя и свойственными данному жанру «сигналами» ассоциативного фона. Эта связь и порождает специфический для каждого лирического жанра образ миропереживания как выражение определенной эстетической концеп-ции личности. Очевидно что каждое лирическое стихотворение обязательно будет носителем опре-деленного миропереживания. Прослеживается тесная связь между жанром интонационно-мето-дическим строем [17].

А. Н. Соколов сближает стихотворения «Бо-родино» и «Дума». В них он с особенной глуби-ной поставил важную для 30-х годов проблему активного служения обществу и вопрос о «деяте-ле» достойном этой высокой задачи [16, 23–24]. Лермонтов прав «когда связывает мужество и стойкость людей 1812 года с их пламенным патри-отизмом с их беззаветной преданностью Родине» [16, 24]. Удивительно, как много сходства в языках «Поле Бородина» и «Бородино». Сколько слов и выражений перенесенных из юношеского сти-хотворения в «Бородино»:

«И молвил он, сверкнув очами:
«Ребята, не Москва ль за нами?
Умремте ж под Москвой,
Как наши братья умирали!»
И умереть мы обещали
И клятву верности сдержали
Мы в Бородинский бой.
Носились знамена как тени
В дыму огонь блестел.
Звучал булат картечь визжала
Рука бойцов колоть устала,
И ядрам пролетать мешала
Гора кровавых тел.
　　　　　　　　«Бородино»

И вождь сказал перед полками:
«Ребята, не Москва ль за нами?
Умремте ж под Москвой,
Как наши братья умирали!»
И мы погибнуть обещали,
И клятву верности сдержали
Мы в бородинский бой».
Носились знамена как тени
Я спорил о могильной сени,
В дыму огонь блестел.
На пушки конница летала
Рука бойцов колоть   устала
И ядрам пролетать мешала кровавых тел.
　　　　　　　　«Поле Бородина»

Мы замечаем повторы слов. Но мы также убеждаемся, насколько различается повествование в двух стихотворениях: насколько безыскусственно и емко звучит повествование и описание в стихотворении «Бородино», настолько же напыщенно в «Поле Бородина». Но

Использовано слово «визжала»: в «Бородино» «картечь визжала», в «Поле Бородина» «завизжали пули», в «Бородино» «Земля тряслася – как наши груди», в «Поле Бородина» – «Душа от мщения тряслася». В стихотворениях употреблены сравнения: «Брат, слушай песню непогоды:

Она дика как песнь свободы»; «Носились знамена как тени… »; «На труп застывший, как на ложе Я голову склонил… », «Скорей обманет глас пророчий / Скорей небес погаснут очи, / Чем в памяти сынов полночи / Изгладится оно». «Поле Бородина»). Такое же сравнение наблюдается в «Бородино» «Носились знамена как тени»; «Умремте ж под Москвой Как наши братья умирали!» «Бородино» – «Земля тряслась – как наши груди». Сближает эти стихотворения и размер которым написаны стихи, ямбом особенно характерным для раннего творчества поэта.

При создании речевого образа рассказчика М. Лермонтов включает в просторечные слова и выражения: «ушки на макушке», «тут как тут», «мусью», «что толку в этакой безделке». Употребление просторечной лексики способствует созданию истинно народного образа рассказчика. Наряду с просторечной лексикой, в стихотворении используются слова высокого стиля: «на поле грозной сечи ночная пала тень», «ликовал», «сверкнув очами».

Это подчеркивает величие боя, его особую значимость в истории страны. Уже в начале стихотворения автор использует несколько риторических восклицаний которые выражают торжественность свершившегося Бородинского сражения:

«Ведь были ж схватки боевые,
Да, говорят еще какие!
Недаром помнит вся Россия
Про день Бородина!» [9, т. 2; с. 9].

Величие свое солдаты, не щадившие жизней во имя Отечества, доказали в Бородинском сражении. В кульминационном описании сражения Лермонтов не скупится на выразительные средства. Здесь применены и сравнения: «Французы двинулись как тучи», «Носились знамена как тени». И олицетворения: «Картечь визжала», «И залпы тысячи орудий слились в протяжный вой». Олицетворения являются разновидностью метафор, которые делают текст ярче, выразительнее образно передают грандиозность сражения. Главную по значению позицию среди художественно-выразительных средств занимает гипербола ведь она призвана показать необъятный масштаб событий Бородинского сражения:

«Рука бойцов колоть устала
И ядрам пролетать мешала
Гора кровавых тел» [9, т. 2; 13].

Используется и синекдоха: «И слышно было до рассвета как ликовал француз». Также в описании сражения используются эпитеты, подчеркивающие отвагу русской армии: «русский бой удалый», «наш рукопашный бой», «русские штыки», «И вот на поле грозной сечи / Ночная пала тень», «И леса синие верхушки», «Он спит в земле сырой». В основе эпитета может быть метонимический перенос названия «уж мы пойдем ломить стеною, уж постоим мы головою за родину свою». Это можно назвать и анафорой – повторением сходных звуковых элементов в начале смежных ритмических рядов. Встречаются и противопоставления:

«Да, были люди в наше время,
Не то что нынешнее племя:
Богатыри – не вы!
Плохая им досталась доля:
Немногие вернулись с поля…
Не будь на Господня воля,
Не отдали б Москвы!» [9, т. 2; 3].

Заканчивается повествование этой же строфой: последняя, четырнадцатая строфа почти дословно повторяет вторую: прославляются богатыри, отстоявшие свободу России которые противопо-

ставляются новому поколению людей, ничем не прославившему ни себя ни родину.

Идея произведения как известно, заключается в утверждении силы и мощи русского народа который является истинным творцом истории. Автор утверждает, что победа в Отечественной войне 1812 года – заслуга простых солдат всего народа [17, 213–228]. Массовый героизм народа привел его к победе. В стихотворении «Бородино» Лермонтов заговорил, как реалист, а в «Поле Бородина» перед нами поэт-романтик воспевающий подвиг народа приподнято-возвышенным слогом.

Немаловажную роль играет само построение произведения. Оно делится на две части по семь строф. В первой находится вступление и подготовка к сражению вторая повествует о битве и замыкается эпилогом, повторяющим главную мысль заложенную во вступлении. Такие особенности делают его удивительно музыкальным и сближают с народными формами, в которых семидольные структуры являются типичными [14, 71–76]. Недаром «Бородино» пользовалось огромной популярность в народе а почти каждая его строфа стала крылатой.

Лирическое стихотворение является носителем определенного миропереживания. Прослеживается тесная связь между жанром и интонационно-мелодическим строем. Переход от торжественно-приподнятого тона, повествовательной манеры к другой народной, сочной яркой, объемной позволяет признать «Бородино» вершиной русской патриотической лирики.

Особенность «Бородино» и в сказовой форме этого стихотворенпия. «Сказ как способ речевой организации произведения представляет собой художественную имитацию устной спонтанно-непринужденной собственно разговорной) речи от имени самого героя. Действительно, теперь текст рассказа о бородинском бое рождает иллюзию «живого» разговорного монолога а значит – становит индивидуально-характерологическим, ведь такая речь не может быть безликой! Перед нами изображение устного непосредственного речевого акта от лица именно этого человека – ветерана Отечественной войны 1812 года. Тем самым сравнение двух стихотворений Лермонтова о Бородинском сражении ставит «Бородино» в историко-литературный контекст, позволяет увидеть произведение в свете исторической поэтики; его место и значение в творчестве Лермонтова, и в истории отечественной пэзии в целом.

Безусловно, стихотворения «Бородино» и «Поле Бородина» М. Лермонтова навсегда останутся в русской литерату–одними из самых значительных произведений о народном подвиге.

Вечность славы Бородино для России несомненна. Русские воины не «выше» славы, но их слава выше любой другой. Поэтизация великого прошлого – свойство эпического сознания но критика современности ведется с романтических позиций, полнее всего выразившихся в лермонтовской поэзии. Но в стихотворении «Бородино» Лермонтов наиболее близок к реалистической мане-бытописания, что подтвердили его позднейшие произведения.

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Section 6. Pedagogy

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VARIOUS LEVELS CREATIVE SELF-DEVELOPMENT LISTENERS INFORMED INCREASE TRAINING

Abstract. This article is devoted to the development of creative human personality, creative personality problems at all levels of education and training, complex effects required for the formation of a creative personality, creative abilities of the individual components of the listener focuses on the creative qualities of the person.

Keywords: creative, value, personal, creative personality, formation.

Based on the analysis of psychological – pedagogical literature revealed levels of creative self-development of students at different stages of their personal development. The basis of selection of levels of creative self-development of quality indicators are taken, reflecting the main components of the structure of personality:

1. The nature of creative design;

2. The adequacy of self-creative abilities;

3. The degree of independence in carrying out creative tasks

4. These criteria do not exhaust the whole variety of qualitative characteristics of the individual, but in the context of the problems of our study are the most significant. On the basis of the ratio of the levels of creative self-development have been identified in the structure of creative activity.

1. Start. He does not believe in their own capabilities, can not and do notunwilling to perform creative tasks.

2. Low. To doubt their own ability, perform creative tasks under the guidance of a teacher and carries out its reproductive process only.

3. Average. It needs additional incentives when performing creative tasks in the implementation plan includes some elements of the new; He prefers to work in the micro-group, not daring to take creative initiative of the.

4. Tall. She believes in their capabilities and skills, sometimes exaggerating their self-esteem. Able to create a wide variety of independent ideas, which do not always find an adequate artistic incarnation on this for their implementation needs more information.

5. Creative. To adequately assess their own capabilities andability. At the approach to creative job is not standard solutions and implements them into independent, original, fully completed the program.

Individual differences of listeners are manifested in the physical development, mental abilities, in the types of higher nervous activity in the individual manifestations of mental processes, ethical and emotional and volitional orientation of the person (character, culture, behavior, actions, needs, interests, ideology, ideals) etc.

Of the variety of manifestations of individual differences distinguish those who are more than the

other, define the promotion of the student in the teaching and are particularly important for the performance of independent work. These differences relate primarily to the ability to learn, their mental activity, with the ability to understand and remember the material, with the features of the automation of various actions in the development of practical skills transfer assimilated to the new conditions, with the ability to solve problems.

N. A. Menchinskoy [5, p. 156] proposed criteria by which to judge the students learning capacity:

– The level of mastery of analytical and synthetic transactions;

– The degree of flexibility of thinking (the ability to reconstruct the thinking operation conditions change);

– A close connection or lack of connection between concrete and abstract components of mental activity;

– Economical thinking (the amount of material on the basis of which the mastering and forming in the layer of the new law, principle, rule);

– The depth of thinking (the depth of the mind reflects the degree of self-penetration into the essence of human activity knowable);

– Critical mind, the ability to objectively assess the results activity others and their own.

For the study of individual differences in cognitive listeners could usefully highlight their specific group:

– *the first type* include those learners who do not have high achievers do not show initiative and independence in learning, their way of thinking characterized by inertia and passivity. The basis of the ireducational activity is thememory;

– *the second type* consists of students whose work is the basis for learning practical activities. The theoretical part of the traversed material they learn to work only as a result of repeated application of certain provisions in practice;

– *the third type* are the listener with a clear penchant for theory. They seek to avoid the performance of practical exercises, ignoring them. The mental ac-

tivity of these learners is characterized by a high level of communication and abstraction, but relatively low specificity level;

– *fourth type* consists of students, harmoniously combining his teaching tendency to theory with the ability to apply it in practice.

Based on an analysis of different approaches following typological groups of students can be identified to the individual differences of students.

So, for the *first group* of characteristic trend is the complete assimilation of knowledge sufficient meaningfulness of them, the ability to use them to develop new skills, the ability to independently solve the problems.

For the *second group* of trainees is characterized by complete assimilation of knowledge sufficient meaningfulness of them, the ability to apply them to generate new practical skills, ability to solve problems using teacher.

Students assigned to the *third group* are not always self-learn the mandatory amount of knowledge, they are characterized by the lack of sufficient knowledge of meaning, inability to use them for the development of new skills and abilities, they have difficulty in addressing problems.

The basic criteria of creativity listener are: independence (complete or partial); search and sorting options movement to the goal (in full or in part) in the process of creating movement toward the goal of a new product (in whole or in part a).

An analysis of research on a layered approach to the development of creative abilities of the listener, as well as their own observations allowed us to determine the basis of these levels on the following *criteria*:

– An interest in creative activities;

– The desire to engage in creative activities;

– Execution of creative works on the instructions of the teacher;

– Own initiative in creative activities.

The degree of completeness of independence, discovery and for creating the product determine

the levels of creativity. No, we can not determine the levels of development of creative abilities of the listener to check and adjust the action mechanism of creative activity, to make certain adjustments in all parts of its interaction.

We distinguish the following levels of creative qualities of the individual student.

Table 1. Levels of development of creative qualities

Levels of development of creative qualities	Brief characteristics
Passive-Orientation	Listeners` show an inner need for creative activity. Express an interest in the issues raised and address them realistically cope with the tasks on samples and algorithms, find ready-made answers in the text. The nature of the interaction between the teacher and the students as a whole – business. For this level is characterized by the solution of the problem in question-answer form between the teacher and individual students. Theactivitiesoftheteacherdominates.
Reproductiveandcreative	For this level is characterized by the positive involvement of students in the solution of the problem. Show the ability to introduce a new character in the teaching and learning activities, but with the help of a teacher obligatory. Comprehension and alteration mapping the internal structure of the object known, a description and analysis of the action with the object, the foresight and analysis of their possible outcomes. Listenerstendtocooperate, havesomeknowledge, attitude.
Partially-creative	Show the ability to introduce a new character in the educational work. Activities freer, show the attempts of originality in getting new information, find ways, methods, technical means for discovering new aspects of the phenomenon in this class. Performs problematic task. Teacher connects to the listener activity, if necessary. Students gain experience in search activity, possession of the elements of creativity, but do not get the experience of a holistic study of the process or phenomenon. Creative processes in educational activity the listener are shown in the analysis contained in the problem of the problem situation. What makes it more complicated and bigger than the problem of adequate subject's ability to organize and control its activity, the higher the level of intellectual potential of the individual.

Dedicated levels allow us to focus on the gradual development of creative qualities of the individual listener. Each prior is preparatory in relation to the next, higher, and the newly acquired ability to serve as a basis for the development of creative qualities of personality. Not only knowledge and skills, but also the nature of their acquisition are the basis for the educational process as a whole.

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THE CONCEPT OF THE UNIVERSAL INFORMATIONAL AND EDUCATIONAL ENVIRONMENT (IEE) IN THE CONTEXT OF DIGITAL TRANSFORMATION OF THE SYSTEM OF EDUCATION

Abstract. This scientific research outlines the basic concepts of the formation of informational and educational environment in schools and universities. Innovations, non-traditional methods and technics, ultramodern ideas and approach, informational technologies and integrative telecommunication procedures – these all are new directions in the global transformation of education. Research emphasizes the importance of special informational training of pupils, preparing them to live and work in the digital space, therefore it becomes one of the most important aspects in the reformation and computerization of the system of education.

Keywords: informational and educational environment, digital transformation, system of education, innovations, informational technologies, reformation of education.

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КОНЦЕПЦИЯ ЕДИНОЙ ИНФОРМАЦИОННО-ОБРАЗОВАТЕЛЬНОЙ СРЕДЫ (ИОС) В КОНТЕКСТЕ ЦИФРОВОЙ ТРАНСФОРМАЦИИ СИСТЕМЫ ОБРАЗОВАНИЯ

Аннотация. В данной научной статье освещены концептуальные основы процесса формирования информационно-образовательной среды учебного заведения в контексте цифровых изменений всей системы образования. Инновации, нетрадиционные методы и приёмы, ультрасовременные идеи и подходы к способам обучения, информационно-коммуникационные технологии и интегративные телекоммуникационные методики – новые направления глобальных трансформаций образовательной области, направленные на системное применение в обучающей практике автоматизированных комплексов и механизмов. В статье делается акцент на необходимость специальной информационной подготовки человека к жизнедеятельности в цифровом пространстве – что является одним из основных аспектов процесса реформирования и информатизации системы образования.

Ключевые слова: информационно-образовательная среда, цифровая трансформация, система образования, инновации, информационно-коммуникационные технологии, реформирование образования.

Сегодняшний день – это время глобального обновления всех социальных систем и институтов, в том числе и области образования. Модернизация широко охватила образовательное пространство, обозначив для него новую эпоху – цифровую трансформацию. Внедрение информационных технологий стремительно вытесняет привычные традиционные формы передачи знаний, заменяя их современными высокоэффективными способами обучения, и, естественно, обуславливает необходимость качественной и продуктивной специальной подготовки человека к жизни и деятельности в цифровом мире. Реформирование и информатизация всех уровней системы образования имеет общую тенденцию, проявляющуюся в «комплексе мер по преобразованию педагогических процессов на основе внедрения в обучение и воспитание информационной продукции, средств, технологий» [7, С. 138] и тяготеющую к созданию единого информационного пространства.

Что включает в себя понятие «информационно-образовательная среда»? Буквальное значение ИОС – системно-организованная совокупность средств передачи данных, информационных ресурсов, протоколов взаимодействия, аппаратно-программного и организационно-методического обеспечения, ориентированная на удовлетворение образовательных потребностей пользователей [2, С. 11–17]. Программно-техническая трактовка помогает определить понятие «среда информационно-образовательная» более глубоко: «ИОС – основанная на использовании компьютерной техники программно-телекоммуникационная среда, реализующая едиными технологическими средствами и взаимосвязанным содержательным наполнением качественное информационное обеспечение учащихся, педагогов, родителей, администрацию учебного заведения

и общественность [9, С. 248]. Информатизация становится одним из самых актуальных направлений современности в области образовательной политики. Сам же процесс информатизации подразумевает реализацию возможностей информационных и коммуникационных технологий, охватывающих все уровни образовательной области:

– методологический базис (отбор и классификация содержания образования, соответствующего задачам развития личности обучаемого в условиях современного цифрового мира);

– актуальные направления в развитии системы образования: научные; психолого-педагогические, технологические и технические;

– разработка и внедрение в процесс обучения электронных средств;

– использование широкой линейки образовательных порталов информационного ресурса сети Интернет;

– разработка и применение диагностирующих методик; информационных средств контроля и оценки уровня знаний обучаемых; оптимизация психолого-педагогических, тестирующих методик и технологий;

– автоматизация управления образовательными механизмами и процессами;

– целенаправленное формирование информационно-образовательной среды.

С социально-педагогической точки зрения определение этого понятия может быть сформулировано, как «совокупность информационного, технического, учебно-методического обеспечения, неразрывно связанная с человеком, как субъектом образовательного процесса». А также, как «часть информационного пространства, ближайшее внешнее по отношению к индивиду информационное окружение, совокупность условий, в которых непосредственно протекает

деятельность индивида» [4, C. 28]. Кроме того, под информационно-образовательной средой понимается организация продуктивного взаимодействия субъектов образовательного пространства с применением информационных технологий. Информационно-образовательная среда – современная педагогическая система, объединяющая в себе информационные образовательные ресурсы, компьютерные средства обучения и средства управления образовательным процессом, педагогические приёмы, методы и технологии, направленные на формирование интеллектуально развитой и социально значимой творческой личности, обладающей необходимым уровнем профессиональных знаний, умений и навыков [1, C. 448].

Создание информационной среды на всех уровнях современного образовательного учреждения – главная задача, стоящая перед системой образования, и её решение определит качественные показатели и эффект от внедрения информационных технологий [5, C. 3–11]. Информационно-образовательную среду учреждения образования необходимо рассматривать, как одну из самых эффективных систем, которая позволяет осуществлять индивидуальный подход в обучении, повышает мотивацию учащихся к самостоятельному получению новой информации и новых знаний, обеспечивает наглядность представления практически любого материала.

При формировании информационно-образовательного пространства следует учитывать специфические особенности и свойства, которыми обладает ИОС: системность (целостность); достоверность (возможность предоставления информационными ресурсами достоверной информации об окружающем мире); доступность и открытость (возможность выбора любого информационного материала или любого его объёма из цифрового ресурса); адаптивность (адекватное положение в системе образования, предполагающее формирование межпредметных и внутрипредметных связей); интерактивность

(возможность информационного взаимодействия между объектами образовательной области); фиксируемость (определённый объём необходимой информации) и модифицируемость (возможность изменять, дополнять объём предметной информации); и, наконец, ориентированность на индивидуума (образовательный контент должен удовлетворять информационные потребности участников процесса обучения) [6, C. 60–65].

Глобализационные мировые процессы, проявляющиеся в цифровых преобразованиях, обусловили прочное вхождение в педагогическую теорию и практику понятия «информационно-образовательная среда». Высокий уровень информатизации образования создаёт высокотехнологичную образовательную среду, структурными элементами которой являются информационные ресурсы, «цифровой» учебный материал, Интернет-технологии, электронные, технические, телекоммуникационные средства обучения [3, C. 156–158]. Ключевым компонентом этого ряда являются, безусловно, систематизированные информационные ресурсы – «организованная совокупность документированной информации, включающая базы данных и знаний, другие массивы информации в информационных системах». В условиях интенсивных цифровых трансформаций общества образовательная система, естественно, должна развиваться в соответствии с требованиями времени: в ней должны использоваться прогрессивные методики и внедряться современные технологические формы: обучающие информационные средства; демонстрационные, контролирующие, моделирующие, поисковые, справочные, учебно-игровые модели; досуговые программные средства, разноуровневые тестовые, имитационные системы и упражнения-тренажёры. При этом модернизация всего образовательного пространства не сводится только к внедрению электронных средств и форм обучения. Развитие информационно-образовательной среды в образовательных учреждениях предполагает решение ряда задач:

– формирование коллектива, члены которого обладают достаточно высокой информационной культурой и хорошо ориентируются в информационных технологиях;

– создание единой для всего учреждения образования базы данных: сведения о всех участниках образовательного процесса (сотрудниках, учащихся и родителях), учебное планирование, электронный средства контроля (журнал класса, группы), расписание, разнообразные отчётные формы и образцы;

– создание локальной сети для предоставления всем сотрудникам возможности общаться и иметь доступ к общим ресурсам [8, C. 240].

Таким образом, в условиях глобальной информатизации самым важным фактором развития общества и средством повышения результативности всех сфер деятельности, включая образование, выступают информационные и коммуникационные технологии (ИКТ), направленные на создание, сохранение, переработку и обеспечение эффективных способов предоставления необходимой информации. Как следствие, одним из важнейших направлений развития современного образования является его информатизация, которая проявляется в обеспечении сферы образования теорией и практикой создания информационных и коммуникационных технологий (ИКТ), ориентированных на достижение психолого-педагогических целей обучения и воспитания. Создание единой информационно-образовательной среды и обеспечение её функционирования предусматривает её интеграцию в общее образовательное пространство учебных учреждений. Электронные ресурсы должны стать основой современного образовательного процесса и решить задачу повышения уровня и качества обучения. А для этого необходимо, чтобы обучение строилось с ориентацией на инновационную модель, базу которой составляют цифровые технологии современности.

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EAP READING FOR PHILOSOPHY STUDENTS: SPECIAL EDITION

Abstract. In the past decades researchers discovered a mutual relationship between a student's academic reading skills and academic success. Teaching EAP to students of philosophy faculty made us aware of the need to review some EAP tenets to make them work in the classroom of this particular specialism. This article discusses which of reading strategies and sub-skills match well the academic context of English for philosophy students course at university.

Keywords: EAP, philosophy, reading strategies and sub-skills, authentic materials.

It might appear that students who read philosophy at university do not need explicit training in academic skills. The first time students of Kyiv National University are introduced to the academic skills course is in their third year when – after two years of General English – they are offered EAP course. While students seem to generally have mastered some of academic studies principles intuitively on their own in the course of their first two years at university, there is still room for improvement, particularly in what pertains to the skills connected closely with the English language. In our paper we look at possible adaptations of conventional approaches to teaching EAP reading skills to tailor them specifically to the needs of philosophy students.

The objective of this article is to discuss some EAP teaching strategies aimed at enhancing philosophy students' learning outcomes at higher education institutions. The major tenet of this article is that teaching EAP to third year students of the faculty of philosophy requires a selective approach to teaching them academic skills, and reading strategies, in particular. The focus on reading is grounded on the understanding that it remains philosophy students' main source of obtaining information as well as the established fact that students' academic success is directly related to their mastery of reading skills.

As Canadian researcher Julian Hermida points out, success at the university level mainly depends on existing pre-entry college attributes, including the mastery of some fundamental academic skills, including reading, writing, critical thinking, oral presentation, and media literacy [1, 20]. The present paper concentrates on teaching reading strategies and sub-skills (prediction, skimming and scanning, and guessing from context) normally taught in the English language university classroom.

EAP course for philosophy students understandably involves a lot of authentic philosophy texts. The reason for that may be a huge array of authentic texts

available in the internet that can cover any subject that third year students are interested in, alongside relatively fast outdating of the texts offered by coursebooks. As noted by Savka Blagojevic, although authentic philosophy texts are "highly demanding in terms of their language complexity and the intellectual requirements that have to be met to understand them, such […] texts can be successfully applied in teaching ESP" [2, 115].

Alex Gilmore emphasises another characteristic of the language complexity of authentic texts used in ESP courses: as authentic texts mirror the real-life language, they contain a great diversity of grammatical and lexical elements, which means that they are much more abundant in language forms than the texts constructed for language teaching purposes. This means that ESP teachers should provide a variety of short authentic texts which will allow their students to recognise and remember the lexis and structures easily [3].

Although these observations appear totally relevant, they cannot always be met. The format of optional course offered to third and fourth year students at Shevchenko University calls for a lot of initiative on students' side in terms of selecting texts to be discussed in classes. The texts that students find challenging and relevant for themselves are as a rule rather lengthy as well as contain unadapted grammatical and lexical material.

Language teaching methodologists maintain that comprehension of a foreign language text is achieved through the combination of bottom-up processing (knowledge of lexis and grammar), and top-down processing (knowledge of situational and cultural context, and background knowledge of the topic) [4, 41].

In this connection, the pre-reading stage is supposed to include teaching students prediction strategies, when they put forward assumptions as to the content of the text to be read and later check them against the text. This strategy forms the information gap by building up suspense, and further finding out the actual information in the text stimulates its better comprehension and boosts the retention of the

information. Judging by students' feedback, they realize the value of this strategy, which as a rule in not explicitly taught to them at university level, and raising their awareness of this skill leads to a more effective reading and promotes their learner autonomy, as they can apply it to self-study.

As opposed to the above, practising skimming and scanning while reading a text normally does not find much appeal with the students. When asked if they had been taught these strategies at school or in the first two years of university they will as a rule say no. Despite it, however, they will normally have developed these strategies intuitively while reading huge volumes of texts they are given in the first two years of university studies. Ability to skim big amount of texts to see if they have pieces of information the students are looking for and scan them for particular answers to their inquiries is a necessary prerequisite of their success in philosophy disciplines. Thus, unlike the strategy of forming predictions about the text, skimming and scanning seem to be of a lesser appeal to the students.

As for post-reading activities practised with philosophy students, based on extracts from two unadapted articles discussed in our recent classes, the following activities could be offered as an example of tasks designed to enhance text comprehension:

If there's anything we philosophers really hate it's an untenable dualism. Exposing untenable dualisms is a lot of what we do for a living. It's no small job, I assure you. They (the dualisms, not the philosophers) are insidious, and they are ubiquitous; perpetual vigilance is required. I mention only a few of the dualisms whose tenability we have, at one time or other, felt called on to question [5].

The above text calls for pre-teaching a few adjectives crucial for the text comprehension: *untenable, insidious, ubiquitous*, as well as the noun *vigilance*, all of them having Latin roots which are worth emphasizing (accounting for the fact that the students had a course of Latin in their first year).

On the level of syntax, the last sentence could be challenging to work out, with the present perfect

construction split by an extra phrase 'at one time or other', and with the forms of past participle *called on* and to-infinitive *to question,* which could theoretically be misidentified by Ss as other word classes and therefore inhibit the right understanding of the sentence.

On the level of the discourse, the students will have to feel the text leaning to a more informal register, while both the choice of lexis and syntax result in its ironical tonality. It is best felt in the third sentence when the author corrects his seemingly vague reference of the pronoun 'they', then characterizes dualisms as insidious, by which granting them some human features, and then the declaration 'perpetual vigilance is required' sounds too assertive here with the noun *vigilance* conveying some comic intonation due to its excessive seriousness and 'heavy-weight' that contrasts the otherwise more light-weight intonation of the text.

As for the strategy of predicting the meaning of words from context, this may also turn out rather problematic. In his BALEAP 2013 conference talk, Russell Mayne quotes research by Gough and Wren, according to which "when L1 students guess words from context they are accurate only 14 to 45% of the time" [6].

The strategy of guessing the meanings of words from the context also has its particular reservations in case of philosophy texts. These texts are normally rich in terms that come from Greek and Latin, and in this case often quite guessable because a lot of them were borrowed by the Ukrainian language as well. Unlike this vocabulary, the words of Anglo-Saxon origin, although in many cases their meaning could be worked out from the context or it is familiar to the students from their general English course, could acquire additional connotations rendered to them by a certain author. To illustrate these points, a text from our recent class could be cited, in which Reiner Schuermann explains how the terminology used by Martin Heidegger should be interpreted:

In order to avoid misapprehensions about his [Heidegger's] very starting point, he writes, "after Being and Time (my) thinking replaced the expression 'meaning of being' with 'truth of being'. And so as to avoid any misapprehensions about truth, so as to exclude its being understood as conformity, 'truth of being' has been elucidated as 'locality of being' – truth as the locus-character of being. That presupposes, however, an understanding of what a 'locus' is. Hence the expression topology of being [7, 77].

Apart from words like *misapprehension* and *elucidate* that could be pre-taught in pre-reading stage or approximately guessed from the context, there are other terms – *locus, locality, topology*, which at first glance are completely understandable, but need to be further studied in the context of Heidegger's philosophy in particular. Without deeper investigation into Heidegger's interpretation of these concepts one risks misunderstanding these seemingly familiar notions. The same point could be proved further down in the text, whose first page only offers words and collocations like *the sum total of entities, presence and presencing, ontological difference, presencing as "loci", poietic character*, etc., which, although seem understandable on the surface, should be studied in terms of their concrete meanings in the context of Heidegger's works.

To sum up, an authentic text used in an EAP class can be a valuable stimulus to immerse students in their subject matter in the target language and bring the classroom closer to the real-life challenges that students are likely to face in their future professional life. To enhance their academic reading skills, philosophy students are offered training in reading strategies and sub-skills which should be tailored to their particular specialism and account for their academic background and skills they develop in other university classes. In that case their improved reading skills will boost their overall learning outcomes, while their English classes could work in synergy with other subjects on their curriculum and not be viewed as separate from each other. Further research can be connected with working out efficient tools for teaching other skills and systems to students of particular specialisms, in our case for students of philosophy faculty.

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DETERMINATION OF THE FUTURE SPEECH PATHOLOGISTS PROFESSIONAL DEVELOPMENT PRINCIPLES

Abstract. As a result of theoretical study on the problem, the principles of future speech pathologists professional growth have been identified and described. Their influence on the definition of the professional and pedagogical activities strategy and tactics in higher education institutions was presented.

Keywords: speech pathologist, didactic principles, training, developmental principles, professional development.

Problem formulation. Creating such an educational system in pedagogical institutions of higher education, which would orient and create opportunities for life-long education, leads to a reorganization of the whole educational process. Due to the fact that the educational process in higher education institutions has certain peculiarities, there is a need to clarify some didactic principles and to identify those that will reflect its particular characteristics. Speaking about the future teachers training for professional activity in general, currently there is no generally accepted list of principles. In particular, only a small amount of researches is devoted to the substantiation of the methodological and theoretical foundations of professional development of the speech pathologist directly.

Most important publications analysis. General didactic principles are highlighted in theoretical achievements of such famous scientists as M. Boryshevskyi, L. Vygotskyi, I. Zyazyun, A. Maslov, N. Nychkalo, V. Radkevych, V. Rybalka, C. Rogers, V. Semychenko, N. Chepeleva and others. Some aspects of the higher education principles in Ukraine were the subject of research by such scholars as Ya. Boliubash, M. Gorbatov, V. Kremen`, M. Kurko, N. Lazareva, R. Shapoval and others. However, they have only revealed some aspects in this area, investigating more general or special problems.

The definition and scientific substantiation of the future speech pathologists professional development principles in our study is based on the "training principles" of the didactics category offered by the domestic scientist I. Malafiyik. This is the position that underlies the training content formation, the training methods choice, the development and design of the educational process organization forms [3]. This is a peculiar requirement, which fulfillment allows to create and implement a training system that can ensure the continuous professional development of future speech pathologists not only in theory, but also on a practical level.

Point out that in this sense such basic provisions are conditioned both by the general laws of the learning process, and by the modern purpose and objectives set by the society before education. Therefore, the updating of the nomenclature and the educational principles content is an objective requirement that put forward the needs of the time in psychological and pedagogical science.

The purpose of this article is to determine the essence of the future speech pathologists professional development basic principles.

Basic materials statement. Scientists L. Korneyeva, A. Markova, I. Horzhevska interpret the term *"teacher`s professional development"* as the growth, formation, positive, integration in the professional work of personal qualities and abilities, professional knowledge and skills, but first of all – as an active qualitative transformation by the personality of his/her inner world. This leads to a fundamentally new construction and way of life – to a creative professional self-realization.

Based on the above-mentioned fundamental didactic principles and taking into account the modern theoretical and methodological developments of scientists, we will define and reveal the principles of the future speech pathologist teacher's professional development: the main provisions that specify and determine the rules for organizing the educational process in higher education institutions, focused on the students professional developmen.

Scientists are united in the opinion that the ***scientific content principle*** plays a special role in the training of specialists in the higher education system, because it involves reflection of the modern scientific achievements preparation content, the prospects for its development, the accumulated experience of mankind, the source and carrier of which should be the higher school [5].

In this perspective, the scientific content principle to a certain extent solves the education fundamentalization problem, provides for the future speech pathologists mastery not highly specialized, but methodologically important knowledge that will promote the student's personality intellectual development and its adaptation in the fast-moving social, economic and technological conditions.

Based on the literature data analysis, it can be noted that the ***consistency, continuity and systematicity*** principles play an important role in the future specialists' professional development. They have different, albeit related, interpretations in scientific pedagogical researches. Agreeing with the pedagogical views [5], ***the consistency*** in the future speech patholo-

gist's professional development process is the logic observance in the study of educational material, the need to master students new knowledge and activity methods based on the previous, gradual formation of knowledge, skills and abilities in the professional job execution. ***The continuity principle*** in the future speech pathologist`s professional growth process needs to ensure an inextricable link between the individual study stages in higher education institutions, the gradual concentration extention of their knowledge acquired at previous training stages, the integration of individual concepts and representations into a coherent system of knowledge, skills and abilities required for the future speech pathologist`s professional development. ***The systematicity principle*** in the future speech pathologists professional growth process involves the regularity and continuity of students' training in professional activities throughout the study period at higher education institutions.

As the future speech pathologists professional growth process requires a thorough psychological, pedagogical and methodical preparation, therefore it should correspond to the current state of research in this direction. The educational field dynamism as a professional orientation sphere and innovative changes in the modern labor market requires observance of ***the principle of knowledge and professional skills relevance*** mastered by future speech pathologists in the process of studying in higher education institutions. This principle provides the orientation to modern scientific achievements, actual and prospective needs of the labor market regarding the speech pathologists qualification level, providing pedagogical conditions for the training organization [6, p. 136].

It is known that the pedagogical training system, based on the ***role perspective principle***, allows to carry out educational activities in conditions which are as close as possible to the real ones, in which the future speech pathologists can improve their own professional pedagogical actions, and also provides adequate behavior of students in different pedagogical situations, taking into account the specifics of the

speech pathologists profession and stimulates their professional self-development.

Without a doubt, the future speech patologist should direct the educational process to the student's personality, create the most favorable conditions for the acquisition of socially accumulated experience by children with special needs, mastering various art techniques, development and manifestation of creative personality that would provide the individual with social security and decent life. In order to carry out these tasks, *the parity principle* must be taken into account in the speech pathologist self-training.

It should be noted that the *the parity principle* basis is the idea of a person-centered and humanistic approaches to training. The parity principle in the future speech pathologists professional development process requires subjective interaction in the "teacher-student" tandem, where the teacher teaches not so much, but helps the student to study independently, as a result of which the student receives not only knowledge but also skills.

The leading principles of the future speech pathologist professional growth should also include the dialogics principle. Dialogical pedagogical interaction unfolds in adequate reflection conditions by the pedagogical process participants of a positive personality relation to each other. Open interaction or dialogue at all stages of the speech pathologist professional training appears to be the optimum condition for his readiness for pedagogical interaction in his further professional activities.

The conscious perspective principle in the process of future speech pathologists professional growth requires a deep student's understanding of the close, medium and long-term prospects [1]. This principle is ensured by creating the conditions for the future speech pathologists awareness about the goals of education and training, as well as the possibilities for their successful achievement. When implementing this principle, the student must realize: a program of its own activities within each discipline; didactic purpose; meaningful for the student and the expected result; the need to apply the acquired knowledge in future professional activities; the need for professional development to succeed in the profession.

At the heart of this principle, we put forward the "motion forward law" that at one time was defined by A. Makarenko, and which means creating such conditions for the training of students, for which there would be a continuous increase in the need to create a new [2, p. 73].

The practice-oriented training principle in the future speech pathologists professional growth process is to understand the relationships and dependencies between the reality cognition, which consequence is theory, and practice. During theoretical studies, future specialists must acquire professional knowledge, and during practical classes – learn how to operate effectively in difficult conditions [4].

Conclusions. Thus, the set of above mentioned principles defines the direction, content, organization and methodology of the educational process in higher education institutions, which focuses on the future speech pathologists professional development. It should be emphasized that the list and formulation of the future speech pathologists professional development principles are not exhaustive and complete, since the empirical basis of their training is variable and mobile, is continuously enriched with new scientific facts, logical connections and dependencies, and their theoretical substantiation at the given time is the author`s subjective view on objective phenomena.

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DEVELOPING PROGRAM OF THE PSYCHOLOGY COURSE IN THE PRESCHOOLS AND PRIMARY SCHOOLS ACCORDING TO THE CDIO APPROACH

Abstract. In order to meet the educational practice, the Department of Psychology – Vinh University has conducted research on the general curriculum of age psychology and pedagogy for both disciplines according to the CDIO approach. The name of the module is Educational psychology of preschool and primary school. The goal of developing a program is determined relatively comprehensively, including developing new contents, programs, methods of teaching and testing, assessing modules [3].

Keywords: Developing programs; Psychology; Vinh University; The department of psychology; Preschool education; Primary school education; CDIO.

The curriculum of the preschool and primary school educational psychology is built in the direction of innovation – CDIO approach. The innovation is based on the following basic bases: 1. The theory of CDIO [9, 15]; the initial experience of educational innovation under the CDIO approach of some universities in Vietnam [17]; 2. Output standards of the educational program at the pedagogical department in the Vinh university [2]; 3. Inherit the strengths of existing teaching content and modern contents that have a high application [4; 11;12; 15]; 4. Inheriting and developing the system of the question of the testing question bank, assessing the existing modules when developing a new exam bank under the CDIO approach.

1. Overview of the module

The name of the module is Educational psychology of preschool and primary school, the number of credit is 5 (75 hours) in which: 60 hours for theory, 9 hours for discussion/assignment/essay, 6 hours for group activity and self-learning about 150 hours.

The module of Educational psychology of preschool and primary school equips learners with knowledge about psychological development via ages, the psychological basis of teaching and education process in the preschools and primary schools, some issues of teacher's personality and social psychology; thereby helping learners to form and develop professional capacity on a scientific basis. This module is a prerequisite module for students to continue to study their pedagogical professional modules and participate in practical work, practice regular pedagogy, and pedagogical practice.

2. Module objectives

On the basis of the overall objective under the output standard of the school's teacher training program, standardized teachers' preschool and primary school of the Ministry of Education and Training, the research team has determined the module objectives with the specific described contents attach with the level of output standard and qualification level that learners will have after the learning process. Specifically:

Objec-tives	Describe objectives	Output standard of educational program	Capacity level
G1	– Knowledge of child psychological development, child psychological research methods; the psychological basis of the process of teaching and educating children; the psychological basis of classroom management in preschools and primary schools; pedagogical characteristics of preschool and primary teachers.	1.1.4; 1.2.1; 1.3.2;	3.5
G2	– Applying the knowledge gained in researching, understanding and explaining psychological phenomena arising in preschool and primary children in education and in life; – Applying to organize teaching and educational activities in preschools and primary schools; – Having the ability to detect and solve problems in teaching and education in preschools and primary schools; – Perfecting the personality of preschool and primary teachers to meet the requirements of practice.	2.1.1; 2.1.2; 2.1.3; 2.2.1; 2.2.2; 2.3.1; 2.4.1; 2.4.4; 2.5.1; 2.5.2; 2.5.3; 2.5.4;	3.5
G3	– Developing communication and teamwork skills	3.1.1; 3.1.2; 3.1.3; 3.2.1; 3.2.2;	3.0
G4	– Having skills in analyzing, evaluating and reasonably resolving situations arising in the process of preschool and primary education based on the theory of psychology.	4.1.1; 4.1.2; 4.1.3; 4.2.2; 4.3.1; 4.4.1; 4.4.2; 4.4.3; 4.5.3; 4.6.1;	3.5

Notes:

G1: The objective of knowledge

G2: The objective of quality and skill

G3: The objective of teamwork and communication skills

G4: The goal of professional practice skills

3. Output standard of the module

From the objectives and output standards of the training program and the competency level that students need to reach, the research team has developed the output standards corresponding to the specific objectives and level of teaching for each target.

Objectives (Gx.x)		Describe output standards	Teaching level
1	*2*	*3*	*4*
G1	G1.1	Describing the theoretical issues about the objects, tasks and research methods of the educational psychology of preschool and primary school, the relationship between this discipline and other specialties	I
	G1.2	Presenting the theories of psychology mainly about educational psychology of preschool and primary school.	I, T

1	*2*	*3*	*4*
G1	**G1.3**	Identifying and analyzing the psychological basis of educational activities for children in the preschool, apply to educational activities for children of preschool age	I, T, U
	G1.4	Identifying and analyzing the psychological basis of educational activities for primary school students and apply to education and teaching activities.	I, T, U
	G1.5	Identifying the psychological basis of classroom management in the preschool and primary schools and apply to build an effective learning environment in the education of children in the preschool and primary schools.	I, T, U
	G1.6	Clarifying pedagogical capacity of preschool and primary school teachers.	T, U
G2	**G2.1**	Applying the knowledge acquired in the research, understanding, and explanation of psychological phenomena of children in the preschool and primary school age.	T, U
	G2.2	Applying to organize teaching and educational activities in the preschool and primary schools	U
	G2.3	Having the ability to detect and solve problems in teaching and education in the preschool and primary schools.	U
	G2.4	Developing teachers' pedagogical capabilities in the preschool and primary schools.	U
G3	**G3.1**	Having teamwork skills in solving learning tasks	U
	G3.2	Having pedagogical communication skills in the preschool and primary schools.	U
G4	**G4.1**	Having skills in analyzing, evaluating and rationally resolving situations arising in the process of education at preschools and primary schools.	T, U

Notes: Gx.x: Specific objectives

Level of teaching: I (Introduce)/Introduction; T (Teach)/Teach; U (Utilize)/ Use

4. Evaluation of the module

Based on the output standards, the evaluation of the modules is done by process evaluation (50%) and final evaluation (50%). In particular, the evaluation of the process has doubled compared to the previous one and is made up of 3 specific assessments: academic consciousness, academic profile and periodic assessment. The periodic and final evaluation is carried out by an objective test in which exam questions are randomly taken from the bank of the module test which is rebuilt on the basis of the previous exam bank. Specific components of the evaluation:

Component Assessment		Assessment	Output standard of curriculum	Rate (%)
A1. Assessing the process				**50%**
A1.1. Awareness of learning (diligence, learning attitude)				*10%*
A1.1.1.		Attendance level and guaranteed time (attendance by attendance)	G1.1– G4.1	5%
A1.1.2.		The attitude of cooperation with teachers and team members demonstrates progress in the learning process.	G1.1– G4.1	5%

A1.2. Records of modules (exercises, assignments for group tasks, …)			**20%**
A1.2.1	Solving exercises for chapter 2.3	G1.3, G1.4, G2.1, G2.2, G2.3, G3.1, G3.2, G4.1	10%
A1.2.2	Products of group activities for chapter 3,4,5	G1.4, G1.5, G2.4, G3.1, G3.2, G4.1	10%
A1.3. Periodic evaluation (periodic checkpoint)			**20%**
Test online	A1.3.1.	G1.1, G1.2, G1.3, G2.1, G2.2, G2.3	10%
	A1.3.2.	G1.4, G2.1, G2.2, G2.3, G3.1, G3.2, G4.1	10%
A2. Evaluation at the end of the term (final exam score)			**50%**
Test online	The content covers all important learning outcomes of the subject.	G1.1– G4.1	50%

5. The content of teaching (General outline of the module), teaching plan (Detailed outline) and lesson plan

In order to implement the defined output standards, the research team has determined the content of the teaching component. Specifically:

Theory:

Content	Output standard of curriculum	Lesson of assessment
1	*2*	*3*
Chapter 1. ENTRY THE EDUCATION PSYCHOLOGY OF PRE-SCHOOL AND PRIMARY SCHOOL CHILDREN 1.1. Subjects, tasks and research methods of educational psychology of children in the preschool and primary schools 1.2. The relationship between education psychology of children in the pre-school and primary schools with other specialties 1.3. Theory of psychological development of children in preschool and primary school age	G1.1 G1.2 G2.1	A1.1. A1.2, A1.3; A2
Chapter 2. THE PSYCHOLOGY BASIS OF EDUCATION ACTIVI-TIES FOR PRESCHOOL CHILDREN 2.1. Newborn age and child (0–1-year-old) 2.2. Kindergarten age (1–3 years) 2.3. Preschool age (3–6 years)	G1.3 G2.1 G2.2 G2.3	A1.1 A1.2 A1.3 A2
Chapter 3. THE PSYCHOLOGY BASIS OF EDUCATION ACTIVI-TIES FOR STUDENTS IN THE PRIMARY SCHOOLS 3.1. School environment and learning activities of elementary students 3.2. The psychological development of elementary students in teaching and education	G1.4 G2.1 G2.2 G2.3	A1.1 A1.2 A1.3 A2

Chapter 4. THE PSYCHOLOGICAL BASIS OF CLASSROOM MANAGEMENT IN THE PRESCHOOL AND ELEMENTARY SCHOOLS 4.1. Classroom and classroom management 4.2. Building a positive learning environment in kindergarten and primary schools 4.3. Maintaining a positive learning environment in preschools and primary schools	G1.5 G3.1 G3.2 G4.1	A1.1 A1.2 A1.3 A2
Chapter 5. THE PEDAGOGY CAPACITY OF PRESCHOOL AND PRIMARY TEACHERS 5.1. Pedagogical characteristics of preschool and primary teachers 5.2. The pedagogical capacity of preschool and primary teachers	G1.6 G2.4 G3.1 G3.2 G4.1	A1.1 A1.2 A1.3 A2

The content of module teaching has been concretized by the research group into the teaching plan (Detailed outline) module. Based on the detailed outline, the research team wrote new lectures for the module [7]. The lecture inherited previous textbooks but was renewed in both content and form. Including some relatively modern contents of psychology, there are new assessments of psychological lines, form, lectures are structured in a modular way to enhance self-study activities and there are extensions for learners to deepen their knowledge more than general requirements when necessary. The lecture was accepted and used by the Science Council of the Department as the official learning materials of the module from the 2017–2018 school year.

6. Exam question matrix

Based on the output standards and the content of the module, the research team developed a module exam matrix with 5 levels for each module content.

Level Content	Knowing/ Remember (1)	Understanding (2)	Application (3)	Analyzing, summary (4)	Assessment, creation (5)
1	2	3	4	5	6
Chapter 1 ENTRY THE EDUCATION PSYCHOLOGY OF PRESCHOOL AND PRIMARY SCHOOL CHILDREN	Describing the basic theoretical issues of Educational psychology of preschool and elementary children. Understanding the theory of psychology about children and the psychological development of preschool and primary school children;	Understanding research methods of child education psychology; Understanding and analyzing the stages of child psychological development, the rules of developing psychological children according to the Psychology of activities	Applying the knowledge to the research of children psychology of preschool, the primary school in teaching and education; Applying knowledge of psychological development of children to solve exercises.	0	0
Number of questions 76	*Number of questions 40*	*Number of questions 20*	*Number of questions 16*	*Number of questions 0*	*Number of questions 0*

1	*2*	*3*	*4*	*5*	*6*
Number of points 76 Rate 15.1%	*Number of points 40 Rate 7.9%*	*Number of points 20 Rate 3.9%*	*Number of points 16 Rate 3.1%*	*Number of points 0 Rate 0%*	*Number of points 0 Rate 0%*
Chapter 2 THE PSYCHOLOGY BASIS OF EDUCATION ACTIVITIES FOR PRESCHOOL CHILDREN	Understanding the basic knowledge of psychological characteristics, the personality of preschool children, the rules of child development in preschool age	Understanding the psychological phenomena that occur in preschool children	Applying psychological knowledge of preschool children to study and learn children's psychology	Analyzing psychological knowledge of preschool children to solve pedagogical situations	Design goals, psychological development for preschool children
Number of questions 100 Number of points 100 Rate 19.8%	*Number of questions 40 Number of points 40 Rate 7.9%*	*Number of questions 30 Number of points 30 Rate 5.9%*	*Number of questions 20 Number of points 20 Rate 3.9%*	*Number of questions 7 Number of points 7 Rate 1.4%*	*Number of questions 3 Number of points 3 Rate 0.6%*
Chapter 3 THE PSYCHOLOGY BASIS OF EDUCATION ACTIVITIES FOR STUDENTS IN THE PRIMARY SCHOOLS	Understanding the psychological science base on educational activities for elementary students.	Understanding the psychological science base on educational activities for elementary students.	*Applying the knowledge acquired in the study and understanding of children's psychology*	Analyzing knowledge of psychological phenomena of children of primary school age arising in life and in teaching and education	Target design, psychological development for elementary students
Number of questions 162 Number of points 162 Rate 32.1%	*Number of questions 40 Number of points 40 Rate 7.9%*	*Number of questions 40 Number of points 40 Rate 7.9%*	*Number of questions 30 Number of points 30 Rate 5.9%*	*Number of questions 37 Number of points 37 Rate 7.3%*	*Number of questions 15 Number of points 15 Rate 2.9%*
Chapter 4 THE PSYCHOLOGICAL BASIS OF CLASSROOM MANAGEMENT IN THE PRESCHOOL AND ELEMENTARY SCHOOLS	Understanding the psychological basis of classroom management in preschools and primary schools	Understanding classroom management is an indispensable element in the teaching and educational activities of teachers	Applying knowledge to solve exercises	Analyze knowledge to solve explanatory exercises	*Applying for planning teaching, designing lessons, organizing the process of education and teaching in preschools and primary schools*
Number of questions 59 Number of points 59	*Number of questions 18 Number of points 18*	*Number of questions 14 Number of points*	*Number of questions 16 Number of points*	*Number of questions 8 Number of*	*Number of questions 3 Number of*

1	2	3	4	5	6
Rate 11.7%	*Rate 3.6%*	*14* *Rate 2.8%*	*16* *Rate 3.2%*	*points 8* *Rate 1.5%*	*points 3* *Rate 0.6%*
Chapter 5 THE PEDAGOGY CAPACITY OF PRESCHOOL AND PRIMARY TEACHERS	Understanding the qualities and professional capacity to meet the requirements of pedagogical labor	Understanding the characteristics of the profession compared to other occupations; understand the teacher personality structure	Applying knowledge to building a perfect path of teaching and educational capabilities	Analyzing knowledge to solve explanatory exercises	Training the psychological qualities, the necessary pedagogical capabilities and the professional behavior of the teacher
Number of questions 108 *Number of points 108* *Rate 21.4%*	*Number of questions 27* *Number of points 27* *Rate 5.3%*	*Number of questions 26* *Number of points 26* *Rate 5.1%*	*Number of questions 27* *Number of points 27* *Rate 5.3%*	*Number of questions 18* *Number of points 18* *Rate 3.6%*	*Number of questions 10* *Number of points 10* *Rate 1.9%*
Total number of questions 505 *Total number of points 505* *Rate 100%*	*Number of questions 165* *Total number of points 165* *Rate 32.7%*	*Number of questions 130* *Total number of points 130* *Rate 25.7%*	*Number of questions 109* *Total number of points 109* *Rate 21.6%*	*Number of questions 70* *Total number of points 70* *Rate 13.9%*	*Number of questions 31* *Total number of points 31* *Rate 6.1%*

Based on the previous exam questionnaires, lectures and questionnaires, the research team developed a new test bank.

Conclude

Researching and developing the curriculum of the module of pedagogical psychology under the CDIO approach is a new study, consistent with the trend of training innovation in view of developing learners' capacity of modern education, meet the requirements of vocational competence of teachers in the preschool and primary schools

The results achieved by the research team, that have been collected by the Scientific Council – Training in the Psychology Department and accepted by Vinh University to be used to replace the old modules from the school year 2018–2019. However, these are only the initial results. In the coming time, through practical teaching, the subject will evaluate and adjust to improve the content, program, and method of evaluation of the module. On the other hand, it is necessary to improve the capacity of the teachers – already familiar with the old teaching methods and aim to innovate teaching methods. The most important of which is the group teaching application and experience practice for students.

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THE WAYS OF IMPROVING THE MECHANISM OF IMPLEMENTATION OF THE RIGHT TO HIGHER EDUCATION IN UKRAINE BY CONVICTS

Abstract. The article deals with the legal principles, obstacles and ways of improving the implementation of the right to higher education in Ukraine by convicted persons. The analysis of problem points while getting higher education by convicts due to restraint, imperfection of domestic legislation and the need to take into account the requirements of international standards regarding the implementation of this right of various categories of convicts is given.

Keywords: implementation of the right to higher education by convicts, categories of convicts, penitentiary system, penal institutions, education is a kind of convicts' useful activity.

Introduction. Undoubtedly, education is the basis of building a new society, where everyone can exercise their rights, feel decent and free, apply their knowledge in practice and ensure their existence and development. Any convict, as a citizen of Ukraine, has the right to education. However, their implementation of this right in practice has its specific features that are conditioned by restraint, subjugation of their lives to the requirements of penal regime, which main principles are confirmed in the Criminal Executive Code of Ukraine (CEC) and the Rules of Internal Order of Penal Institution (PI).

Improving of the criminal situation, reducing of the level of recidivism that have a tendency to increase in recent years are the main tasks of the current reform of the penitentiary system. In order to solve these problems, there is a number of proposals and measures, among which the main thing is reintegration, re-socialization of convicts by forming their ideology, moral qualities, motivation for useful activity,

the desire to become a worthy citizen of a society. It is the formation of a new ideology is associated with the implementation of convicts' right to education during the imprisonment. However, such a right may not always be fully implemented. This is due to many factors, including the imperfection of the legislation, concerning convicts' getting of higher education while serving sentences in places of non-freedom of Ukraine, not ensuring of effective learning of certain knowledge, skills and abilities by the convicts during the educational process in penal institutions.

Literature survey. In Ukraine, the right to education for the persons serving sentences is implemented through a number of normative legal acts of domestic legislation, taking into account obligatory requirements of international legal acts on the treatment of prisoners (International Covenant on Economic, Social and Cultural Rights, European Convention for the Protection of Human Rights and Fundamental Freedoms [1], Standard Minimum Rules for the Treatment of Prisoners, European Prison Rules, etc.) [2].

Zenina O. [3], Miniazieva T. [4] and others mention that giving the right to education to convicts means the humanization of the criminal and executive system.

Siur S. [5] and others confirms that vocational training of convicts sentenced to imprisonment is carried out in order to promote the development of an individual, helps to expand their ideology, attracts them to the achievements of science and technology, makes direct educational effect on the convicts.

Khutorna S. [6] and others point out the necessity of convicts' professional training, substantiates in the scientific researches the need to create a Concept for reforming secondary education and vocational training of convicts sentenced to imprisonment.

Puzyrov M. [7] and others note that convict's attitude towards studying is an important indicator of his negative attitudes changing.

Bohatyrova O. [8] and others indicate the importance of convicts' secondary education and vocational training in the process of their correcting.

Shevchenko O. [9] and others notice the necessity of legislative regulation of the implementation of convicts' right to develop their professional qualifications, getting by the persons of this category of additional educational services on a state-commissioned or paid basis, studying at higher educational institutions and even getting a postgraduate education vocational training.

Chechyn M. [10] and others prove the lack of unity in the views on the process of providing education for convicts during the period of serving their sentences, as a number of scholars such as Miniazieva T. [4], Karaman O. [11], Tavolzhanskyi O. [12] and others consider educational measures to be a part of an essence of professional social and pedagogical work with the convicts or think that secondary education and vocational training are the elements of labor activity. Butenko T. [13] considers convicts' educational process to be a part of their scientific activity (getting a postgraduate education by the convicts).

Methods. General scientific and separate scientific methods that are characteristic to researches in legal sciences were used while making this scientific research. Formal and logistic method was used as a universal way to argue individual positions and conclusions. Logical and legal method allowed determine the gaps and contradictions in the legislation of Ukraine in the field of getting higher education by the convicts who are in the places of non-freedom. Comparative and legal method made it possible to identify the advantages and disadvantages inherent to the current national legislation, in comparison with the relevant principles of international law, and others.

The empirical basis of the research consisted of scientific publications, statistics data of the Expert Center for Human Rights.

Results and discussions. The necessity of studying the chosen topic is determined by the fact that earlier there was obviously a lack of attention towards this issue in the scientific researches of legal, social and behavioral orientation. The overwhelming

majority of scientific publications of domestic scientists was applied and studied issues of convicts' general and professional level. It is worth saying that there are still little thesis and monographic papers devoted to the legal and organizational problems of higher education in places of imprisonment. This study is intended to fill this gap to some extent.

Getting education by the convicts is one of the main means of their correction. Organizing of convicts' education pursues the following objectives:

a) to build an educational process where education serves as convicts' useful activity that will give an opportunity to ensure their decent living conditions;

b) to give the convicts the necessary knowledge, skills and habits in order them to be able to go through the path of their re-integration into the society (to work, to communicate with other citizens, to lead a normal way of life) after their release;

c) to influence the reduction of the level of recidivism among persons who have served their sentence by returning to the society law-abiding, able-bodied citizens.

The process of convicts' educating while their staying in places of non-freedom has its own peculiarities, as it takes place under conditions of closed institutions. These features cause the need to study three main inextricably linked vectors. They are: improving of normative and legal base in this area, taking into account the requirements of international standards for observance of human rights, improving the material and technical and informational support of the educational process, developing and substantiating the concept of convicts' education taking into account the logical and principal characteristics of the process of their higher education getting, which will contribute to the formation of positive and educational, ideological and motivational influence on convicts for their further reintegration into society.

Scientific researches prove a clear pattern: the higher the level of education of convicts serving sentences in places of imprisonment is, the lower the level of recidivism after their release and re-

turn to society is. According to the statistics on the number of people who have committed crimes and were serving sentences, according to official data of the State Judicial Administration of Ukraine, 91% of convicts do not have a higher education [14]; approximately 90% of convicts who committed crimes in 2013 and 2014 did not graduate from higher educational institutions. Approximately the same trend persists in present.

Concerning to the quantitative indicator of higher education getting by the convicts, according to the Expert Center for Human Rights 96% of convicts said that they could get vocational education in the penal institution and almost 8% knew about the possibility of distant learning in order to get higher education. In 2016, with the help of distant learning, only 25 people who were imprisoned got higher education, among them: 2 persons were sentenced to life imprisonment; 6 people studied at higher educational institutions for free, 19 persons paid for their education. During 2017, 4500 prisoners got secondary education, 7,400 prisoners got vocational education, and only 10 prisoners got higher education [15]. The easiest procedures are for getting secondary education and vocational education.

According to 79% of the polled convicts, the professions offered in PI will allow them to work according to the specialty (as a bricklayer, an electrician, a welder, a saw worker, a carpenter), and 81% believe that these specialties will give them an opportunity to provide themselves with clothing, housing and food products. There are also certain problems here. For example, the diversity of the represented specialties in educational institutions of women and men's colonies is very different. If men have an opportunity to choose among several specialties, then women can only get the profession of a seamstress. There are other difficulties while getting vocational education, among which a certain percentage is the formal nature of such training. Convicts repeatedly during the research noted that they were admitted for studying, they were given a pen and a copybook then they were photographed

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and sent to the camera without further studying (all for the sake of giving "the diploma" of education).

In the course of the study, certain difficulties concerning getting higher education by the convicts serving their sentences were identified (See Figure 1).

It is worth noting that one of the most problematic issues within our monitoring of the reports of the Expert Center for Human Rights was administration's refusal to such a specific category of convicts as "life-sentenced prisoners" in implementing their right to higher education, referring to the so-called "natural constraint for higher education".

In addition to the Expert Center for Human Rights, other national authorities also pay attention to this problem. Thus, a number of cases of discrimination against the said category of convicts, which is under consideration in the courts of Ukraine, testify to the urgency of its solution.

There are cases when life-sentenced prisoners were denied higher education because of the "natural constraint", which is an unlawful act (Chovhan V. [16]). The refusal was largely motivated by the fact that such persons can not be present at the exams, in the centers of maintaining of External Independent Testing. However, this contradicts the principles of democracy and the protection of the rights of life-sentenced prisoners that is essentially a violation of Article 14 of the European Convention on the Prohibition of Discrimination, in particular regarding access to higher education. Getting higher education by the convicts of various categories is a useful activity not only for prisoners, but also for the administration of the PI, and in future for the society as well. Education can affect the improvement of distorted thinking, form cultural and ethical principles of communication, awareness in public life.

There is an urgent need to improve the process of implementing and ensuring convicts' right to get higher education in Ukraine, as part of the reform of the penitentiary system. This is required by paragraphs 77 and 78 of the section "Education and Recreation" of Standard Minimum Rules for the Treatment of Pris-

oners (the prisoners who are capable of having benefit from this situation, should be provided with the possibility of further education, including religious education in countries where this is permissible; and in all institutions prisoners should be provided with the opportunity for recreation and cultural activity in the interests of their physical and mental health) [2].

Conclusion. At the current stage of penitentiary system reforming at the level of the relevant ministries, it is desirable to carry out a number of the following measures:

– improving of normative and legal providing of implementation of the right of convicted persons, serving sentences with restraint of liberty, in getting higher education while serving their sentence in PI;

– formal system of convicts' higher education transforming with its enlargement, improvement of forms of additional, informal and informative education;

– establishing partnerships with higher educational institutions of state and non-state ownership and the institution of coordinators (mediators) between higher educational institutions and a convicted person who is in conditions of non-freedom;

– creating a real procedure of convicts' higher education getting, giving it the status of an accessible kind of useful activity that will influence the "re-formation" of their way of thinking, acquisition of certain cultural communication skills, will help their re-socialization;

– making a system of methodical and informational support by improving the material and technical basis, conditions for ensuring the educational process in PI, creating an electronic library that will have all the necessary textbooks, manuals and other methodological materials in order to provide distant learning;

– improving current criminal and executive legislation in direction of accepting convicts' higher education getting as paid activity along with work; it will give an opportunity to increase convicts' effectiveness of constructive activity and will provide a high level of dynamic security of penal institutions;

– improving the legal status of life-sentenced prisoners in implementing their right to higher education, taking into account international penitentiary standards.
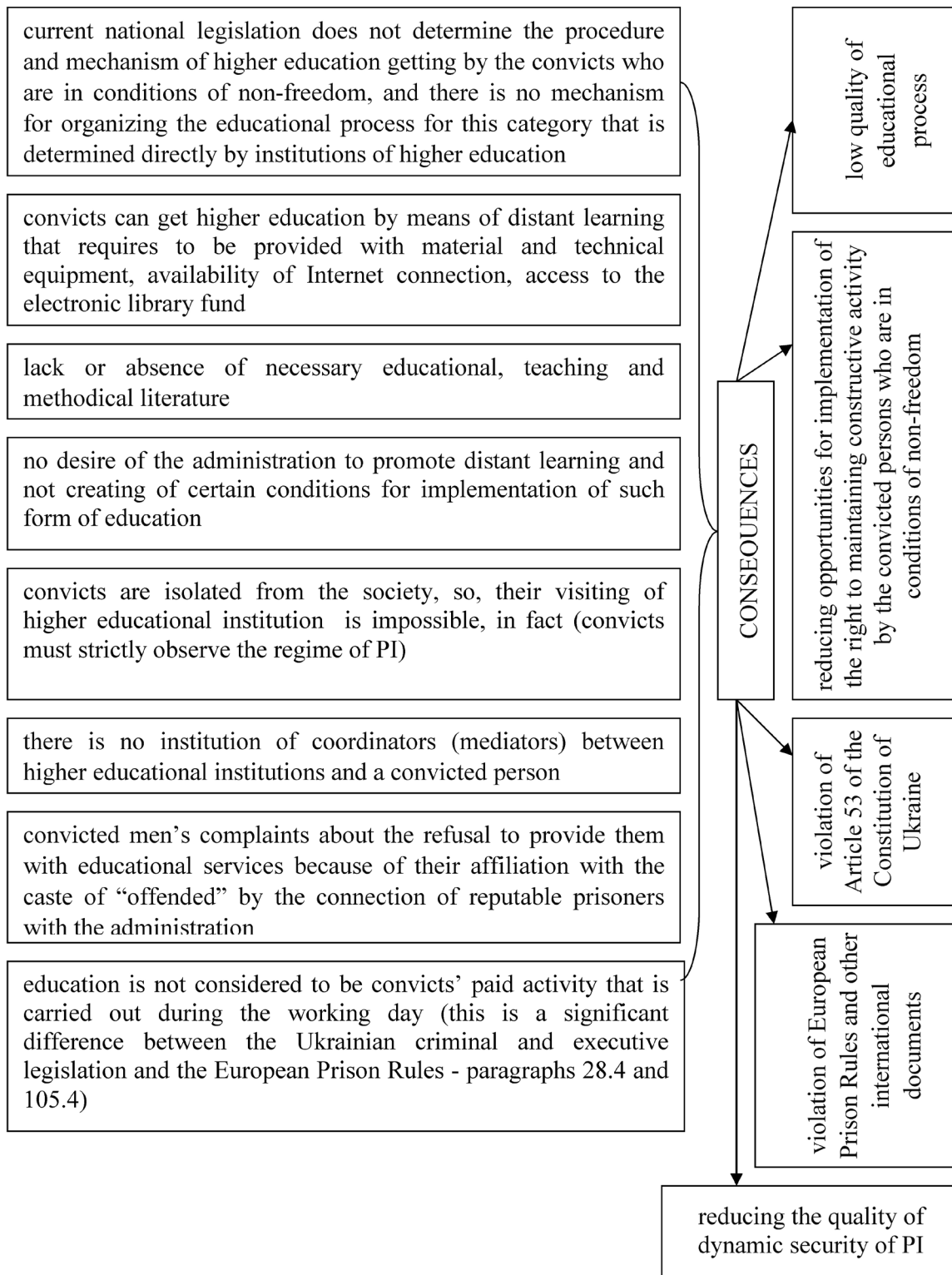
current national legislation does not determine the procedure and mechanism of higher education getting by the convicts who are in conditions of non-freedom, and there is no mechanism for organizing the educational process for this category that is determined directly by institutions of higher education	low quality of educational process
convicts can get higher education by means of distant learning that requires to be provided with material and technical equipment, availability of Internet connection, access to the electronic library fund	reducing opportunities for implementation of the right to maintaining constructive activity by the convicted persons who are in conditions of non-freedom
lack or absence of necessary educational, teaching and methodical literature	
no desire of the administration to promote distant learning and not creating of certain conditions for implementation of such form of education	
convicts are isolated from the society, so, their visiting of higher educational institution is impossible, in fact (convicts must strictly observe the regime of PI)	violation of Article 53 of the Constitution of Ukraine
there is no institution of coordinators (mediators) between higher educational institutions and a convicted person	
convicted men's complaints about the refusal to provide them with educational services because of their affiliation with the caste of "offended" by the connection of reputable prisoners with the administration	violation of European Prison Rules and other international documents
education is not considered to be convicts' paid activity that is carried out during the working day (this is a significant difference between the Ukrainian criminal and executive legislation and the European Prison Rules - paragraphs 28.4 and 105.4)	reducing the quality of dynamic security of PI

CONSEQUENCES

Figure 1. Factors of negative influence on the process of higher education getting by the convicts who are in conditions of non-freedom *(author development)*

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REALIZATION OF DIDACTIC PRINCIPLES OF STUDENTS' CREATIVE ABILITIES DEVELOPMENT IN THE PROCESS OF FOREIGN LANGUAGE LEARNING

Abstract. The article reveals the theoretical and practical aspects of law students' creative abilities development in the process of foreign language learning. The necessity of university students' creativity and creative abilities development is highlighted in the article.

Keywords: didactic principles, higher education, law students, creative abilities, foreign language learning.

Problem identification. One of the main purposes of Higher Education worldwide in general, and in Ukraine in particular, is to develop students' creative abilities, enabling to be successful in future professional sphere.

The objective of the article is to disclose the importance of law students' creative abilities development in the process of foreign language learning.

The main material exposition. Today the scientists emphasize the necessity of university students' creativity development: "the purpose of higher education is to help students develop their potential, enabling students to be creative should be an explicit part of their higher education experience" [7]. Moreover, for many years we have observed such a situation in the sphere of higher education, where the teacher took a dominant leading role in producing knowledge. Today we can notice a shift of learning paradigm, in which a student is in the centre. Instead of being taught and given directions, students are now becoming active partners who are able and want to take the initiative in finding and obtaining knowledge. Teachers in their turn are advisers, organizers, co-creators [8]. Nevertheless we still notice that creative abilities development has not become an integral part of educational process at universities. It is obvious, that higher education "pays far too little attention to students' creative development" [7].

In the broadest sense *creativity* implies the production of something new, that has not existed before or the discovery of new qualities of the already existing things. It is also determined as human activity, aimed at creating spiritual and material values [3, p. 54]. J. Guilford described creativity as sensitivity to problems, he associated it with divergent thinking (that flows in different directions), the ability to generate multiple ideas, creation of new patterns, transformation of knowledge or use the functions of objects in a new way [6]. The result of creative activity of students and teachers may be the birth of original ideas, an unusual solution of social problems or the development of new values. *Creative abilities* can be determined as a system of ordered components that are interrelated and interact with each other, forming a complex of knowledge and skills based on the already acquired experience and personal characteristics [5, p. 60]. But abilities are not limited by summation of knowledge and skills. They are expressed in the speed, depth and strength of mastering the ways and methods of a certain activity performance. Among the creative abili-

ties researchers [2; 6; 9] emphasize fluency, originality and flexibility of thinking, elaboration, satisfaction from the work done, interest to paradoxes, divergent thinking, creative imagination, intuition, ability to open analogies and to use various forms of evidence, independence of thought, self-control, ease of generating extraordinary ideas etc.

The research results. To estimate the level of law students' creative abilities in the process of experimental work we used methods of statistical observation, which was carried out in a selective, questionnaire way, through monitoring; interviews; study of educational activity products; methods of expert evaluation and self-evaluation; a test method, the test of remote associations in particular etc. In addition, the student's creativity coefficient (Ccr) can be calculated by summing up creative personality coefficient (Ccp), coefficient of creative approach to problem solving (Cps) and creative atmosphere coefficient (Catm), then divided into quantity of test questions (according to E. Ilyin it constitutes 240) [1]. The results of the proposed methodology allow to reveal the following levels of creativity: high (0.75–1 points) – characterizes highly creative personality, that shows creative potential in situations of professional character; sufficient (0.47–0.74) – students who have a powerful creative potential, but do not have stable enough manifestation of creative abilities; middle (0.2–0.46) – students having creative skills, limited in their manifestation; low (0–0.2) – the level of creative abilities that are in the formation stage and require strong stimulation. Taking into account creativity coefficient, as well as on the basis of the results of questionnaires, testing, observations of behavioral, motivational-activity, cognitive, control-evaluation components of law student's creative personality; expert assessments of teaching staff, it is possible to conclude that law students had predominantly middle and low levels of creative abilities. The results are the following:

Experimental groups: high level– 8.7%; sufficient level – 13.4%; middle level – 27.1%; low level – 50.8%;

Control groups: high level – 8.5%; sufficient level – 13.6%; middle level – 27.6%; low level – 50.3% of respondents.

The following causes that negatively affect the development of law students' creative abilities while foreign language learning were revealed: use of scarce number of innovative teaching methods, insufficient attention to non-standard lessons, reproductive nature of educational material presentation and students' self-study, standard character of speech activity in educational process, caused by the usage of predominantly traditional educational methods, lack of systematic work on students' creative skills development, weak motivational basis for mastering a foreign language, unpreparedness of teachers to be creative in systematic application of active teaching methods.

All the factors mentioned above determined the necessity to develop and implement into the educational process the model of law students' creative abilities development, based on the didactic principles (foundation, fundamental tenet) of creativity development. "The model of educational process" is a reference idea of student learning, its design in the context of specific educational institutions [4]. "The foundation" is the basis of something; core principle, key ground or main position [3, p. 300]. Thus didactic foundations of creativity development in the process of foreign language learning can be understood as didactic principles that form a system of rules for organization and conduct of the didactic process: scientific orientation and fundamentalism, accessibility; generalization of knowledge; professional differentiation; humanization of education; practical orientation and developing character of education; motivation; consciousness and active learning etc. [4]. Taking into account the above mentioned terms, the didactic principles of law students' creativity development include creation of developing educational environment and partnership of the participants of educational process, formation of a positive motivational base for learning (creative atmosphere in the classroom, assistance to

weak students; professional – oriented communication with native speakers, participating in the event "English club" and the camp of intensive learning of foreign languages; group work; engaging everyone in active speech and cognitive activity), creation of a situation for personal success, law students' involvement in scientific research activities, usage of active methods (case method, problem–solving, role playing, project method, presentation, discussion, brainstorming, contests, scientific conferences, foreign languages Olympiads, working with authentic literature etc.); individualization and differentiation of study, knowledge integration from a variety of juridical disciplines to solve professional problems etc.

Consequently, the proposed model of law students' creative abilities development in the process of foreign language learning is aimed at: optimization and quality assurance of foreign language education; building a creative atmosphere of professional-oriented foreign language communication; development of future specialist's creative skills; re-orientation in the relations "teacher – student", based on creative cooperation; creation of a stable motivational base for the positive attitude of law students to foreign languages learning and their role in further professional activities; involvement of law students in creative activity during foreign language classes and self-study; systematic performance of creative tasks on juridical topics; participation in scientific researches; transformation of knowledge into student's own experience; teachers' creative activity in the process of foreign language teaching (regular workshops in foreign languages, a creative group of foreign language teachers); orientation on the per-

sonal achievements growth; forming a sense of psychological comfort, eliminating factors that impede the creative process (stress situations, uncertainty in personal forces) etc.

After the experiment, which was held on the basis of Kryvyi Rih Institute of Economics in particular, the effectiveness of didactic principles of law students' creative abilities development in the process of humanitarian disciplines studying was substantiated and experimentally verified. Thus, the analysis of the study results showed a positive dynamics of law students' creative abilities development in experimental groups (where the model was used): high level – 19.8%; sufficient level – 29.5%; middle level– 28.6%; low level – 22.1%. Control groups (with traditional methods of study) showed much lower results: high level – 10.1%; sufficient level – 16.0%; middle level – 29.4%; low level – 44.5% of respondents.

Conclusion. Importance to develop students' creative abilities is underlined by scientists worldwide. It has defined the necessity to develop a model of law students' creative abilities development in the process of foreign language learning. The implementation of the model showed positive results. Students were involved in various forms of creative activity in foreign language classes and during their self preparation, based on adherence to the principles of problematic and creative-developing learning, simulation and role playing techniques. The data obtained during the experiment and the final results of experimental work allow us to speak about the positive dynamics in the development of law students' creative abilities in the process of foreign languages studying.

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Section 8. Political science

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THE STRATEGY OF BUILDING A MODERN INTERNATIONAL SECURITY

Abstract. Modern international relations are replete with examples of forceful imposition of powerful economic and military States on other political actors role functions that ensure the effective promotion of their own interests.

This article proposes to consider the features of the modern interstate confrontation, which was previously achieved by military force coercion, and now-by non – armed, secret or explicit impact on the object of claims.

Key words: modern politics, international relations, strategy, security, state.

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СТРАТЕГИИ ПОСТРОЕНИЯ СОВРЕМЕННОЙ МЕЖДУНАРОДНОЙ БЕЗОПАСНОСТИ

Аннотация: Современные международные отношения изобилуют примерами силового навязывания мощными в экономическом и военном отношении государствами другим субъектам политики ролевые функции, обеспечивающие эффективное продвижение собственных интересов.

В данной статье предлагается рассмотреть особенности современного межгосударственного противоборства, который ранее достигались методом военно-силового принуждения, а в настоящее – путём не вооружённого, тайного или явного воздействия на объект притязаний.

Ключевые слова: современная политика, международные отношения, стратегия, безопасность, государство.

Актуальность данного исследования состоит в том, что современного человека всегда беспокоит, куда ведут политические процессы сегодняшнего дня – к войне или миру. Любые политические

действия имеют свои последствия и порою громко «гремит» в одном месте, а «эхо» отзывается в другом. Существенное место в этом процессе принадлежит современным теориям вооруженного противоборства, в основе которых лежит комплексное использование политических, военных и психолого-информационных аспектов воздействия на противника. Всё это привело к революционным изменениям в военном деле и попыткам пересмотра ролевой функции вооруженных сил в войнах будущего, обозначенных как «гибридные войны». Отдельные военные теоретики, такие как Слипченко В.И.– «Войны шестого поколения. Оружие и военное искусство будущего» [1]; Месснер Е.Э.– «Всемирная мятежевойна» [2]; Мальцев Л.С.– «Вооруженные Силы Республики Беларусь: История и современность» [3]; Попов И.М.– «Война будущего» [4] и др. в своих работах утверждают, что вооруженная борьба в скором времени уступит место иным способам ведения войн, а сама она канет в прошлое.

Рождению такого мнения способствовали успешные боевые действия США и их союзников в ходе югославских событий 1999 г., когда стратегические задачи военной операции были решены силами авиации без применения сухопутных группировок. Война на Балканах наглядно продемонстрировала кризис существующей системы международной безопасности, став отправной точкой трансформации современного вооруженного противоборства. В международных отношениях политико-экономические силы, подкрепленные военной мощью, заняли доминирующие позиции с узурпированным правом начинать превентивную войну против любого государства, политика которого не соответствует их понятиям о «демократии».

Яркими примерами тому являются вооруженные конфликты XX–XXI веков, рожденные политическими интересами на экономической основе, влекущих поднятие национально – религиозных факторов в борьбе за источники сырья и пере-

смотр существующих границ. Политическая и экономическая экспансия, межнациональные и межконфессиональные противоречия, обострившиеся на фоне общемирового кризиса, а так же другие проблемы составляют лицо современного мира.

Сложившаяся система международных отношений не только не уменьшила объем внешней угрозы, но и существенно изменила её содержание, что было обусловлено стремлением агрессора добиться победы над противником с минимальными затратами собственных ресурсов. Неоднократно используемый апробированный сценарий создания кризисной ситуации внутри государства-жертвы посредством разжигания внутренних противоречий с использованием деструктивных сил, которым оказывается массированная поддержка из-за рубежа. Как показывают события в Ираке, Ливии, Сирии и ряде других стран заинтересованные стороны сосредоточивают усилия на специальных операциях, направленных на то, чтобы сорвать подготовку государства-жертвы к организованному вступлению в вооружённое противоборство путем проведения комплекса мероприятий по дестабилизации социально-политической обстановки. Параллельно осуществляется экономическое, политическое, информационное и иное давление. Цель дестабилизации – «взорвать» обстановку в государстве изнутри и добиться смены политического руководства с минимальным привлечением военной силы [5].

Яркими примерами реализации подобных сценариев являются «цветные революции», прокатившиеся по территориям государств бывшего СССР и Северной Африки. При этом ООН и другие международные организации выступили в роли «сторонних наблюдателей», не способных оказать никакого реального влияния на развитие обстановки.

Ряд авторов излагают собственную интерпретацию происходящих событий: З. Бжезинский [6–7]; Р. Макдермотт [8]; Ш. Акинер [9–10]; П. Марсден [11]; У. Штайнбах [12]; А. Рашид

[13]. Их исследования носят узконаправленный характер посвящены ролевой функции ведущих государств и их геополитическому доминированию в мире.

В целом, можно констатировать, что ныне существующая система международной безопасности имеет системные дефекты и не выполняет свою функцию по регулированию военно-политической обстановки в мире. ООН к сожалению теряет свой авторитет, а характерной чертой современности стало общее понижение порога перехода от невоенных конфликтов к прямому вооруженному противоборству.

«Международное право уже не может защитить суверенитет и территориальную целостность государства, не обладающего достаточной силой для отражения возможной агрессии. Война, к сожалению, негласно признается некоторыми государствами приемлемым инструментом их внешней политики» [14, 37].

Все это актуально как для Центрально-азиатского региона в целом, так и для Казахстана, в частности. Особое беспокойство вызывает обстановка в Афганистане, который на протяжении более чем 30 лет охвачен гражданской войной, и политически не стабильном Кыргызстане. Террористические движения «Талибан», ИГИЛ ведут целенаправленную работу по увеличению числа своих сторонников и расширению сферы влияния.[15] Политический, этнический и религиозный экстремизм представляют реальную угрозу для всего региона.

Существующая структура Вооруженных Сил Казахстана предназначена для решения задач по нейтрализации внешних угроз государству, что не удовлетворяет новым «гибридным» подходам потенциального агрессора, представляющим конгломерат внутренних и внешних опасностей [16; 17; 18].

Среди основных угроз внутренней безопасности государства следует выделить те, которые находятся в компетенции военной организации:

– активизация провокационной деятельности экстремистских организаций и структур, направленной на дестабилизацию внутриполитической обстановки в стране и насильственное свержение конституционного строя;

– незаконное распространение на территории страны оружия, боеприпасов, наркотических и психотропных средств;

– информационно-психологическое воздействие на граждан.

Особое место в этом перечне следует отвести деятельности специальных служб иностранных государств, выступающих в качестве координирующей и организующей силы «протеста масс» [19; 20].

Анализ опыта войн и вооруженных конфликтов последних десятилетий свидетельствует, что достижение целей противоборства находится в прямой зависимости от способности военной структуры государства адекватно реагировать на развитие обстановки. По своей сути ССО – универсальное орудие государства, но по их применению мало научных работ и среди них исследования Бузина Н. Е. [21; 22; 23], Исаева И. А. [24], Квачкова В. В. [25], Киселева В. А. [26], Царькова В. А. [27], Хаева А. Н. [28], содержащие анализ опыта применения этих структур в бою и операции.

В заключение необходимо отметить, что стратегии построения современной международной безопасности требуют:

– изменение взглядов на цели, способы достижения и содержание межгосударственной (в том числе вооруженной) борьбы;

– возрастание масштабов и диапазона специальных действий, с повышением роли ССО в достижении стратегических целей и расширении спектра решаемых ими задач;

– полного использования возможностей военной и других структур государства для нейтрализации угроз национальной безопасности в военной сфере, с учетом изменений сущности вооруженной борьбы;

– создание современных подходов и методик, позволяющих обосновать перспективный облик современных вооруженных сил с учетом всех способов применения новых компонентов в различных условиях политической обстановки и особенностей современного вооруженного противоборства в виде гибридных войн.

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Section 9. Psychology

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PSYCHOTHERAPEUTIC ASPECTS OF DOMESTIC VIOLENCE AND CHILD ABUSE. THE RELATIONSHIP OF VIOLENCE WITH CO-DEPENDENT RELATIONSHIPS: SPECIFICS OF MOTIVATIONAL INTERVIEWING APPLICATION

Abstract. It is estimated that one woman dies every 40 minutes as a result of domestic abuse in Russia. Unfortunately, it is obvious that Russian women are resistant to seek out psychosocial support from local agencies for the deep damage to their mental health. Lack of sources on domestic violence and the fact that reporting was not effective were identified as major factors for the lack of motivation among victims to deal with DV as a serious psychological and social issue. This article focuses on psychological consequences of physical violence by men against women partners in Russia, and discusses important issues in psychotherapeutic management. A better understanding of domestic abuse could help clinicians motivate victims and ameliorate the suffering caused by codependent relationships. Low-intensity MI interventions are effective for long-term changes in violence-related issues where patient-engagement is key to achieving behavior change.

Keyword:

Introduction

According to the latest statistics, more than 25% of murders recorded in Russia are committed in the family [1]. In 75–80% of cases, men become murderers as a result of domestic violence, in 30% – women [2]. The most difficult issues in solving this problem are the traditional perception by the Russian society of domestic violence as a private family affair, the legal illiteracy of the population and people's distrust of the law enforcement bodies. Unfortunately, the lack of adequate legislation to fight domestic violence has led to a significant increase in the number of incidents of violence since the law on decriminalization of domestic violence entered into force. A distinctive feature of domestic violence in Russia is the fact that many victims of that violence come to terms with that state of affairs and can live in violent relationships for years, despite the risks to their life and health. This is due both to cultural factors and the Russian mentality, and to the lack of a proper legal and social system of protection against domestic violence.

This article analyzes the socio-demographic and psychological characteristics of Russian families, which increase the likelihood of domestic violence

against women and children. In this article we will try to figure out and describe the psychological, social and medical consequences of domestic violence. In addition, we will try to create a psychological portrait of a typical "home tyrant", consider the problem of socially codependent relationships in such a family and discuss the possible implementation of motivational counseling for encouraging women who are victims of violence to make decisions and to act. Our conclu-sions are premised on the statistics of the Ministry of Internal Affairs of Russia, reports of international human rights organizations and our own observations.

Description of the problem

Domestic violence is a behavior system of one family member to establish and maintain power and control over other family members. The typical dynamics of the domestic violence development in the Russian family is presented in (Figure 1).
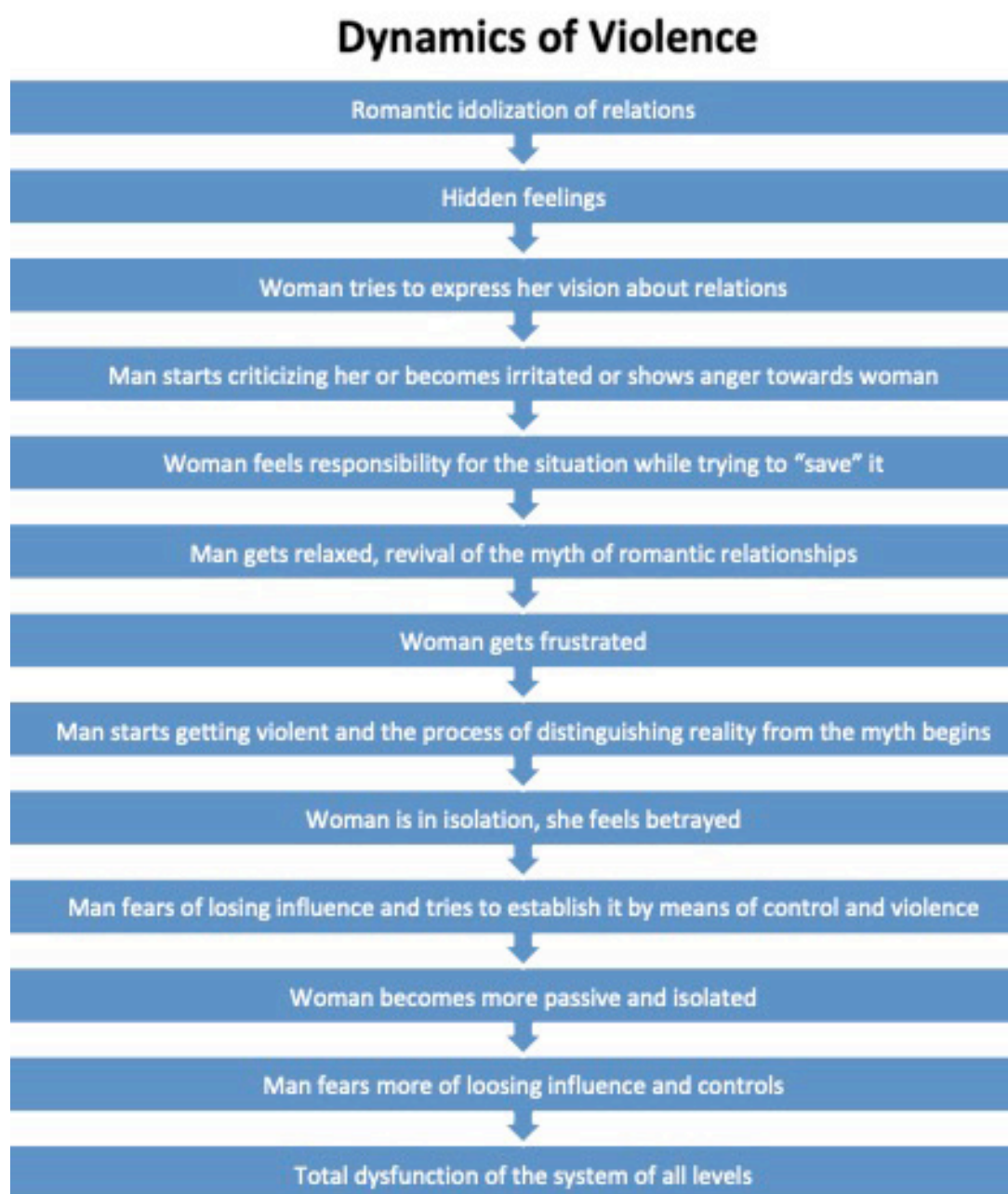
Figure 1. Development of domestic violence in a typical Russian family

According to the Russian Ministry of Internal Affairs in the Russian Federation, every year 14,000 women are killed by their partners. According to studies, a Russian woman is 2.5 times more likely to be killed by her husband or partner than an American woman and 5 times higher than a resident of Western Europe. To understand how terrible domestic violence problem is, consider it's about 37 times worse than the U.S., which has twice the population of Russia. According to the Russian Association of Crisis Centers, more than a third of all Russian women are victims of domestic violence. Domestic violence is one of the causes of every fourth suicide attempt by women. It's up to the imagination to tell if those numbers are accurate considering the over 70% of woman that don't speak out.

More than 50% of crimes in everyday life are committed in the presence of children [3]. In addition, more than 26 thousand children annually become victims of crimes, 2 thousand of them die, 8 thousand get injured. According to numerous observations by Russian specialists, domestic violence is a cause of other social calamities: child neglect, alcoholism, drug addiction, child prostitution, early pregnancy, and juvenile delinquency. Children in families where violence exists become victims of it or commit it themselves.

Back in 2017, Vladimir Putin signed a law that decriminalized domestic violence for first-time offenders who do not inflict bodily harm requiring hospital admission. In addition to the devastating consequences for the victims, this leads to difficulties in analyzing the situation – many do not seek help from law enforcement and the number of cases of domestic violence cannot be estimated [4].

As of men, psychological causes of domestic violence can be: low cultural level, the fight for self-esteem, differences in the upbringing of children, the distribution of responsibilities in the family. What matters also is the experience of marriage life and the age of partners. In most studies, the researchers conclude that the social portrait of a family tyrant includes signs such as the addiction to alcoholism, drugs, gambling, etc., a low level of education, and the lack of permanent income. However, many professionals will tell you that there are many cases of violence in the so-called "prosperous" families with high incomes. Table № 1 shows the distinctive psychosocial characteristics of both the victims and the aggressor.

Table 1.– "The distinguishing characteristics of the victim and aggressor"
Consequences of domestic violence against women

Main features of victims	Main feators of aggressor
1	*2*
1. low self-esteem; 2. they believe most myths about violent relationships; 3. have very traditional ideas about family, women's role in family and society, they believe in women's destiny; 4. think that in one way or another violence is present in all families; 5. take responsibility for the feelings and actions of the abuser; 6. suffer from feelings of guilt and deny feelings of anger in relation to abuser;	1. low self-esteem; 2. they believe most myths about violent relationships; 3. have very traditional views on men's leading role in family and society; 4. controlling behavior in relation to the woman; 5. shift the blame for their actions on other family members ("she provoked me," "children forced him to punish them"); 6. aggressive towards children and animals; 7. often use aggression in sexual relations to increase self-esteem;

1	*2*
7. Believe that sex can stabilize the relationship as a whole; 8. are confident that no one can help them in solving the problem of domestic violence; 9. gradual deterioration in health as domestic violence intensifies; 10. strong feelings of loneliness, shame and fear; 11. persistent stress and psycho-physiological disorders; 12. feeling of despair from not being able to solve the problem of domestic violence; 13. guilt due to inability to cope with the problem on their own and aggression directed against herself; 14. isolation, unsociability, constant tension when communicating. *These signs do not depend on the duration of domestic violence and may occur after the first act of violence.*	8. represent a dual false personality; 9. try to isolate a woman from any occupation outside the home or socializing with other people; 10. rude to a woman (pushing, tugging the sleeve, etc.); 11. threaten to commit suicide if the woman is trying to break up; 12. justify acts of violence with alcohol or drugs; 13. insulting others; 14. repeating the experience of violence received in their family home or in previous marriages; 15. a sudden change of mood; 16. previous experience as an aggressor; 17. pathologically jealous

More than 30% of domestic violence cases against a woman is initiated or later escalated during pregnancy, while 60–75% of women were killed when they made the decision to leave home tyrant [1]. In Russia, for women aged 19–44 years, domestic violence is the main cause of morbidity.

In addition, 81% of women who are subjected to domestic violence by their partners, with whom they cohabit or are married, also face physical violence, and 31% face sexual violence from those who persecute them. Women who were persecuted by former partners are more often subjected to psychological violence.

The most frequent psychological consequences of violence against women are: fear of the perpetrator, suicide, aggression and anxiety disorders, sleep and eating disorders, PTSD, substance abuse issues. According to studies, PTSD affects between 31% and 84% of women who have ever been exposed to domestic violence [5]. The level of depressed women subjected to violence is approaching 48%, which is much higher than the number of women who have never been subjected to violence.

Implications of domestic violence for children and teenagers

Diagram 2 and 3 show the most frequent consequences of domestic violence against children.

Children who are victims of violence often feel anger that is most often vent on the weaker: younger children, on animals [6]. Sometimes they are overly passive, they cannot protect themselves. In both cases, contact and communication with peers are violated. Children deprived of parental care, attract attention to themselves by any means, sometimes with defiant, eccentric behavior. Teachers of educational institutions state that they have unusual for their age knowledge about sexual relationships, which can is noticed in their behavior, in their play with other children or toys (with sexual abuse) [7]. Over time, the lack of a positive image of "self" and low self-esteem result in preservation and consolidation of feelings of guilt, shame, inferiority, "I am worse than others". There is a high frequency of depression. This is manifested in anxiety, melancholy, loneliness, and sleep disorders. At an older age, teens may attempt or commit suicide [8].
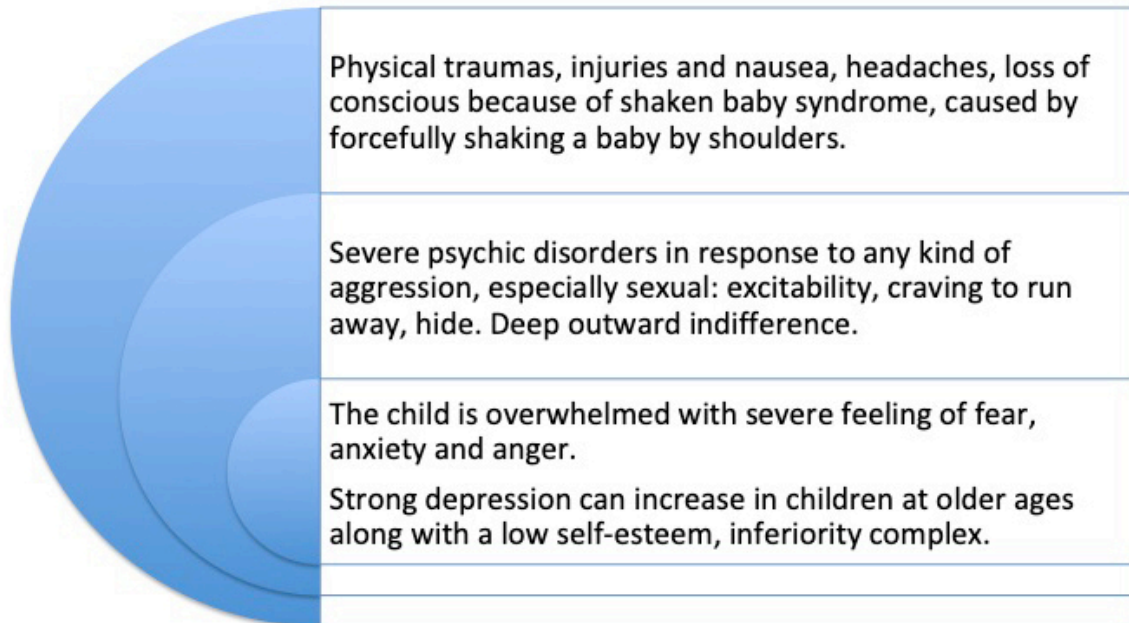
"Close" consequences for kids

Physical traumas, injuries and nausea, headaches, loss of conscious because of shaken baby syndrome, caused by forcefully shaking a baby by shoulders.

Severe psychic disorders in response to any kind of aggression, especially sexual: excitability, craving to run away, hide. Deep outward indifference.

The child is overwhelmed with severe feeling of fear, anxiety and anger.

Strong depression can increase in children at older ages along with a low self-esteem, inferiority complex.

Diagram 2. The consequences of child abuse (close)

The consequences of child abuse (remote)

- **Lag in physical and psychological development**
- **Various diseases caused by cruelty**
- **Psychosomatic disorders:** weight disorder, skin rash, allergic pathology, gastric ulcers, pain in the low abdominal as a result of sexual violence
- **Neuropsychiatric disorders:** ticks, stuttering, enuresis, encopresis, there are some recurrent cases of children hospitalization in emergency care unit caused by accidental traumas and intoxication.
- **Social consequences:** homelessness, child prostitution, antisocial behavior, aggression and cruelty in primary and secondary schools, socialization difficulties, addiction to alcohol, drugs, shoplifting, problems in making their own family.

Diagram 3. The consequences of child abuse (remote)

The problem of co-dependent relationships in families with domestic violence.

Co-dependent relationships are mostly typical for the families, where chemical dependence or abuse (physical, sexual or emotional aggression) took place, and the natural expression of feelings was forbidden ("stop crying", "you look too happy, make sure you don't cry later", "boys do not cry"). Such families are known as dysfunctional.

In context of violence, a co-dependent personality is considered to be a person who is pathologically attached to another: most often to a spouse, prone to violence [9]. Inclusion in life of another, full absorption by his problems and affairs, as well as extreme form of

co-dependence as a "need" to stay in relationships are the most typical characteristics of these people [10].

Russian women living in violent relationship are characterized by the following:

- Negative feelings: fear, anxiety, shame, guilt, anger, jealousy, envy, annoyance, disappointment;
- Rigidity and stereotypical behavior; primitive methods of psychological protection (denial, displacement, avoidance, depreciation, omnipotent control);
- Hyper-responsibility for children combined with low self-responsibility;
- Low self-esteem and dependence on the opinions of others; the victim's tendency to take the blame.
- Desire to build a symbiotic relationship, adaptation to the partner;
- Addiction: about 40% of Russian wives abuse alcohol while staying in a co-dependent relationship with a tyrant husband [11].

- Repeated incidents of various types of violence (with subsequent increase)

Life of a typical Russian family is subject to certain rules. Here are some of them: man is the master of the woman and the child; he solely determines what is right and what is wrong; he often keeps an emotional distance with the child; the will of a wife or a child is viewed as stubbornness and should be broken as soon as possible [12].

Russian culture and mentality feature a large number of myths about domestic violence, which can negatively impact the psychological and rehabilitation work with the victim of domestic violence, delay the healing process, as the specialist will constantly have to overcome the existing mindsets ("no one will help me", "he beats, so he loves", "it's her own fault", "children need a father", etc.).

Diagram 4 presents the most common explanations and "justifications" for domestic violence.

Diagram 4. The most common "justification" of domestic violence

One of the features of a co-dependent personality is the lack of motivation to work with a specialist and the lack of reflection about their contribution to the situation. This problem is accentuated by the fact that the offender continues living with the victim or is in a constant communication with her, controlling the actions of the woman. The victim and the offender have common children and the woman fears for their safety. Moreover, a woman and children financially depend on the offender. In many cases, the past woman's attempts to leave the abuser have failed or have led to increased level of violence. The family and the environment of the victim put pressure on her, demanding to abandon the trial, justifying this as "family preservation".

Diagram № 5 demonstrates the most common reasons why patients are reluctant to seek professional help.

Most common reasons why patients are reluctant to seek professional help

Feeling of guilt and shame	Desire to forget the past	Distrust towards the organizations to be turned to or negative experience	Fear of revenge on the part of the aggressor and unwillingness to face him in a court
Fear to be blamed	Unwillingness to take "family garbage" out	Tolerance towards the aggressor	Fear of her own emotions and aggression
Degrading of the seriousness of situation	Responsibility "I must find a way out on my own"	Availability of symptoms of psychological trauma (uncertainty, isolation, intimidation)	

Diagram 5. Most common reasons why patients are reluctant to seek professional help

Similarly to chemical addictions, victims of domestic violence are dominated by primitive protective mechanisms and mental rigidity, which leads to high resistance to the therapeutic process [13]. It is crucial to take seriously the patient's unwillingness to work on herself: it needs to be treated with understanding, yet the therapist should demonstrate he is not interested in forcible work for the benefit of the patient. Motivating to make adequate decisions and development of protective mechanisms are among the main problems in working with women in violent relationships [14].

Features of motivational interviewing when working with victims of domestic violence.

As observed earlier, victims of domestic violence tend to experience difficulties in understanding their situation and to be slow in making required decisions [15]. The lack of competent legal assistance, especially in the regions, aggravates the situation. The police authorities cover single cases of appealing to police concerning domestic violence: "This is only a household scandal", "You will make up and see there's nothing terrible". Taking into account the cultural factor and the Russian mentality, a woman who has been subjected to violence for many years loses motivation to fight for her rights [16]. Support and compassion, active empathic hearing, accurate accentuating of pressure points, clear indication of

the prospects for the development of the situation are the primary steps in working with an unmotivated woman [17].

The classical concept of individual work with a co-dependent patient involves [18]:

- Building a trusting partnership with the patient (stop perceiving him as an object, remove the "codependency" label);
- Switching from the patient's partner's difficulties to the patient's own problems;
- Awareness and education.
- Avoiding control (blackmail, threats, manipulation);
- Relying on the customer's responsibility;
- Faith in the patient's ability to find a way out;
- Building resources to cope with the fear of losing a loved one.

Elements of motivational interviewing can also be used when dealing with victims of domestic violence. In the process of working with the victim, the main goal of the motivational interviewing is to raise awareness of the problems, initiating the processes of transformation, followed by the actualization of the normative personal status, formation of self-efficacy in overcoming co-dependent behavior [19]. It is also critical to evoke motivation for socially oriented behavior through the development of semantic regulation.

The following principles should be used as guidance:

1. Motivation to change a behavior should arise in the woman herself, instead of being imposed on her from the outside.

2. It is the patient, not the therapist, who should formulate and resolve his/her ambivalence [20]. The victim of domestic violence may want to leave the tyrant, but at the same time is prone to some hesitations (love, children). The mission of psychotherapy is to help the client to express both sides of ambivalence and to direct him to make an adequate decision that could lead to a change in behavior [21].

3. Direct persuasion is not considered as an effective method of resolving ambivalence. Young specialists are tempted to "help" by convincing the patient that the problem requires an urgent solution, and changing behavior guarantees benefits [22]. However, from the experience of other professionals, it is clear that such tactics usually increase resistance and reduce the likelihood of making the right decision.

4. Counseling style should be calm and revealing. Direct persuasion, aggressive confrontation, and dispute are unacceptable. [23].

5. Consultant focuses on helping the patient to analyze and resolve ambivalence [24]. Our goal is to lead the patient to a decision without telling her what to do next. It is a woman who must realize, think and make a decision about the future of this relationship.

6. Readiness for changes is not a feature of the patient, but the result of evolving interpersonal interaction. The professional should be extremely attentive and receptive to any manifestations of the client's motivation.

7. The relationship between the psychotherapist and the patient is more of a partnership or friendship than the expert/recipient. Victims of domestic violence are seeking in a therapy a chance to escape from their daily reality, where they are forced to challenge their spouse without any help.

The basic techniques of motivational interviewing are open-ended questions, reflective listening, support and generalization [26].

A patient should be asked questions that would encourage her to reflect more deeply. It is necessary to move constantly from one type of questions to another, so that the consultation does not turn into clarifying details of the circumstances related to violence against the patient. By demonstrating engaged response or "reflective listening", a professional can grasp a deeper understanding of what the patient ponders. In our practice, there were cases when women deliberately did not reveal the truth, with a purpose of not jeopardizing her husband. Talking through the situation helps the patient to build confidence in the necessity of a change. It is tremendously important to be able to support her during therapy.

Do not be afraid to praise the patient for the courage to ask for help.

Generalizing statements help bring together all material that the professional discusses with the patient, and use it to provide a broader picture if the patient does not see the solution. Generalization often gives a woman the opportunity to realize her own arguments in favor of changing the life.

As mentioned before, victims of domestic violence, especially in Russia, are characterized by some rigidity in thinking and resistance in the process of therapy [27]. In other words, resistance allows the patient to use her customary excuses and explanations in order not to change her life: "How will children be without a father?", "He did not beat me that much, I told him a lot myself," etc. The typical response, like "Yes, but…" when the patient seems to agree with you, but every time finds some counter-argument, allegedly indicates that your reasoning is not considered suitable. It is important to understand that the patient's resistance is aimed against changes in her perception of herself and her life, and it "feeds" on her own anxiety and self-doubt. By overcoming the resistance, a person has to admit unpleasant truth or allow himself to experience the feelings that he always tried to avoid or cut out from his consciousness. The key to moving forward is to understand the protective mechanisms that stop you from acknowledging your problem. Therefore, in order to minimize the resistance of a patient, the following should be considered during the work process: disputes and beliefs are not productive. Attempts to insist cause resistance. Resistance is a signal that it is necessary to change the approach [28].

In clinical practice, counseling involves several stages.

Establishing contact (1) and cooperative relationship has paramount importance, which is a prerequisite for the successful implementation of the tasks [29]. The next step is to provide information (2). When working with a victim, even the way information is presented can have a decisive influence on how the client reacts to the actions of the professional. Information should be limited to the one, needed to reflect on the changes. Such information should be provided gradually and neutrally, as if it does not directly involve the victim. It should be remembered that the majority of victims of domestic violence are strongly related to their abusers and providing unnecessary information or "overloading" with advice can only further injure the vulnerable mentality of the patient [30]. At the third stage, the patient should be offered to analyze one week of her life (3). To do this, it is necessary to ask the patient about the events of the week, in the course of analysis jointly focus on behavior and feelings (using reflection of feelings). Analyzing a typical week allows to solve the important task – to achieve improved understanding by the victim of the relationship between her behavior and attitude to the problem and the impact of violence on her life. Throughout the consultation, the specialist identifies and/or initiates self-motivating statements (4) [31]. When a patient is able to recognize problems associated with cohabitation in a violent relationship, express concern about these problems, demonstrate intent to change, and make statements of faith in her own power to change herself, thus they make self-motivating statements. This is a key step in building the self-efficacy (5) – persuading a person, that in a problematic situation he will be able to demonstrate decent behavior. If the patient sees that she is able to control one aspect of her life, she experiences a desire to expand the scope of self-control. Upon reaching a certain level of motivation to changes, it is recommended to proceed to the gradual planning of changes (6) and producing a "security plan" [32]. At this stage, it is possible to consider options for a safe way out of a violent relationship. This plan will allow the patient to strengthen self-confidence, which is an important motivating factor, mobilizing efforts for a change. It is important to note that patients in life-threatening situations should be removed from these "violent relationships" as soon as possible, without additional planning. Finally, when the patient and

her children are no longer under constant pressure or threat of violence in any form, psychosocial rehabilitation is recommended (7). Creation of a stable motivation for socially oriented behavior, adjustment of life goals and the formation of a new "life scenario" completes the work of a psychotherapist with such patients.

Conclusion

Motivational interviewing (MI) can be used to induce changes in the behavior of victims. It is important to remember that work with victims of domestic violence is work with psychologically depressed, broken or angry patients. The main problem is that many patients are not sufficiently convinced of the need to solve the problem and they need to be aided. The basis of any assistance in behavioral change is the analysis of what is happening, which should be carried out with the patient, and the results of this analysis should be discussed with her.

Surprisingly, even the praise or approval can become an obstacle in case, if the therapist agrees or expresses satisfaction with everything that the opponent pronounces. Very often, we strive to help the patient feel better with comfort. In reality, such reassurance can disrupt development of communication, especially when a woman sees her problem realistically. Furthermore, it should be noted that while a reference to humor may be a successful attempt to shift the consciousness of the person consulted from a very emotional question or to distract from a threatening problem, it may also mean leaving a topic thus disrupting communication and suggesting low significance of the person's words.

This article describes the "ideal situation" where there are all opportunities for a full range of psychotherapeutic work. Of course, it is not always possible to use the entire arsenal of psychotherapeutic techniques and reality often dictates its own rules.

Another problem in working with this group is that the psychotherapist may receive almost no sense of satisfaction because fast progress is unlikely. This is compounded by the fact that many psychologists or psychotherapists themselves coexist in such relationships and internally do not believe in a possibility of a different scenario.

Nevertheless, comprehensive work with the victims, using the basics of motivational interviewing, can lead to an increase in number of appeals to social assistance centers for resolving the problem of domestic violence.

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Section 10. Sociology

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SOCIAL NETWORK SITES AND CIVIC ACTIVISM: FACEBOOK IN AFGHANISTAN

Abstract. This study involves understanding how Facebook impacted on civic activism in Afghanistan. It aims to discover the contribution of Facebook in civic participation of youth and the facilities that Facebook has provided for civic actions to actors. Specifically, it examines the role of Facebook in the 'Tabassum' and the 'Enlightening' movements. This article relies on data collected during my master's thesis (2016–2017) at Erciyes University through a qualitative study based on virtual ethnography. The data is collected through online participation observation, online in-depth interviews and online questionnaire. In this study, 52 participants responded to the online questionnaire, and 15 activists involved in above-mentioned movements' through both online and of-fline activities, participated in in-depth interview via Facebook Messenger. The study found out that, despite the limited access to the internet and spread of misinformation, Facebook has pro-vided the activists with a range of possibilities of coordinating activities related to the two men-tioned movements, covering and mobilizing, which can be considered as a new public sphere. This article depicts a picture of the usage of Fa-cebook in civic participation and collective civic actions in Afghanistan.

Keywords: Social Network Sites, Civic Activ-ism, Facebook, the 'Tabassum Movement', the 'Enlightening Movement', Afghanistan.

Introduction

Civic activism is the process by which individuals, groups or organizations organize a collective action to bring about changes to their social live in various ways (Shayan, [24]). Activism can be community volunteering, human rights advocacy, demonstrations, civil disobedience or even a political revolution. Some newer forms of activism include publishing open letters, online petitions, blogging, and most importantly, using online social media for public awareness and organizing real world actions.

The invention of the Internet and the beginning of Web 2.0 technologies revolutionized information dissemination and communication patterns, and is currently used in various day to day activities (Castells, [5]). Margolis and Moreno-Riano say that "the internet has been heralded as one of the leading change agents, if not the main one, of the 21st century" (2013: 149). It is a new public sphere that opens new groove for political communication and public discourse (Smuts, [26, 82]).

Facebook was founded in February 2004 by Mark Zuckerberg. According to Harlow, it encourages youth's social and political participations (2012a), such as those seen in the Egyptian revolution. Thus, the impact of the internet on socio-political

participation has become a major topic of debate in Social Sciences.

Facebook is also used in civic activities in Afghanistan. This is because; Facebook is common among Afghanistani users more than any other social networks. Second, it has various features and tools such as messenger, Facebook Pages, Facebook Group, and Facebook Event etc. In order to study the impact of Facebook in civic activities in a more realistic way, I selected two major social movements, the 'Tabassum' (*Junbish-e Tabassum*) and the 'Enlightening' (*Junbesh-e Roshnayee*) as the case studies. In this study, it is assumed that Facebook acts as a public sphere in Afghanistan, from where new issues are brought to public discussion, where people can share their thoughts, and can finally organize and coordinate real world actions.

The *"Tabassum Movement"* was formed after seven Hazara passengers, including two women and a nine-year-old girl named, *Shukria Tabassum*, were kidnapped and beheaded by the Taliban in Zabul, Afghanistan. As Tabassum was the youngest among the victims, the justice movement was named as the 'Tabassum Movement'. The '*Enlightening Movement'* started when the government of Afghanistan decided to change the route of a 500-kV power transmission line, which included number of countries including Turkmenistan, Uzbekistan, Tajikistan, Afghanistan and Pakistan (TUTAP). The power transmission line was originally set to pass through Bamyan as directed FICHTNER, a German company, for technical, economy and security reasons, but was rerouted through Salang Pass by the government.

Due to lack of previous related studies in this area, this study is expected to contribute to the literature and will be a valuable resource for the future research. This article consists of four main parts; the first part is an introduction, which will present an overview of the topic. The second part provides the literature and theory. The third part includes the finding and analysis of the study. The last part of the thesis includes the conclusion.

Social Network Sites (SNS) and Civic Activism

There are different attitudes towards the impact of the internet on civic activism. Some scholars argue that online tools play positive functions in civic activities. For example, Castells [5] supports that the more people use the internet, the more they can increase their virtual and real sociability, and sociopolitical participations. Harlow [14] agrees that "the internet has the capacity for actually creating – not just enhancing – political activism". He adds that collective actions are born online and then are moved offline as it happened in the "Justice Movement for Rosenberg" in Latin America.

Obar et al [21] argue that, social media helps activists in strengthening 'outrage efforts'; and provides interaction possibilities, fast communication, and more productive work with lower costs. Therefore, civil society organizations are able to find the possibility to "extent their reach, increase member/supporter engagement and provide opportunities for direct involvement" (Charman-Anderson, [6]). There are numerous cases in which social network sites have played roles in social and political movements, with the 2008 US Presidential Election and Arab Spring as major and clear examples.

On the other hand, there are some concerns about online-only activities due to reasons such as lack of trust among activists in the virtual world, the possibility of spreading misinformation, and limited access to the internet (Shayan, [24]). Some even claim negative impacts of online tools on civic activism. Morozov says the belief of dramatic role of social media on sociopolitical changes is not more than "slacktivism". Online activism makes us feel good but have no social impact [18; 19] and "slacktivism is an ideal type of activism for a lazy generation" who doesn't have desire to participate and organize social movements [18; 19]. Morozov further argues that the internet tools empower oppressors rather than oppressed as it provides authoritarian government with new abilities to control citizens [20, 91].

However, despite the concerns and criticism, the literature shows that SNS's impacts civic activism in various socio-political contexts. It provides people with possibility to exchange ideas and communicate with others. In this way, SNSs are considered as an important means in democratization and emancipation of societies in various cases. This study would be an initiative in evaluating the role of Facebook in civic activism in a context where such studies are minimally conducted and require further exposure.

SNSs as New Public Sphere

The concept of "Public Sphere" was coined by Habermas and refers to a space between private and public life where private citizens come together and discuss on sociopolitical issues and their common interests to influence public issues (Habermas, [12]). The bourgeois public sphere is "the sphere of private individuals assembled into a public body, which almost immediately laid claim to the officially regulated 'intellectual newspaper' for use against the public authority itself" Habermas [13]. Citizens were discussing about literature, philosophy and art in coffee houses and salons, which led to discussions regarding the socio-political problems (Smuts, [26, 2, 17]). Habermas states that public bodies need communication means for information transformation, and for the ability to influence the audiences. Newspapers and magazines, radio and television contribute in the development of public sphere, and the creation of wider public debate.

The criteria of bourgeois public sphere are include being accessible to all, for common interests, regardless of status and "the result of such discussion would be 'public opinion' in the strong sense of a consensus about the common good" (Fraser, [9]). Habermas's public sphere has been criticized in terms of *inclusivity*; the bourgeois public sphere is a class-based sphere that indicates the interests of a particular group and excludes other social groups (Susen, [27]). The *idealistic* version of Habermas's public sphere relinquishes the difference between the participants in the public sphere. He predicts that the discussions lead to con-

sensus and ignores the diversity of views and pluralization of public sphere (Grbeља, [11]).

Dahlgren [7] says, a functioning public sphere refers to the spaces in society, which permits flows of information, ideas, debates and formation of public opinion. Currently, new media, particularly the interactive media provides the possibility of links between private citizens and politicians. He re-conceptualized the term "public sphere" as consisting of three dimensions; structural, representative, and interactions.

The structural dimension refers to legal frameworks defining freedoms of speech and access. It also refers to the context where the media serves as the source of information. In association to the internet, "the structural dimension directs our attention to the way in which the communicative spaces relevant for democracy are broadly configured". The representative dimension refers to the output and the scope of media influence. The criteria in this dimension involve political communication, and includes "fairness, accuracy, completeness, pluralism of views, agenda setting, ideological tendencies, modes of address, etc." The interaction dimension means the public is not just media audiences, but also as discursive interactional citizens who can engage in discussions [7].

Since the invention of the Internet, civic interaction went online, and the *Public Sphere* became more accentuated. It provided space for civic activities, allowing people with different political, ethnical, ideological backgrounds to communicate and interact. Thus, the Internet has significantly contributed to the public sphere [7]. Boeder [4] says the new media technologies have changed the notion of public sphere. The internet has taken the place of coffeehouses and salons and has provided the free flows of information and freedom of speech. Therefore, despite the critiques to Habermas's idea, *Public Sphere* is extremely valuable in current media theories.

Gladarev and Lonkila [10] argue that SNSs have impacts on social movement in terms of bringing issues into public discussion, organizing and mobilizing. Therefore, they could be considered as new

forms of public sphere on the internet. The invention of Facebook in 2004 made the potential of SNSs to become public sphere more feasible (Smuts, [26, 46]). The various interactive tools and features of Facebook such as Facebook Messenger, Groups, Pages, and Events etc. can help in raising public discussion, citizen interacting, and organization and mobilization of actions.

Methodology

This is a qualitative study based on virtual ethnography. Virtual ethnography "transfers the ethnographic tradition of the researcher as and embodied research instrument to the social spaces of the Internet" Hine, [15, 257]. Kozinets [16, 135] combined the concepts of 'Internet' and 'Ethnography and used "Netnogra-phy" instead of virtual ethnography, and defined it as "a qual-ita-tive research methodology that adopts the traditional in-person ethno-graphic re-search tech-niques of an-thropology to the study of online cultures and commu-nities formed through computer-me-diated communications".

The data was collected in three different ways. Additionally, I have been in contact with individual activists and members of different civil society organizations in Afghanistan. I have also tried to establish contact with active youth in and outside the country.

1. Participation Observation

Part of the data was collected via online observation and participation. I collected the relevant data shared on personal Facebook profiles, and from two popular Facebook pages, the *Hazara International Network*, and the *Republic of Silence*. '*Facebook Search*' helped me in to find posts associated with these movements, especially declarations of the 'Enlightening Movement'. This also allowed me to understand the chronology of the activities of the movement. It also provides the possibility to search the topics that matter for us by using hashtag (#) or keywords. Also, it can filter posts to find specific data, shared in general, by friends, personal account or Facebook Pages, and posts that are shared in specific geographic location. In addition, I archived the

related posts using "Save Post" option of Facebook. It enables users to save texts, videos and photos to view later. All the saved posts will appear in the "⚑ Saved" section.

2. Online In-Depth Interview

Using purposive and snowball sampling, I interviewed 15 individual activists who have been directly involved in the 'Tabassum', the 'Enlightening' movements, and activists from diaspora communities who run the two mentioned Facebook Pages covering updates related to those movements. I conducted online semi-struc-tured inter-views using Facebook Messen-ger.

3. Online Open Questionnaire:

The third way of collecting data was using an online questionnaire via 'Survey for Facebook'. The application can analyze data without using statistical analysis software and shows the data only by clicking on the 'Print' or 'Statistic' buttons. The application exports data in Excel. About 52 participants in the ages of 18–30 from in and outside the country responded to the online questionnaire. The participants were had high educational backgrounds such as baccalaureate, undergraduate, master and PhD levels. The online questionnaire included general questions related to the impact of Facebook on civic participation of youth and the two main movements.

Findings and Analysis

1. Promoting Civic Participation

The participants were educated youth, based in Afghanistan, Europe, US, Australia and Canada. Each of them had used Facebook for several years. They were first asked to share their views related to the use of Facebook in their personal development and civic participation. In response to the question regarding the role of Facebook in promoting civic participation, the respondents admitted that Facebook has greatly impacted on their awareness and civic participation.

They use Facebook to attain and share information; and expanding their social relations. I use Facebook "for communication with friends, sharing ideas and being updated of what is going on in the region"

(D. T. Male, Messenger Interview (MI)). The participants expressed keenness in being Facebook friends with or following people and pages that share useful contents and links. One of them said "I want to be friends with those who spread positive ideas and share something useful in my daily life" (D. P. Male, Online Questionnaire (OQ)).

Facebook is a space where people read about issues they care about, which is important for civic participation. The news that media refrain from publishing, can spread through Facebook as "print media, TV and radios aren't independent, they broadcast news in favor of the government, political parties or individual politicians" [F.F. MI]. People living outside the country use Facebook to be updated about what is happening in their society. An activist said, "Though I'm out of my country, still, I can take part in the activities related to my country through Facebook" (D.P. OQ).

In terms of youth participation, a respondent said that "information dissemination and public dialog are among the first principles of civic activities. Facebook is a powerful platform for sharing intellectual support for civic activities and attracting public support" (Unknown, OQ) (Some participants haven't shared their names). Other said that "we create Facebook groups to bring like-minded people together to share and discuss important issues, which may lead to greater activism on the ground" (Unknown, OQ). All participants now or in the past have supported at least one Facebook campaign, most of them mentioned, the 'Tabassum' and the 'Enlightening' movements.

There were also critical views; an activist said, "Facebook allowed me to share my opinions with much more people, but I don't think it made me a more active citizen, the real action is on the ground, not on Facebook" (N. V. Female, MI). They expressed concern about security issues. They are worried that the government, local strongmen or terror organizations may follow their Facebook posts. A respondent was concerned and said that "I had friends who have been connected to National Security Council of Afghanistan and they may have spotted my account to them" (D.P. OQ). Others said, "I'm afraid of the Taliban. They might use it as evidence for being anti-Taliban and it is enough reason for them to kill me if one day they catch me!!" (R. S. OQ).

The respondents' views and previous studies are reliable evidences to conclude that Facebook has impacted on youth to develop some of their social skills, build relationships, and gain the ability to be involved in social-political issues. According to Lopes [17], Facebook and other social media "have arguable given a voice to individuals that otherwise would not be heard."

2. Facebook in the 'Tabassum Movement'

In the early October 2015, seven civilians were abducted by local Taliban in Gelan, Ghazni and were taken to Zabul Province. A month later, on November 7, 2015, the hostages including a nine-year-old girl, *Shukria Tabassum*, were beheaded (Shariati, 2016b: 73, 77).

Information Dissemination and Online Reactions

As soon as the news of the Zabul incident broke, Afghanistani users started sharing the story and reacted to the event on SNSs. The activists applied their outrage in the physical world, with many of people mobilizing to join a protest in Ghazni, which was organized on November 10 (Shayan, [24]). The protestors prevented the burial of the bodies and planned to transfer them to Kabul. According to an activist, "thousands of Facebook statuses were posted on Facebook calling for action to transfer the bodies to Kabul" (N. A. MI). Here is an example of Facebook campaign for transferring the bodies to Kabul:

"Jaghori People:

We are going to receive the mutilated bodies of our beloved ones in Kabul, not in Zabul or Ghazni!

Note: please share [this post] and support Jaghori people's decision!"

Next, a public protest was planned to occur in the next day in Kabul. Many Facebook users started to call campaigns for public protest and use Shukria Tabassum's photo as their profile. A participant said

that "if there wasn't Facebook and if the popular Facebook Pages didn't post about the demonstration, certainly the movement wouldn't have been that much extensive" (M.N. OQ).

Organization and Mobilization of the Protest

On November 11, 2015, close to a million people marched in Kabul, which is considered as "one of the largest demonstrations in the recent history" Bejlert (2015). The protestors carried the coffins of the victims toward the Presidential Palace (Arg) (Etilaat-e-Roz Daily, Nov 12, 2015). During the protest, the popular Facebook pages and the ground actors who had access to the internet invited people to join the protest. One of the organizers of the protest posted:

"It's the time for our promise for national advocacy

Our promise for protest against incompetence and irresponsibility

The time for raising our voices against oppressions applied in Zabul, Kunduz, Achin, Ferozkoh, and Warduj.

We should remember that we are justice seekers, not rebels or law brokers

Protest is our right, at the same time, protecting public assets, respecting others' rights are our duties." (Translated)

The admin of the *Republic of Silence* Facebook page said that "we had a chat group consisting of activists from various countries to cover updates related to the 'Tabassum Movement'. The reporting team in the ground provided photos and primary reports on the chat group, and others edited and published posts on Facebook along with photos and videos (B. A. MI). The admin of the *Hazara International Network* declared a similar team work (B. N. MI).

On the other hand, the activists, particularly, popular Facebook pages, tried to prevent spreading unrelated information on Facebook. Here is an example of Facebook posts in this regard on the day of Kabul protest:

Attention Attention Attention!

Dear friends, don't allow other issues to grab public's attention and/or occupy virtual world instead of justice

for Shukria and other victims. Just concentrate one the justice movement.

Please share it [this post]! (Translated)

The protest was ended when the government took a few people as fake representatives of the protestors to negotiate. Bejlert (2015) says that, the live broadcast on TV showed that a few people were talking on behalf of the protestors. Later, it was found that they were not the real representatives of the protestors or the families of the victims. Bejlert said, "Together their speeches made up an odd mix of apologetic respect, blunt complaint, localized security demands and irrelevant gripes". It was the biggest social movement, which could attract the attention of international and local media, and later the movement spread to other countries.

Also, some foreign agencies and international organizations released sympathic messages to the families of the victims through their Facebook pages. The following are two examples of messages posted on Facebook on the day of the protest.

Protests Around the World

The "Tabassum Movement" spread to other cities of Afghanistan, also internationally. Tens of protests, speeches, and candlelight vigils were held in memory of Zabul victims. According to Bejlert, the other provinces such as Bamyan, Daikondi, Ghor, Balkh, Herat and Nangarhar had protests on Nov 12 (2015). In the following days, other protests occurred in Sar-e-Pol, Jawizjan, Badakhshan as well as other countries. The table shows that there were protests in 20 countries and 56 cities. The list is prepared via using hashtag and keyword searches on Facebook.

Facebook contributed in each step of the movement. My observation showed that Facebook was used for information dissemination, transferring the bodies to Kabul, mobilization, and organization of the protests. Therefore, in response to the question related to the impact of Facebook in the 'Tabassum Movement', it can be said that Facebook has played an important role in publicly recognizing and mass mobilization.
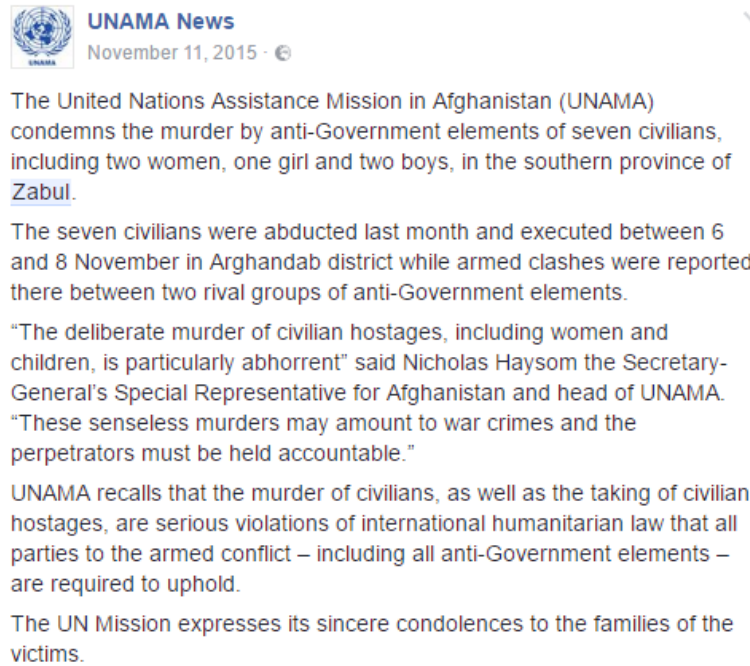
UNAMA News
November 11, 2015 · 🌐

The United Nations Assistance Mission in Afghanistan (UNAMA) condemns the murder by anti-Government elements of seven civilians, including two women, one girl and two boys, in the southern province of Zabul.

The seven civilians were abducted last month and executed between 6 and 8 November in Arghandab district while armed clashes were reported there between two rival groups of anti-Government elements.

"The deliberate murder of civilian hostages, including women and children, is particularly abhorrent" said Nicholas Haysom the Secretary-General's Special Representative for Afghanistan and head of UNAMA. "These senseless murders may amount to war crimes and the perpetrators must be held accountable."

UNAMA recalls that the murder of civilians, as well as the taking of civilian hostages, are serious violations of international humanitarian law that all parties to the armed conflict – including all anti-Government elements – are required to uphold.

The UN Mission expresses its sincere condolences to the families of the victims.

Figure 1. Statement of the UNAMA

EU in Afghanistan ✔
November 11, 2015 · 🌐

👍 Like Page

THE SENSELESS KILLING OF CIVILIANS MUST STOP NOW
The EU condemns the senseless killing of seven civilian hostages, including two women and a girl, in Zabul Province.
The seven civilians, who were abducted on the way to Ghazni province, were killed by insurgents in Zabul Province. This is a very serious human rights violation and the perpetrators must be brought to justice. "The senseless killing of civilians, including women and children, must stop now", says Franz-Michael Mellbin" EU Special Representative and Head of Delegation to Afghanistan.

👍 Like   💬 Comment   ➤ Share

Figure 2. Statement of European Union in Afghanistan

Table 1. – The Tabassum Movement's protests and memorial ceremonies around the world

Country	Cities
1	*2*
Afghanistan	Badakhshan, Balkh, Bamyan, Daikondi, Ghazni, Ghor, Herat, Jawizjan, Kabul, Nangarhar, Sar-e-Pol
Australia	Adelaide, Melbourne, Perth, Sydney
Austria	Salzburg, Vienna
Canada	Alberta (Calgary), Montreal, Toronto, British Columbia (Vancouver)
Denmark	Copenhagen
Germany	Aachen, Munich
India	Chundrigar, Delhi, Pune

1	2
Indonesia	Manado, Medan, Pontianak, Tanjung Pinang
Iran	Tehran
Japan	Tokyo
Korea	Seoul
Kyrgyzstan	Bishkek
Malaysia	Kuala Lumpur
New Zealand	Auckland, Christchurch
Pakistan	Islamabad, Peshawar, Quetta
Sweden	Falun, Kalmar, Obzor
Switzerland	Zurich
Turkey	Erzurum, Trabzon
UK	Birmingham, London
USA	Arizona, Atlanta, California, New York, San Diego, Texas, Washington

3. Facebook in the 'Enlightening Movement'

The 'Enlightening Movement' is "the biggest grass-roots protest movement since the fall of the Taliban" (Bengali [3]). It started in 2016, when the government of Afghanistan decided to reroute a 500-kV power transmission line called TUTAP. The TUTAP is an electricity transmission project, which covers Turkmenistan, Uzbekistan, Tajikistan, Afghanistan and Pakistan. Afghanistan is a 'transit corridor' that connects the Central Asia and South Asia, and connects the line to Pakistan (ADB, [1, 2]). The Asian Development Bank (ABD) was responsible for implementation of the project, and commissioned FICHTNER Company to develop the Power Sector Master Plan (PSMP) of Afghanistan. The responsible company prepared the electric master plan and presented to ADB on May 2013, in which the route of the 500-kV transmission line within Afghanistan was recommended to pass via Bamyan due to the following reasons:

A. The Fichtner Comments:

1. There are 'quite considerable' obstacles in the Salang pass:
- Salang is already the route for two power lines (220 kV and CASA-1000), running the 3rd line is 'very difficult, if not impossible' and "routing all lines to Kabul on one corridor will increase the risk of losing the whole supply for Kabul region due to one single event, with its major consequences."
- There are high risks of avalanches, earthquakes and freezing in Salang that can cause long time disconnection of the power lines.
- "Using underground cables cannot be recommended as this will interrupt the power supply to Kabul or create weak points on the line, in addition to the difficulties of digging cables trenches there and the high associated costs".

Therefore, even if the Salang Pass route is technically possible, due to the difficulties and constraints, other possible solutions should be considered, "even if the line route becomes longer" (p. 6: 52–53).

2. Why the Bamyan route?
- The Bamyan route is recommended as it "will avoid the narrow space and difficulties along the Salang Pass" (p. 1: 2).
- This route will enable Afghanistan to generate coal-fired power plants using coal mines of Dare Soof and Ashposhta along the route.
- Coal-fired power will accelerate the mining projects of Mes Aynak and Hajigak.

- The Bamyan route connects more areas to the national electricity network.
- "The network integration of the coal fired power plants along the Bamyan route and the power supply of Bamyan region will require an additional transmission line and the addition investment will be significantly high,

adding to the total investment" (p. 1: 2 & 6: 54–56).

Fichtner declared that, the government emphasized on the Salang Pass. It can be constructed in a 'slightly shorter time' and will have 'slightly less investment cost'. But "from the other point of view, significant disadvantages need to be considered" (p. 1: 2).

Figure 3. Afghanistan's 20-year Power Sector Master Plan

B. The Government:

The power line should pass through Salang Pass because:

- The Bamyan route is 79 km longer than Salang and needs more budget.
- Due to the difference in distance, the Bamyan route will take more time.
- The deadline for preparing the financial plan is April 2016.
- The ADB will fund, only if the power line passes through Salang (AOP, 2016, May 3).

C. The 'Enlightening Movement':

- Due to serious technical problems, the FICHTNER set the line to pass via Bamyan.
- There will be economic benefits as FICHTNER declared.
- The project is passed by none of the legal authorities such as the Economic Committee of the Council of Ministers, Cabinet and the National Assembly.
- According to financial document and the agreement between the ADB and the Min-

istry of Finance, there is enough budget for the project to pass via Bamyan.

- The deadline for the project financial plan is December, not April.
- The development projects must be implemented based on fairness. The central parts of the country are ignored in the 20-year PSMP. (Shariati, 2016 b, p. 114–120).

The secret decision of rerouting the power line was disclosed when Breshna Company (The responsible company for national power utility) announced the project for bidders. The issue was publicized on media, which led to public criticism. The government responded by establishing a commission, which voted for the Bamyan route, however, it was ignored by the president. Finally, on Apr 30, 2016, though it wasn't compiled in agenda, the president issued a decree indicating Salang Pass as the route for the power line (Shariati, 2016 b: 104–108).

The following image shows the Afghanistan's power grid map in which the centeral parts of the country are completely ignored in 20-year Power Sector Master Plan.

Information Dissemination and Online Reactions

The government's faced heavy criticism on Facebook; "the objections to rerouting power line started first on social media and then turned into a prominent justice movement in Afghanistan" (Q.N. MI). Thousands of people including the cabinet members, MPs and other officials reacted on Facebook (Etilaat-e Roz, 2016. p. 3). The Second Vice-President (2016, May 2) stated on Facebook that the central parts of Afghanistan have been ignored in the 20-year Power Sector Master Plan. He added that the cabinet's decision needs to be reviewed. The Second Deputy of Chief Executive Office (2016, May 2) declared in a Facebook status that the government is ignoring an extensive part of the country; and it is a violence against national unity.

MP Ahmad Behzad (2016, May 2), wrote on Facebook saying that, "the Salang route is a political decision rather than a technical decision". The

TUTAP was discussed in the Parliament Legislative Commission on December 2015 and the commission emphasized on the Bamyan route. Another MP, Latif Pedram, (2016, May 2) said, the central parts of the country have been kept deprived for centuries. "If there is a minimum respect to justice and fairness, the TUTAP project should pass through Bamyan … and if there are priorities, the central parts are the top priority".

The criticism in the virtual world entered the real world on May 2, 2016, when the first people's meeting was held in a Mosque, in west Kabul. The participants agreed to stand against the government's decision on the rerouting of power line. In the third meeting, they formed the "Shura-ye Aali Mardomi" (People's High Council – PHC) (A.S. MI), which was the organizing team of the movement, and consists of "representatives from political parties, independent politicians, MPs, civil society and social activists from different spheres like independent journalism, education and social work" (Ruttig, [23]).

The Administrative Office of the President – AOP (May 3) explained on its Facebook Page that, at the beginning, the FICHTNER's study was focused on the route of Bamyan-Maydan Wardak. Then, based on the request from the Ministry of Energy and Water (MEW), Breshna Compay, and the donors, a session was held in Stuttgart, Germany and FICHTNER was asked to evaluate the Salang route as well. The result showed that the Salang Pass takes shorter time actually required a lower cost. It was also declared that the previous government has finalized the project to pass via Salang, which was rejected by Aimal Faizi, the spokesperson for the previous government. He said to media that the TUTAP route has not been changed under the previous government and the current government is trying to astray public mind.

Organization and Mobilization of Gatherings and Protests

1. May 9 Gathering:

The public gathering was announced in PHC's third statement (2016, May 6). On that day, thou-

sands of people came together in Dasht-e barchi of Kabul and emphasized the cancellation of the April 30 cabinet decision regarding the rerouting of the power line. During this gathering, the organizers also announced the "Great Monday" protest in Kabul would occur on May 16, 2016.

A day before the protest, the government shared a statement on the Arg- ارگ Facebook Page, stating the president's decree for establishing another commission to re-evaluate the route of the project. The PHC then responded to the government's statement: "the purpose behind the commission is to justify the cabinet's April 30th's unfair decision". The commission was established without any coordination with the members of PHC and there is no one representing the 'Enlightening Movement' (tenth Statement).

2. The "Great Monday" Protest

In the five to ten statements of the PHC, people were asked to widely participate in the "Great Monday" protest. An interviewee summarizes the role of Facebook as "Facebook as the most popular social media in Afghanistan, [and] played the main role in motivating, organizing and mobilizing for the protests" (Z.D. MI).

The Garrison of Kabul threatened activists of criminality and jail during the demonstration. On the other hand, the president warned public employees that if any of them took part in the protest, serious action would be taken against them (Shariati, 2016b, p. 153).

According to Ruttig [23], the Great Monday protest surpassed the protest of the 'Tabassum Movement'. The protestors were chanting "Equal Rights for Citizens!" and "Balanced development" slogans. These slogans were chanted simultaneously in virtual space such as Facebook, Twitter, etc by people from a distance. The admins of *Republic of Silence* and *Hazara International Network* said, that the pages have covered many activities related to the movement including the 'Great Monday' protest. Their reporting team in Kabul posted photos, texts and videos on the page. The main "difference in covering the 'Enlight-

ening' activities, was Facebook livestreaming" which provided the possibility of broadcasting live videos of the events.

The '*Hazara* International *Network*' team has a Facebook Chat Group with many members from several countries. Several members were among the protestors in Kabul taking photos, and writing primary reports on the chat group. A group member said, "we coordinated our activities and established contact with our colleagues outside the country via Facebook Chat Group" (A. Y. MI).

An organizer claimed that the government spreads false news on social media to create 'psychological warfare'. In the fourth statement (May 6) it was stated that officials hired people to create fake accounts to spread misinformation to discredit the movement. Therefore, "to prevent false information we introduced the personal accounts of PHC members as source of real information related to the movement" (A.S. MI). Social groups also asked to not consider reports that aren't confirmed by the PHC members" (A. S. MI).

In the same week, other protests organized across the country and around the world. Protests occurred in Ghazni and Mazar-e-Sharif a day before the 'Great Monday' and the Daykundi, Baghlan, Bamyan, Herat and some other countries in the flowing days.

3. May 27 Gathering

On May 24, the Salang Pass was announced as the final decision by the president, which was apparently the report of the 2nd commission. Therefore, the second gathering was organized on May 27. The PHC asked the government to revoke the cabinet's decision related to the rerouting of the power line, otherwise they will conduct other protests. (Shariati, 2016b: 166–167). July 23, public protest was announced in this gathering.

4. July 23 Protest

On July 23, 2016, the same as the previous protests the activists and their supporters campaigned via Facebook posts and other available tools. An activist posted on Facebook:

"Tomorrow *I will join the protest and report the events with:*

Three mobiles

Three power *banks*

One monopod

Two extra *batteries*

Long Life *#Junbish-e Roshnayee!!!" (Translated)*

The protestors gathered in Dehmazang Square as the road was locked by security forces with containers. A twin suicide bomber exploded among the peaceful protestors and killed close to 100 civilians, mostly students and educated people, and over 400 were injured. According to a member Committee of Victims and Wounded of the movement, "2 masters' and 20 bachelor's graduates, 25 university students, 12 high school graduates and many school students were among the victims" (Z. O. MI).

The government declared that a commission would be established to investigate the attack. The PHC declared in its twenty fifth statement (July 28), the government cleaned all the signs of explosion and bloods, which could help the investigation, as soon as the protestors left. None of the members of the "so-called Fact Finding Commission" are expert in criminology and discovering skein of such events. Also, no one is included from the PHC and the families of the victims. "The government is the accused and the judge". Therefore, the commission isn't acceptable for us.

An organizer said "we have proof that the government, specifically, high officials of the Security Council were involved in the attack … the suicide bomber was released days before attacking … the government took the body of a terrorist before taking the bodies of the victims from the area. Also, the PHC declared in its twenty seventh statement that, "the main accused of July 23 incident and attack is the government and particularly the high officials of Kabul Police and National Security Council".

The Enlightening Movement Abroad

Close to 100 protests and memorial ceremonies were held in 24 countries including Afghan-istan and 50 cities around the world in support of the 'Enlightening Movement'. The protests in London, Warsaw, Brussels, Munich and Canberra were organized during the official visit of the president.

- **London Protest:** On May 12, 2016, the president participated at the International Anti-Corruption Summit in London. The 'Enlightening Movement' activists abroad organized a protest close to the place where the conference was held. According to Benish, around one thousand people participated in London protest (2016, May 12). The protest was covered by Facebook statuses, photos, videos and Facebook livestream by several Facebook Pages. Other supporters of the movement around the world accompanied the protest in the virtual world using hashtags of #TUTAPviaBamyan #theEnlighteningMovement etc.

- **Warsaw Protest:** On July 9, 2016, the President and the Chief Executive Officer participated in the NATO Summit in Warsaw. On the same day, hundreds of supporters of the movement from various countries came together and protested. The PHC board called people from the different parts of Europe to join the protest in a video message published via *Hazara International Network* Facebook Page. The participants from "Austria, Sweden, Germany, Italy and Finland were mostly coordinated via Facebook status updates" says one of the diaspora activists (E.E. MI).

- **Brussels Protest:** On October 5, 2016, a conference related to Afghanistan was held in Brussels in which the president also participated. At the same time, thousands of the activists representing the 'Enlightening Movement' protested outside the conference place in the capital of Belgium. According the *World Hazara Council* (2017), around three thousand protestors coming from Australia, Canada, the US and European countries attended the Oc-

tober 5 Brussels protest. An organizer said, "we used Facebook for mobilization of the Brussels protest and broadcasted the protest via Facebook livestream" (B. N. MI). Coinciding with the Brussels protest, the movement supporters campaigned on Facebook and Twitter using the #BrusselsConference and #EnlighteningMovement hashtags.

- **Munich Protest:** On February 2017, the 53rd Munich Security Conference was held in Germany. The president participated in conference along with his National Security Advisor and Minister of Finance in the conference. Another protest organized by the Enlightening Movement in Munich. On February 18, 2017, activists from European countries and Afghanistan participated in this Munich Protest. The protest was covered via Facebook Livestream. The Hazara activists across the world started joint Tweeter campaign using #MSC2017 hashtag. According to *Warfare Today*, the Hazaras targeted the security conference and joined the physical protestors via Twitter.

- **Canberra Rally:** On April 3, according to the Doherty (Guardian [8]), several thousands of Australian Hazaras took to Canberra streets to

protest the state visit of the president of Afghanistan. They accused the president of failing to provide security, lack of development project in Hazara areas, rerouting the TUTAP power line project and discrimination against the Hazaras in public administrations.

A Twitter campaign was organized through a Facebook Group named "*Coordination for Tweetstorm*" with members from different countries and a Twitter chat group. The hashtag of #CanberraRally was finalized in these groups. The organizers have found the ability to mobilize tens of thousands of people from different parts of the world to accompany streets protests. One of the Enlightening Movement activists from London posted on Facebook stating,

I collected information related to protests, conferences, or other programs in support of the 'Enlightening Movement' in different countries. The following table is a list of protests and conferences held in support of the 'Enlightening Movement' throughout the world. It is prepared by hashtag and keyword search on Facebook. There have been more than single protests in some cities. There may have been protests in different places that are not included in this list. (Table 2). The Enlightening Movement's protests and conferences around the world

Table 2. – The Enlightening Movement's protests and conferences around the world

Country	Cities
1	*2*
Australia	Adelaide, Brisbane, Canberra (3), Melbourne (2), Sydney
Austria	Graz (2), Salzburg, Sankt Pцlten, Vienna (3)
Belgium	Antwerp, Brussels
Canada	Ottawa, Toronto (2)
Denmark	Copenhagen (2)
Finland	Helsinki (2)
France	Paris
Germany	Berlin, Cologne, Dresden, Hamburg, Munich (2)
India	Delhi
Iran	Esfahan, Qum, Tehran
Italy	Rome, Venice (2)

1	2
Japan	Tokyo
Netherlands	The Hague
New Zealand	Auckland
Norway	Oslo
Pakistan	Quetta
Poland	Warsaw
Sweden	Gutenberg, Stockholm (3)
Switzerland	Geneva
Russia	Moscow, Sn. Petersburg
Turkey	Istanbul (2)
UK	London (3)
US	California, Missouri, New Mexico, New York, Washington (2) Texas

Online-only Campaigns

The 'Enlightening Movement' activists across the world organized several online campaigns on Facebook and Twitter after the Dehmazang massacre.

• **July 29 Tweetstorm**:

Seven days after the Dehmazang attack, on July 29, a Twitter campaign was organized to demand justice for the victims as the government banned street protest for ten days. A Facebook Event was created under the name of 'Tweetstorm' (*Tufan-e Twitteri*). Campaigners posted about the 'Enlightening Movement' and "23 July" victims using #enlightenment hashtag. Here are Tweets from two online activists from the US and Italy:

"Around the world, if anyone has felt discriminated against, join Hazara's Twitter campaign & let's feel each other's pain. #enlightenment" (N.F. USA – Twitter).

"You know, one thing brought us all online today: pain and suffering from a systemic racial discrimination and prejudice. #enlightenment".

"The #enlighteningtmovement is not only a movement for light. It's a movement for an equal and fair society for all the people of Afghanistan".

• **August 18 "Virtual Demonstration"**

This demonstration was in form of putting comments on the Facebook pages of Arg, Office of Chief Executive and personal pages of the President and the Chief Executive Officer. According to the Shahi (Euronews – 2016, Aug 18), online protestors posted thousands of comments on the using #enlightening-movement (جنبش_روشنایی#), #virtual_demonstration (تظاهرات_مجازی#) hashtags. An interviewee said, "Like any other demonstration, we hold banners, write slogans, and tell our messages to the government and international community. The difference here is that this time we protest via our computers and mobiles as they kill us in the streets" (A. P. MI).

• **August 19 "Virtual Demonstration"**

The second 'Virtual Demonstration' was organized on Aug 19, 2016. It targeted the official Facebook page of the United Nations. According to Qiam (Khabarnama – 2016, Aug 15b), the 'Enlightening Movement' activists posted about 77,000 comments in various posts shared on the UN's Facebook page.

The figure shows that there are more than 44,000 comments on a video that was posted on UN's Facebook Page on *World Humanitarian Day* on Aug 18. Most of the campaigners asked the UN to appoint an impartial international commission to investigate the twin bomb attack on peaceful demonstration on July 23 and to fight against systematic discrimination against the Hazaras in Afghanistan.
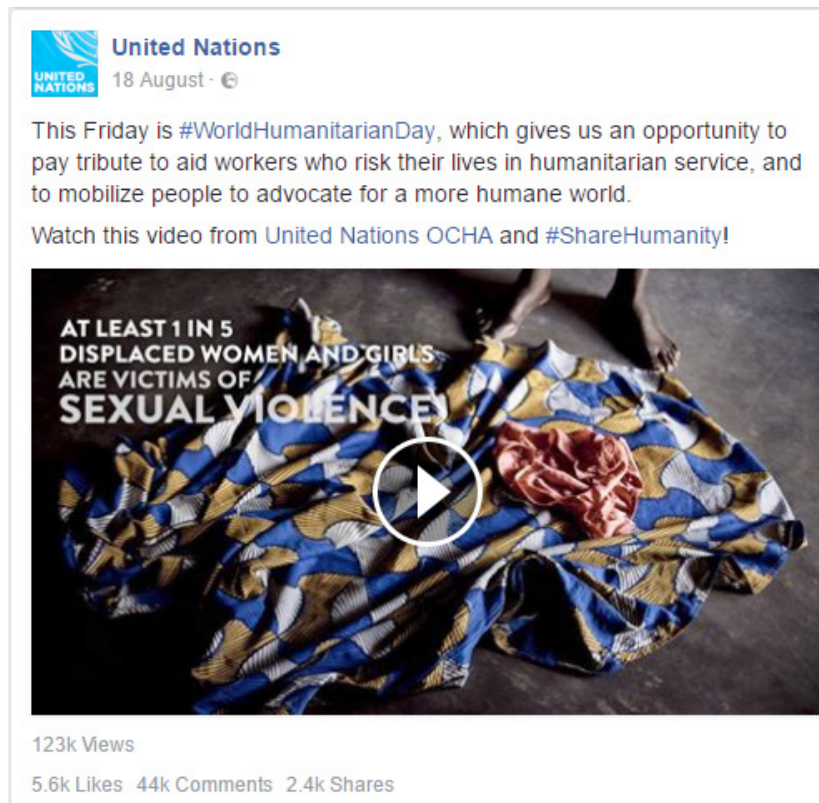
Figure 4. Virtual Protest on the UN's Facebook Page

The following comments are examples posted by several Facebook users:

"Please help us to be benefitted equal rights. Please help us to fight against the long time racial discrimination effectively in Afghanistan. Bamyan people, who are the most peace loving in the country, are still living in caves. Of course, the international community have assisted over one hundred billion dollars to Afghanistan since ousting of the Taliban, but the Hazara people have been marginalized by the Afghanistan *government".*

***

"We ask the UN and other relevant international organizations to take action!

The twin suicide attacks on peaceful mainly Hazara protestors of #TheEnlighteningMovement in Kabul on July 23, 2016 is the deadliest which has occurred in Afghanistan since 2001. According to reports by the media, the explosive material used in the blast was RDX, and only governments have access to such materials. This fact brings into question whether ISIS – a group largely con-fined to the eastern province of Nangarhar – was really behind the attack. Although the government *formed a fact-finding commission to probe the incident, we do not trust the commission as the peaceful protest was against the government itself.*

Thus, we ask bodies like the UN and other relevant international organizations to take serious action to impartially investigate the attack.

Furthermore, we ask these international organizations to bring serious pressure upon the government of Afghanistan to end its systematic discrimination against the Hazara community and to route a planned 500 kV power transmission line originating from Turkmenistan via the impoverished Hazara-Afghanistan Bamyan located in the central Afghanistan. This power line was originally slated to be routed through Bamyan, *but the government inexplicably changed the route to avoid Bamyan, citing cost and time constraints, however, as the new route includes considerable drawbacks, it can only be concluded the real reason for the change was continued discrimination against the Hazaras".*

- **Sep 1st Twitter Campaign**

The September 1, 2016 campaign was organized to commemorate the "40th Day" of the victims of July 23 attack and bring global attention. It was co-ordinated through a Facebook Group. Then it was published on Facebook pages and personal profiles.

"It is 40 days since #dehmazangmassacre took place, and yet the government has not moved an inch back from its stance and stubbornness to agree with the demands of the 'Enlightening Movement'. Today we are storming on twitter to draw attention to the plight of Afghanistan's persecuted Hazaras and raise our voice to stand against injustice and systematic discrimination. Join us on twitter using hashtag #Justice4Hazaras. Please share" (Hazara International Network)

Some people from other countries also took part in the campaign, of which two were Australian senators.
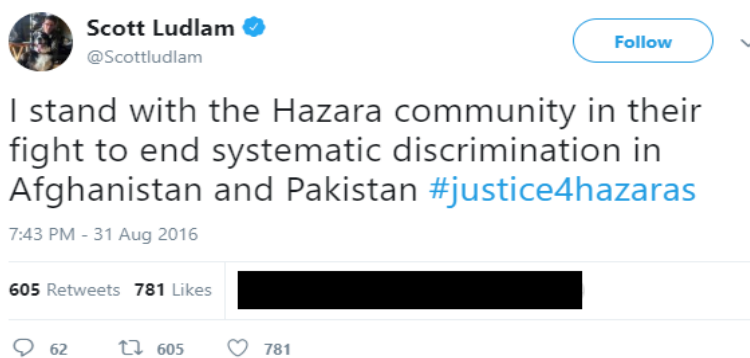
Figure 5: Australian Senator Scott Ludlam joined the Twitter campaign
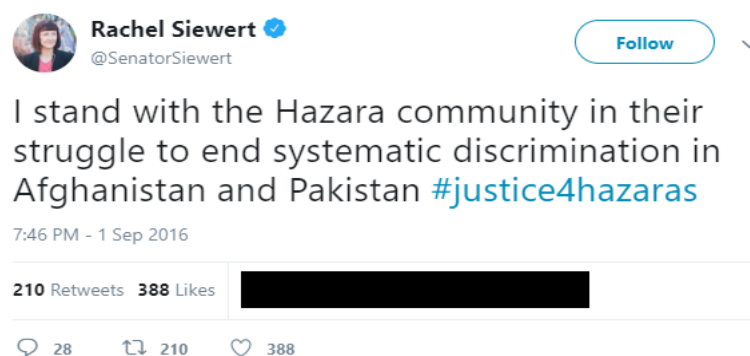
Figure 6: Australian Senator Rachel Siewert joined the Twitter Campaign

In the 32nd statement (Sept 1, 2016), the movement organizers declared that they would organize the 3rd demonstration in Kabul on September 27, 2016, which was canceled by requests from UNAMA and the Afghanistan Independent Human Rights Commission (Etilaat-e Roz, Sep 19). On December 8, 2016, the organizers announced "Civil Disobedience" through the 44th statement. People was asked to boycott paying the electricity bill in Kabul and other provinces. A member of PHC said that, "the government obviously violates the freedom of peaceful assemblies. It refuses providing security. For this reason, marching on the streets seems impossible. Therefore, we have decided to start civil disobedience by refusing to pay the electric bills (A.S. MI). Currently, the Enlightening Movement tries to solve the problem through negotiation with the government. Also, according to the movement's activists, they will use any opportunity in or outside of the country to raise their voices.

Conclusion

This study examined the impact of Facebook on civic activism in Afghanistan, particularly with regard to the 'Tabassum' and the 'Enlightening' movements. Based on the data collected from online interviews, online participation observations and this study's online questionnaire, it can be concluded that despite Afghanistanis' limited access to the internet, Facebook has facilitated their socio-political participation. Particularly, a significant number of this study's participants stated that social media has enabled educated youth to form networks, to receive information and to share their own thoughts related to the issues they care about.

Facebook has facilitated the mobilization of collective action, increased public awareness, calls for action and functioned as a tool for coordination. Thousands of people were mobilized as a result of a Facebook campaign centered on the repatriation of the bodies, of the victims of the Zabul killings, and the site also acted as a platform for the organization of the 'Tabassum Movement' protest on November 11, 2015 in Kabul. Moreover, isolated critiques on Facebook later formed the basis for the 'Enlightening Movement', which in turn transformed into a large-scale socio-political movement in Afghanistan. Facebook also served to assist in widespread mobilization for civic activities and demonstrations in line with the 'Tabassum' and 'Enlightening' movements.

The case of the 'Enlightening Movement' has shown that, with an increased understanding of the importance of SNSs, activists are able to work in a more coherent fashion when it comes to information dissemination and mass mobilization via Facebook. Recently, Facebook's new livestreaming feature has also become a tool by which the Movement's supporters across the globe can watch demonstrations, speeches and other activities in real time. This has in turn, dissolved the boundary between activists inside Afghanistan and the diaspora communities abroad. Here, the reporting teams of two prominent Facebook pages, namely *Republic of Silence* and *Hazara International Network*, function as appropriate examples. These teams consist of activists from many countries who use Facebook Groups and Facebook Messenger Groups to coordinate their online activities.

This study concludes that social media, especially Facebook, facilitates the dissemination of information, spurs debate and helps shape public opinion, all of which can be seen as exerting influence on the public sphere as it is characterized by Dahlgren. As discussed in Chapter One, Dahlgren identifies three dimensions of the public sphere: structural, representative and interactive.

The structural dimension encompasses the issues of freedom of speech, access and inclusivity. In this sense, Facebook, as an open space where people can actively participate and share their opinions regardless of their socio-economic status. This can be likened to the structural dimension of the public sphere. Nonetheless, this space is not ideal as it is not available to every citizen. Smuts notes, the internet is "an intervening factor for access to Facebook", but for those who have already joined Facebook, there is no precondition to taking part in public discussions found on the site. The representative dimension of the public sphere refers to media output, which includes pluralism of opinions and scope of influence. Here, the users of social networking sites, particularly those on Facebook, can be considered as both receivers and producers of information. For Dahlgren, the third dimension is interactional, which refers to interaction among citizens themselves. As an integral component of the concept of the public sphere, this dimension was clearly reflected by this study's interviewees and online questionnaire respondents, specifically with regards to their own views on civic participation and online interaction. This interactional dimension of the public sphere can also be observed in discussions, organization, and mobilization for action of each of the two movements, as well as in the inception of the movements themselves. To conclude,

Facebook functions as a new public sphere in which citizens can create networks, online communities and social movements in Afghanistan, and one we should continue to research on.

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Section 11. Philology

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SYNESTHESIA AS A METHOD OF FORMING AUDITORY IMAGES IN THE M. GORKY'S CYCLE "THROUGH RUSSIA"

Abstract. The functions of the Synesthesia, as one of the main art methods used to make audial images in the Gorky's prose, have been looked through in this article. It is demonstrated, that this method forms a multiaspect and synthetic picture of the world. The Synesthesia functions and it's special marks are also shown in this article. We can also point out the perspective of the Gorky's эпитет dictionary.

Keywords: synesthesia, audialism, interfeeling connections, poetics, M. Gorky, "Trough Russia".

Synesthesia as an art method appears in the epoch of Romanticism, but it had beed strongly worked out at first at the turn of the XIX–XX centuries. This is the reason why it is usually accepted to consider synesthesia as a symbolism attribute. Arthur Rimbaud's sonnet "Voielles" became a motivation for future studies of this phenomena. We can find names of Russian poets (A. Akhmatova, V. Bryusov, K. Balmont, A. Blok) among the synesthesia masters, besides the founders of the Symbolism A. Rimbaud and P. Verlain. Some new works, dedicated to the synesthesia mechanics in the Russian prose, have appeared recently.

They usually explain synesthesia as a theory of interfeeling connections in all it's variety [1; 2; 3; 5; 6]. This art method is based on the feeling's syncretism. The symbolists were looking for the way of penetration into the transcendental world, so they made a special type of multysensored perception, which is connected with romantic conception of the universal analogy as a world nature low.

The Russian researcher of the synesthetic problems, Bulat Haleev, who works on the arts connections, points out, that Gorky is one of the most bright and extraordinary representatives of the Russian literature synesthesia [3]. That seems to be strange, but this phenomena has been almost ignored in the scientists' studies for more than a century, though the unusual brightness of Gorky's metaphors has been usually pointed out. Their unusual form is one of the reasons: "color synesthesia is pointed out immediately because of it's unexplained and bright showiness, though flexible ones seemed to be more understandable and natural, what means imperceptible" (my translation) [2].

The aim of this work consists in the analysis of the audial images in the Gorky's cycle "Through Russia" in the way to realize their functions and meaning in the cycle. The novelty of the work is formed with an unusual for Gorky's texts type of audial images approach.

Usually, Gorky's synesthesias are very exact. They form strongly felt images of animated creatures, unanimated subjects or abstract concepts. There are quite enough original and difficult epithets and

comparisons among clean an easy tropes in Gorky's texts. They form unusual, wide visual images: «Вокруг колокольни вьются белые голуби – точно *веселый звон превратился в белых птиц*» («Ералаш» – "Hodgepotdge") [4, 372]. In the contest of words, said later: «Прощается, вам, людишки – земная тварь,– всё прощается,– живите бойко» [4, 379] we see, that white birds became a visual analog of both the bell sound and the God's voice. They also gain classical symbolic meaning of the God's ambassadors and signs of the God's generosity, mercy and forgiveness (here we should remember the legend about the worldwide flood when a little white pigeon brought Noah good news about the end of his suffering). In the "Hodgepotdge" story people live badly. They lie, write complains, indulge their carnal desires and even think about murders, but the God is kind.

Gorky makes ductile images of sounds and silence, he makes them physically felt: «тишина сделалась ещё *плотнее, тяжело* давила грудь и, точно паутина, оклеивала лицо, глаза» («Женщина» – "A Woman") [4, 282–283]. In the story of a lost woman's live this image completes the life feeling which is close to cellar, pit and even a grave. It covers the person, it doesn't let him see, breathe and even move: «черная яма полна *теплой, густой* сыростью» [4, 283]. The impossibility to use your feelings in the hard dark silence marks out an outstanding hopelessness of the life, when the person cannot live happily, when he cannot enjoy his destination embodiment.

The statistics of these synesthetic images shows us an interesting composition inside the cycle. As we all know, "Through Russia" consists of two separate books, written earlier: "Through Russia" with tales written in 1911–1913, and "Hodgepotdge and other tales" written in 1915–1917. The number of audial synesthesias is much higher in the first part of the book, then in the second. So, in the early tales we see more than 50 examples in the first 11 stories. Later ones look poorer. There are only up 30 in 12 tales and 0 in 6. An interesting exception

is a "Hodgepotdge" tale. It seems to be very close to first part of the cycle with it's style and images. Though it begins the second part of the book, we can suggest, that it was written, or at least devised earlier. All it's art specific (including synesthetics) is close to the early Gorky. Resuming this we feel the border between first and second part of the cycle after the "Hodgepotdge" tale.

First of all Gorky uses interfeeling images to make portraits and landscapes (both town and nature, hi-fi and low-fi (R. M. Schafer) [7]). And even in city-scapes he usually points out the sounds of nature elements (a wind or a river), leaving most part of handmade sounds behind his attention. An exception is a bell ringing, which you can find in all types of landscapes. It can be both sad and happy, aloof and kind.

In the nature descriptions all the sounds are heard at the base of silence, or they go through the noise. This is why the sound takes attention. The synesthetic description usually point out an importance of this action or an event. In the same time an absence of the sounds could show us the sound's mediocrity. It is important, that in the nature descriptions the writer uses Synesthesia elements to some special time of the day: the night or twilights. The time, when it is difficult to see, activates our other feelings: «*сухой* шорох деревьев *тревожен*» [4, 326]. Tales "A Woman" («Женщина»), "Kalinin" («Калинин»), "In a Mountain Dafile" («В ущелье»), ext. These descriptions are especially expressive.

Gorky uses Synesthesia for emotional and colorful enrichment of the sound characteristics while making his portraits. These are mainly sounds of the human voice in different situations – speaking or singing. This could be a tactile feeling, for example, «*шершавый* голос» («Нилушка» – "Nilushka") [4, 224]. It is usually an emotional characteristic of a person.

That is typical to use synesthesia in the descriptions of the crowd, where a huge number of people is speaking in the moment, when all of them have their own opinion, their idea. Gorky says nothing about

these people, but he gives description to their voices, using interfeeling descriptions. These voices could be sweet, light or dim, heavy, thick ext. There are a lot of voices of the second type, what is connected with a voices meaning. Each one proposes his own opinion, his "Point of view". In the same moment we know that Gorky prefers deep and low voices as markers of the traditional everyday wisdom, mainly male (bass). They work with a plot or with a main idea. We can find a bright examples in the tale "On a River Streamer" («На пароходе»): «верно – сказал *густой* голос *тяжело и глухо*» [4, 251].

We can usually find synesthesia method in the descriptions of songs and sining. Gorky as a person with a strong musical perception has a subtle reaction on the all sound phenomenas. He tries to show all its sides and shades. These are descriptions of the songs and their atmosphere in tales "A Woman" («Женщина»), "By Changul River" («На Чангуле»). The main image is made with a help of one extraordinary synesthetic association which becomes an impulse. The emotional perception of the sound progressively makes a wide visual picture: «Поют странную песню – вся она запутанная, точно моток шерсти, которым долго играла кошка. Тоскливо тянется и дрожит, развиваясь, высокая воющая нота, уходит всё глубже и глубже в пыльное тусклое небо и вдруг, взвизгнув, порвется, спрячется куда-то, тихонько рыча, как зверь, побежденный страхом. Потом снова вьётся змеёю, выползая из-за решетки на жаркую свободу» [4, 292].

The wide range and diversity of the synesthetic metaphors allows us to suggest that the Gorky's world perception is naturally synesthetic, regardless of the symbolists' popularity those times.

We should point out that exactly the audial perception gives an impulse to form the special impression though mainly the visual images are described with a help of audial ones.

As a result we can make such conclusions:

- Gorky's audial synesthesia has descriptive, expressive, character and psychological functions. It can also gain a plot-building or a world-modeling meaning;
- The mixture of different types of perception helps writer to make an entire multisensory picture of the world, which makes a strong emotional response in the reader's heart. The synesthetic images influence on the reader's mentality from different sides, layering and complementing each other;
- Gorky usually makes synesthetic images in the portrait and landscape descriptions, in the crown sound characteristic and in the music and songs' передаче;
- As a result of using same synesthetic characteristics we can speak about Gorky's individual dictionary of epithets. For example, epithet *сладкий* (sweet) means attractiveness, which could be fake and unnatural, *густой* (deep and rich) symbolizes traditional wisdom and dogmatism, *сухой* (dry) is about anxiety, ext. Certainly, materials of one cycle are not enough to have a final result in this topic, so we need some more texts, and this is the further perspective of our research.

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SEMANTIC ORIGINALITY BASED ON THE ARTISTIC NARRATION IN "THE TALE OF THE GOLDEN COCKEREL" BY A. S. PUSHKIN

Abstract. This article examines particular features of the plot and themes in "The Tale of the Golden Cockerel" by A. S. Pushkin. Attention is focused on the analysis of the general narrative background in the fairy tale, which shows the profound grief and trouble (of the human beings) connected with the severe burden of war (the defense of the state in bloody battles, the death of warriors, the grief at the loss of relatives, etc.); on this basis a special model of lifestyle of the fabulous personages is emphasized. The specific form of relationship among the female / male dramatis personae is observed: from the side of the men a display of love-passion is demonstrated, which borders upon mental aberration; from the side of the heroine the conscious desire is manifested for setting her ardent admirers against each other in the hazardous struggle to possess her.

Keywords: fairy tale, war, mass carnage of warriors, love-passion for the favoured lady, male rivalry.

The contemporary understanding of language is based on the idea that it is a system of verbal expression of thoughts during communication or any other method of information transfer. The presentation of narrative peculiarity by means of the artistic language of a literary fairy tale is perceived, as a rule, as the form of the author's periphrasis / euphemism, a kind of Aesopian language, with the help of which a writer latently or openly expounds his ideas / philosophical conceptions with the use of definite mythologems. fabulous images and his/her characteristic artistic linguistic tools; from this viewpoint it is fascinating to attempt a variant of literal reading of information from the verse "The Tale of the Golden Cockerel" (1833) by A. S. Pushkin.

The above-mentioned fairy tale of the great Russian poet has been studied by many researchers, basically paying attention to the probable folklore sources of this work of art or potential parallels of the fabulous heroes with real historical persons (Azadovsky M. K. [1], Alexeyev M. P. [2; 3], Akhmatova A. A. [4], Belkin D. I. [5], Dereza L. V.

[6] et al.). However, the opportunity to analyze the fairy tale using the method of direct reading of the expounded information has perhaps has not yet been taken by specialists in Pushkin's literary heritage.This article is, possibly, the first attempt of this kind. The task of our investigation is to examine the language specificity of artistic narration in the "The Tale of the Golden Cockerel" by A. S. Pushkin in order to reveal a particular mode of life that is inherent only in the personages from the analyzed fairy tale.

The system of characters includes a large number of unnamed dramatis personae (two sons of the tsar, voyevodes, a large army, inhabitants of the capital, a sage), there are two occult personages (Tsarina Shamakhanskaya and the golden cockerel) and the highest representative of the social elite (Tsar Dadon) as well.

In accordance with the plot, the existence of the state structure is expressed in the person of the sovereign (Dadon is addressed as Your Majesty, Tsar, Father of the Nation); it is quite admissible that the hero embodies the collective image of ruler at a certain epoch.

In the description of professional qualities of Tsar Dadon it is possible to trace a set of characteristics necessary for the presentation of the hero as a good ruler and able governor: he is glorious and terrible, resolute and strong-willed (he bravely gave offence), from his youth he has been held in high respect and enjoyed universal esteem, he spares no effort in order to fulfill his projects and plans, ignoring the impulse to rest and sleep, took hard blows during their realization (which is why Dadon sometimes even cried). This personage incarnates the image of a respected sovereign: disturbances and revolts inside the country are absent as a result of his successfully pursued internal policy, he commands implicit obedience and strict subordination at all levels of the social hierarchy. However, in his old age the hero becomes less active, which is why he has decided to play a less energetic role in government; moreover, his determination to reign and to idle away his time shows without doubt the presence of laziness as a typical feature of a ruler in the depicted fabulous world. From the further development of the fairy tale's plot it is known that the chosen path of inactivity and inertia has become fatal both for Dadon and the country governed by him: unsettled and undecided management problems have appeared and accumulated and the tsar, in consequence, is unable to lead the state effectively. The result of this piling up of serious errors is an increase of attacks by impudent rulers from neighbouring kingdoms, who make the ageing tsar anxious and have cause huge damage to him.

On the whole, the lifestyle of the fairy tale's personages is influenced by the harsh reality of life involving constant conflicts among the neighbouring countries, as a result of which there is a vital need for the tsar to keep up a large army large in number in order to survive; for all that, it is not possible to distinguish any specific region with a particular local armed conflict (a kind of powder keg), as this violent and uncertain state of affairs is typical for the whole fabulous community (or, perhaps, it is a specially designed totality of situations, characteristic for the social paradigm / society in the analyzed fairy tale in which people live in a state of fear). The active military campaigns have a global nature, embracing land / sea and setting in motion all types of regular armies. "Terrible harm" of military operations and permanent threat of military attacks put the local residents under constant tension ("People spend their time in fear" [7, 649]), because the military conflicts inevitably develop into cruel and severe mass carnage ("What a terrible scene!", "Army is beaten down", "The lifeless bodies are lying without helmets and cuirasses pierced with each other's swords. Their horses are wandering along the blood-stained meadow" [7, 649]). In conformity with the description which makes the blood run cold, the great exertion of warriors during battle becomes obvious, at the same time the excruciating torments of the witnesses of large-scale slaughter are well matched with the heroism ("Everyone is wailing < … >, / The valleys begin to moan / And the heart of the mountains tremble with grief" [7, 650]). To all appearances, this mode of existence is manifested everywhere as routine, ordinary, and universal, but its terrible result is the destruction of both the hostile armies and the peaceful ordinary inhabitants of the territories of the rivals, as the destructive wars annihilate the bearers of fabulous civilization along with the components of the social hierarchy. The disturbing general background is underlined and reinforced through the following detail: in the analyzed text, a *single* female personage (Shamakhanskaya tsarina) is mentioned, which is undoubtedly evidence of the small number of women who, as a rule, shared the sad destiny of the vanquished men.

The above initial information logically brings us to the conclusion that the specificity of lifestyle in permanent warfare makes the search for solution to the problem of the country's defensive capacity imperative, which involves as a priority the timely warning of the population of the threat of aggression; this idea is embodied with the help of introduction of a mysterious character – "the cockerel on a steeple" – as an image-symbol of military vigilance: a state with

a reliable system of surveillance gains definite advantage over a potential aggressor. In the fairy tale text, the new observation system is quick, effective, reliable, unfailing: if the slightest danger is noticed, the cockerel moves and cries: "Kiri-ku-ku! Reign and idle away your time!" [7, 648]. The unique "faithful guard" is entirely independent in fulfilling his mission of frontier protection, therefore, as owner of this system Dadon manifests the gift of farsight, being in more advantageous position over his possible rivals. As a whole, such an innovation contributed to strengthening the country's defensive capability and repulsing fresh attacks of its enemies; as a result, the neighbouring states "have grown quiet" [7, 648], not daring to wage war against Tsar Dadon, who could repulse each of them.

Later on, against a background of general external prosperity, the cockerel regularly (three times, to be exact) warns the tsar about a new unknown danger; owing to it tragedy strikes in the life of Dadon – his sons perish in two military campaigns (the absence of their names in the fairy tale indicates the typicality of the destinies of young men dying early the death of a hero as a result of the dangers of war). As a consequence, the ageing hero has to lead the next military campaign in person in order to solve a task consisting of two indissolubly united parts – the defense of the capital against attacks of the unknown enemy (about whom the cockerel warns) and vengeance for his sons' loss. A picture of their dreadful death provokes the father into immeasurable grief, Dadon even did not cry but "wailed": " Oh, children, children! / Woe is me! Our two falcons / Fallen into a net! / Grief! My death has come" [7, 649–650]. As it was the third wave of the army arriving to battle with the unknown enemy, it united all the representatives of the older generation under the command of the tsar, perhaps, the fathers and grandfathers of those young soldiers who had served under the guidance of the tsar's two sons; which is why the following phrase takes on special significance: "Everyone wailed after Dadon" [7, 650], because it establishes the fact of destruction of the flower of the nation. The enemy turns out to be so unusual that even the experienced Dadon is not psychologically prepared for the battle with him: the hero is unable to discover the aggressor's artful intentions and does not notice a trap set for him, a new mode of warfare; in the upshot, it results in the death of the hero (and, correspondingly, of his kingdom).

The new unexpected enemy, attacking Dadon, is represented by the strikingly beautiful and splendid Tsarina Shamakhanskaya, who by herself defeats three armies with experienced commanders; but, for all that, it is worth noting the tactics she chooses in order to provoke the male rivals to fight among themselves, the victor's prize being Shamakhanskaya herself (the success of the provocation of the men, undertaken by the regal virgin, is emphasized by the fact of complete annihilation of several army levies inside the country).

The appearance of Tsarina Shamakhanskaya (a really extraordinary heroine who stands outside the system of ordinary characters from the fairy tale) is perceived separately at a psychological level against the general aggressive and disturbing background of universal fear, impending disaster and collective uncertainty. A key to understanding this image should be found in the scene of the first meeting of the regal virgin with the warrior Dadon: everything here is arranged as a bright scene from a performance rehearsed in advance, in which the body movements, the gestures of the arms and the facial mimicry are all precisely choreographed as in a well-directed play, making an indelible impression on the main spectator (in this case – on Tsar Dadon). Obviously, the radiant beautiful appearance and the aesthetic grace of the heroine are so stunning and irresistible that they affect the male feelings and mind with the compulsive force of the strongest narcotic: like a skillful actress, the virgin delights and makes the object of her attention dizzy with her dazzling appearance and clothes, enchants with her speech, charms with her elegance

of movements, melodiousness of voice, courtliness and refinement of manners towards the men.

The spectator is involved into a theatrical performance from the very first minute: "Suddenly a marquee is opened wide…" [7, 650] – this is a stage, a curtain is raised, a show begins, Tsarina Shamakhanskaya, "Who is shining, like the dawn, / Silently meets the tsar" [7, 650]. The mute beauty / charm of the heroine are inexpressible in words and unerringly strike the chosen target: the tsar "looks into her eyes" and forgets "the death of two sons" [7, 650]. The heroine has unconditionally conquered Dadon with the help of the captivating power of her art, the magic of her beauty and her own fascination, she lures him into her marquee-theatre-stage-magic action. Under the hypnotic effect of the unknown beauty ("She smiled at Dadon, / With a bow took him by the hand / and brought into her marquee" [7, 650]), the hero instantly loses his head to infatuation and is drawn into the woman's insidious game following alien rules. The heroine stages her solo mini performance with extraordinary mastery, provoking and uninterruptedly stimulating the interest of the man towards herself, using the refinement of manners and the dazzle of her brilliant talent. Objects, food, interior, well thought-out to the finest details, are used for the seduction as well: "She sat down him to the table, / Treated him to delicious viands, / laid him down to rest on a brocade covered bed" [7, 650]. It is no wonder that the hero becomes mad due to the sudden inflaming of his passion for the unknown beauty.

Being degraded by the impact of the magic beauty of Tsarina Shamakhanskaya, who, besides, "is not afraid of < … > sin" [7, 651] [i. e. she is experienced and skillful in love-making], the tsar is completely deprived of will-power, submitting to the bewitching influence of the stranger: enchanted, admired, conquered, Dadon feasted with the Tsarina for "exactly a week" [7, 650]. *In this way* the heroine managed to turn even the mature warrior into her devoted slave (let alone the young, passionate sons of the sovereign

who were inexperienced in woman's insidiousness), obeying to all her whims and caprices, disregarding the interests of state and forgetting the death of his sons, the reason of whose perishing was the same "virgin". Shamakhanskaya, without doubt, radiates so huge an energy of temptation and charm towards the seduced man that the level of erotic tension surpasses the effect from the side of other women.

The tsar is not alone in his reckless love at first sight: "turned grey like a swan" [7, 650], the court sage also loses his head due to his passion for Shamakhanskaya and instantly falls under the power of the charming temptress even though he meets her for the first and only time on the chariot after the return of Dadon to the capital. However, a single look at the beauty is enough to compel the very old man to fervently desire this regal 'virgin' who possesses heavenly brilliance and fascination. At this moment, the next phase of the fatal drama inexorably leads towards fateful finale owing to the glaring contradiction of personal interests between two influential officials and friends because of a woman (the sage is mentioned twice as "friend" and "old friend" of the tsar in the fairy tale). It is significant that Tsarina Shamakhanskaya does not attempt to put an end to the quarrel of belligerent rivals, not having the slightest desire to take the strain off; which is why a natural supposition arises that the heroine deliberately provoked the men to a conflict because it was typical for her to use the method of inciting rivals to fight, who perish as a result of her actions; thereby, deprived of its defenders the realm ceases to exist.

Thus, a conclusion can be drawn that the artistic language of the verse fairy tale "The Tale of the Golden Cockerel" by A. S. Pushkin represents the artistic platform on which the semantic interpretation of the text as a model of the specific lifestyle of the representatives of the fabulous civilization is built. In Pushkin's masterpiece, passionate love at first sight is typical for men, as a result of which they lose control over their behaviour and activity (sudden aberration), which has grave consequences

for them; at a later time the tragic death that comes from the side of a rival can be forecast for the competing men. The characteristic feature of behaviour of the female personage is her provocative role with the purpose of engineering a collision of interests between the rival men enamoured of her (with the probable consequence of armed conflict). In order to realize her own plans, the beautiful temptress (Tsarina Shamakhanskaya) is able to destroy the armies of men in consequence of her strategy of deploying seduction and scandals in order to win the struggle for power over the highest and mightiest ruler.

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HOMONYMY OF COMPOUND WORDS AND IDIOMS

Abstract. The article deals with homonymy of compound words and idioms on the material of two non-relative languages-Russian and Azerbaijanian. In both languages this kind of homonymy is unproductive in comparison with polysemy, synonymy and antonymy in the system of such units. In the Azerbaijanian language homonymy of compound words that are mainly botanical, zoological, medical terms includes more units in comparison with the Russian language and some of such homonym rows consist of three members.

In the Russian language homonymy of idioms is more numerous than in the Azerbaijanian language. In the Azerbaijanian language the components of such units are mainly names of colours and somatonyms (names of the parts of human body).

Keywords: homonymy, compound words, idioms, terms, names of colors, somatonyms, polysemy.

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ОМОНИМИЯ СЛОЖНЫХ СЛОВ И ФРАЗЕОЛОГИЗМОВ

Аннотация. В статье на материале двух неродственных языков – русского и азербайджанского рассматриваются омонимия сложных слов и фразеологизмов. В обоих языках данный вид омонимии является непродуктивным по сравнению с полисемией, синонимией и антонимией в системе рассматриваемых единиц. В азербайджанском языке омонимия сложных слов, являющихся в основном терминами ботаники, зоологии, медицины, охватывает большее количество единиц по сравнению с русским языком и некоторые из таких омонимичных рядов состоят из трех членов. В русском же языке омонимия фразеологизмов представлена шире, чем в азербайджанском языке. В азербайджанском языке компонентами таких единиц в основном являются цветообозначения и соматонимы (названия частей тела).

Ключевые слова: омонимия, сложные слова, фразеологизмы, термины, цветообозначения, соматонимы, многозначность.

Введение

Как известно, омонимия может по праву считаться универсальным явлением, т.к. она присуща всем языкам, в том числе и русскому и азербайджанскому. Омонимия связана не только с интралингвистическими, но и экстралингвистическими факторами. «На фоне полисемии омонимия-отношение слов с совпадающим написанием (произ-

ношением) не связанными значениями предстает как категория негативная. В отличие от лексико-семантических многозначных слов отношения омонимов являются нерегулярными, изолированными, непропорциональными и непредсказуемыми … Омонимия как лексическая категория – это семантическое отношение не связанных по значению слов, совпадающих по своему написанию (звучанию) и различающихся в тексте благодаря их разным взаимоисключающим позициям … »

Цель исследования: рассмотреть процесс образования противоречия между омонимами и их значениями.

Преимуществом русской и азербайджанской лингвистической традиции в вопросе об омонимии является четкое разграничение различных видов омонимов. Мы полагаем, что это не только дает возможность более глубокого проникновения в сущность исторического процесса, но и обеспечивает правильный подход к явлениям современного языка, помогая различать закономерные явления, составляющие часть системы языка, его внутреннего строения парадигматических и синтагматических отношений, и явления случайные, разрозненные, затрагивающие лишь очень узкие «участки» языковой системы, оказывающих на систему в целом лишь крайне ограниченное влияние.

Несомненно, разные пути возникновения омонимов обусловливают различие их типов. Кроме того, совершенно различными оказываются также процессы, приводящие к совпадению внешних форм слов.

Как показали наши наблюдения, и в русском, и в азербайджанском языках, отличающихся богатством и разнообразием омонимов, омонимичные слова и фразеологизмы составляют немногочисленные классы по сравнению с другими типами омонимов и фразеологизмов. Сравнительное исследование указанных единиц показало, что омонимичные сложные слова в азербайджанском языке по сравнению с русским языком составляют большинство, омонимичные фразеологизмы же в русском языке по сравнению с азербайджанским составляют большинство. Рассмотрим конкретные примеры: [3, с. 236]

1. Омонимия сложных слов в азербайджанском языке:

ağgöz [1] – зоол. рыба семейства карповых;

ağgöz [2] – зоол. птица отряда воробьиных;

ağgöz [3] – трус/трусиха;

ağzıbır [1] – 1. помещение, место с одним входом (выходом). 2. конюшня, хлев, загон; 3. кутузка (камера в тюрьме).

ağzıbır [2] –тот, кто держит слово;

alacəhrə [1] – зоол. сорокопут-жулан (птица отряда воробьиных);

alacəhrə [2] – бот. название дерева с полосатой корой, растущего в горах *ağqanad [1]* – бот. белокрыльник (растение семейства ароидных);

ağqanad [2] – зоол. белокрылая крачка, белокрылый жаворонок;

bağrıqara [1] – зоол. рябок (птица отряда голубеобразных);

bağrıqara [2] – неудачник; грустный, печальный человек; пессимист;

bağsalan [1] – садовод, садовник;

bağsalan [2] – 1. вдевальная игла. 2. предмет, используемый для продевания резинки, шнура и т.п.

В последнем примере первый компонент сложного слова **bağ** является омонимом. [5, 28; 6, 75; 7, 74; 8, 28] Ср.:

bağ [1] –1. сад, 2. дача;

bağ [2] – завязка, повязка, тесемка, веревка, шнур, шнурок;

qaraqaş [1] – чернобровая девушка;

qaraqaş [2] – зоол. тиркушка (птица отряда куликовых);

qaraqaş [3] – зоол. чернобровка рыба семейства карповых;

qaraquş [1] – зоол. степной орел;

qaraquş [2]-мед. заусеница

qarasu [1] – геогр. мочажина, мочага (топкое, низкое, углубленное место, наполненное водой);

qarasu [2] – мед. катаракта (болезнь хрусталика глаза, сопровождаемая его помутнением);

qarapapaq [1] – название инфекционной болезни у рогатого скота;

qarapapaq [2] – о мужчине как о хозяине, главе семьи, опоре;

qarapaza [1] – зоол. серна, горный козел;

qarapaza [2] – бот. название сорта дыни;

guşqonmaz [1] – отвесная скала над пропастью; высокая гора;

guşqonmaz [2] – бот. лабазник (травянистое растение семейства розоцветных);

qaraboğaz [1] –1. о крайне фанатичном человеке. 2. о человеке, слишком пристрастном к своим ближним, отличающемся предвзятым отношением к близким, к родственникам, друзьям и т.д. [6–8];

qaraboğaz [2] – с черными пятнами на груди (о птицах);

qarabaş [1] – прислуга, служанка (чернь);

qarabaş [2] – бот. мортук (род растений семейства злаков);

qarabaş [3] – зоол. черноголовая галка (птица семейства вороновых);

sarıköynək [1] – зоол. иволга (птица отряда воробьиных);

sarıköynək [2] – бот. сорт дыни с желтой кожурой;

sarıbaş [1] – о желтоволосом человеке, блондине;

sarıbaş [2] –1.бот. поташник (род кустарниковых растений семейства маревых с мелкими листьями); 2. бот. курай – народное название растения из группы перекати поле.

Как видно из вышерассмотренных примеров, в азербайджанском языке большинство сложных слов-омонимов представлено ботаническими, зоологическими и медицинскими терминами. Их компонентами являются цветообозначения: *ağ* "белый"; *ala* "пестрый, разноцветный"; *qara* "черный"; *sarı* "желтый". Компонентами некоторых из них являются соматонимы- названия частей человеческого тела: *ağız* "рот"; *göz* "глаз"; *qaş* "бровь"; *baş* "голова"; *boğaz* "горло", *bağır* "1.печень, печенка. 2. перен. грудь, "сердце".

Некоторые омонимичные ряды сложных слов имеют в своем составе три члена: *ağgöz* [1–3], *qaraqaş* [1–3], *qarabaş* [1–3]. Весьма интересно, что эти омонимы означают различных представителей флоры и фауны. Ср.: *ağ göz* – название рыбы и птицы; *qaraqaş* – название рыбы и степного орла; некоторые являются и ботаническими и зоологическими терминами: qarabaş-название растения и птицы; *sarıköynək* – название птицы и дыни. Некоторые из этих омонимов многозначны: *ağzıbir* [1] – два значения; *qaraboğaz* [1]– два значения, оба из которых относятся к ботанике.

В русском языке, в отличие от азербайджанского, сложных слов-омони-мов меньше. Ср.:

двухвостка [1] – плетка с раздвоенным концом;

двухвостка [2] – зоол. название отряда бескрылых насекомых с членистым телом, заканчивающимся парой членистых нитей;

многозначный [1] – состоящий из многих цифровых знаков (многозначное число);

многозначный [2] – имеющий много значений (многозначное слово);

полусвет [1] – слабый, недостаточный свет, освещение;

полусвет [2] – устар. среда женщин легкого поведения, не имеющих доступа в высший свет, но стремящихся манерами, образом жизни подражать ему (перевод с французского-demi-monde);

самострел [1] – старинное оружие-лук с прикладом для метания стрел и камней; 2 охотн. ловушка особого устройства, напоминающая лук;

самострел [2] – 1. ранение, умышленно нанесенное солдатом самому себе (с целью уклонения от военной службы); 2. разг. солдат, нанесший себе умышленное ранение;

сухостой [1] – засохшие на корню деревья, кустарники;

сухостой [2] – в сельском хозяйстве: время перед отелом, когда молочный скот перестает доиться;

Как видно из примеров, в русском языке среди сложных слов-омонимов у омонимов самострел [1–2] по два значения.

Конечно, системность омонимического ряда проявляется в наличии интегральных и дифференциальных признаков.

2. Омонимия фразеологизмов

Известно, фразеологизмы играют особую роль в создании языковой картины мира. И в русском. и в азербайджанском языке фразеология содержит богатейший лингвокультурологический материал, который составляет значи-тельную часть не только национального языкового сознания, но и воплощает в себе весьма самобытные черты культуры народа. [5, 375].

«Характеристика значения фразеологизмов тесно связана с фоновыми знаниями, практическим опытом, культурно-историческими ценностями и традицией народа, говорящего на данном языке».

И в русском, и в азербайджанском языке синонимия и антонимия фразе-ологизмов представлена шире, чем омонимия.

В азербайджанском языке омонимичные фразеологизмы малочисленны по сравнению с русским языком. Рассмотрим конкретные примеры:
в русском языке: *брать слово* [1] – по собственной инициативе выступать на собрании;

брать слово [2] – (с кого) – получать от кого-то обещание, клятвенное уверение в чем-либо;

гнуть спину [1] – раболепствовать, пресмыкаться;

гнуть спину [2] – выполнять тяжелую работу;

задать чёсу [1] – убежать;

задать чёсу [2] – выбранить, отругать;

курам на смех [1] – крайне бессмысленно;

курам на смех [2] – совсем мало;

на память [1] – наизусть, несмотря в текст;

на память [2] – для того, чтобы помнить, не забывать;

отдать концы [1] – оштрафовать;

отдать концы [2] – убежать;

протянуть руку [1] – просить милостыню;

протянуть руку [2] – помочь;

пускать петуха [1] – издавать писклявые звуки;

пускать петуха [2] – устраивать пожар, поджигать что-либо;

ходить на цыпочках [1] – ходить на кончиках пальцев ног;

ходить на цыпочках [2] – заискивать, всячески угождать кому-либо.

Следует отметить, что в русском языке были также омонимичные фразеологизмы: *зеленая улица* [1–2], один из которых устарел: *зеленая улица* [2;]

устар. строй солдат, сквозь который прогоняли наказуемых;

зеленая улица [2] – отсутствие препятствий, задержек для осуществления чего-либо.

Как видно из примеров, среди рядов омонимичных фразеологизмов есть и трехчленные – *отдать концы* [1–3] **в азербайджанском языке:**

Как уже указывалось выше, в азербайджанском языке омонимичные фразеологизмы малочисленны. Рассмотрим конкретные примеры:

əl qaldırmaq [1] – голосовать;

əl qaldırmaq [2] – поднять руку на кого-то, ударить кого-то;

üz vermək [1] – произойти, случиться;

üz vermək [2] – радушно встретить кого-то;

başa vurmaq [1] – завершить, закончить;

başa vurmaq [2] – попрекать;

ayağa qaldırmaq [1] – привести в движение;

ayağa qaldırmaq [2] – воспитать, поставить на ноги кого-либо;

baş vermək [1] – 1.случиться, произойти. 2. образоваться, появиться;

baş vermək [2] – начать;

baş vermək [3] – всходить, пускать ростки, расти.

Заключение

Как видно из вышерассмотренных примеров, в азербайджанском языке компонентами омонимичных фразеологизмов являются соматонимы: əl "рука"; üz "лицо"; baş "голова"; "ayaq" нога. Последний омонимичный ряд состоит из трех членов – baş vermək [1–3].

Конечно, основным признаком языковой картины мира, создаваемой фразеологизмами, является ее антропоцентричность. В фразеологизмах конкретная картина мира предстает в своей обобщенно-

философской интер-претации. Сравнительное исследование фразеологизмов на материале разных языков способствует выявлению в родном языке труднодоступных для наблюдения особенностей, углублению знания родного языка, быстрому овладеванию и рациональному изучению второго языка.

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TRAINING TRANSLATORS IN KAZAKHSTAN: TENDENCIES AND PERSPECTIVES

Abstract. The present article reveals a number of problems connected with training of highly-qualified translators in the Republic of Kazakhstan. It is stated that dynamic development of international relations increased the demand in translators, which, subsequently led to the changes in the curriculum of bachelor degree and master degree students of translation major.

Keywords: translation, translation major, intercultural communication, competences.

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ПОДГОТОВКА ПЕРЕВОДЧИКОВ В КАЗАХСТАНЕ: ТЕНДЕНЦИИ И ПЕРСПЕКТИВЫ

Аннотация. Статья рассматривает ряд проблем связанных с подготовкой высококвалифицированных специалистов-переводчиков в Республике Казахстан. Определено, что динамическое развитие отношений между странами привело к спросу на переводчиков, что, в свою очередь, отразилось на программе подготовки переводчиков-бакалавров и переводчиков-магистров.

Ключевые слова: перевод, переводоведение, межкультурная коммуникация, компетенции.

Стремительное развитие связей в сфере международного сотрудничества в многочисленных отраслях бизнеса очень сильно повлияло на спрос на компетентных, дипломированных специалистов в области перевода, что в свою очередь привело к новым тенденциям в развитии науки о переводе. Сегодня, перевод-это не просто «процесс преобразования речевого произведения на одном языке в речевое произведение на другом языке при сохранении неизменного плана содержания, то есть значения», а «важное вспомогательное средство, которое обеспечивает выполнение языком его функции общения, когда люди выражают свои мысли на разных языках». Мнение о же том, что перевод – это процесс межъязыкового и меж-культурного посредничества, подразумевающий определенной профессиональной подготовки, широко распространено [1, 29].

Согласно последним концепциям системы образования, основной целью профессионального образования является – подготовка квалифицированного специалиста соответствующего уровня и профиля, конкурентоспособного на рынке труда, компетентного, ответственного, свободно владеющего своей профессией и ориентированного в смежных областях деятельности, способного к эффективной работе по специальности на уровне мировых стандартов, готового к постоянному профессиональному росту, социальной и профессиональной мобильности», что в корне меняет само

содержание высшего образования в соответствии с международными стандартами. Формирование межкультурной коммуникативной компетентности у будущих специалистов, в том числе переводчиков, подразумевает развитие профессионально значимых коммуникативных умений. Относительно преподавания иностранного языка коммуникативная компетентность может рассматриваться в рамках общеевропейского компонента содержания обучения. Базовым критерием компетентности принято считать формирование таких качеств, как коммуникативность, рефлексия, ответственность, способность к сотрудничеству и кооперации, инициативность и профессиональная активность. Навыки коммуникативного взаимодействия являются показателем уровня высокого профессионального развития специалиста.

Анализ источников по переводу, как отечественных лингвистов, так и зарубежных выявил, что основным методом развития межкультурной компетенции является диалогический. Сущность метода заключается в построении общения как источника познания себя и другого человека на основе диалога. Диалогизм подразумевает: равные, или «полисубъектные» отношения между собеседниками; терпимость по отношению друг к другу; «другодоминантность» (М. М. Бахтин) как направленность познания на другую личность; сотрудничество и совместную деятельность субъектов общения; вопрошающую активность к себе и друг к другу [2, 14].

Межкультурная компетенция позволяет говорящим на иностранном языке чувствовать себя практически на равных с носителями языка (в отношении культуры), что является шагом к адекватному владению иностранным языком. Конечным этапом межкультурной компетенции будет способность обучаемых оперировать необходимыми знаниями-концептами и адаптировать свое поведение к поведению адекватному или близкому к носителям языка.

Переводчик является профессионалом в своей области только в случае если он в состоянии грамотно и обоснованно принимать решения, не-

посредственно связанные с его функцией посредника в межкультурной коммуникации. Отсюда вполне ошибочно может показаться, что высокий уровень владения иностранным языком- основное условие успешного перевода. Однако, успешный перевод также делает акцент на способности подобрать максимально близкую по значению единицу, которая будет отражать значение переводимого оборота, т.е. человек, «прекрасно владеющий двумя языками, не всегда может перевести что-либо с одного языка на другой», тогда как в то же время другой, «знающий иностранный язык значительно хуже, плохо выполняет функции переводчика» [4, 52]. Следовательно, свободное владение языками – иностранным и родным – является условием, безусловно, необходимым, но явно недостаточным для того, чтобы переводить качественно.

Современная казахстанская высшая школа сделала огромный рывок в вопросах внедрения личностноориентированных технологий, которые активно применяются в учебном процессе. Внедрение таких дисциплин, как межкультурная коммуникация, конфликтология, деловое общение, межкультурное общение способствовало развитию межкультурной коммуникативной компетентности. Однако, следует отметить ряд проблем, которые специфичны для Казахстана, и для решения которых понадобится еще не один десяток лет. Одной из проблем, на решение которой понадобится много времени и усилий является потребность в переводе с английского/казахского языка на казахский/английский языки. Ситуация сложилась таким образом, что нехватка квалифицированных переводчиков в этом направлении, вынуждает агентства прибегать к переводу через русский язык, что в свою очередь отражается на сроках и цене перевода. В связи с чем встает необходимость подготовки специалистов этого направления.

Согласно статистическим данным почти 50 вузов в Казахстане готовят переводчиков, включая даже юридические непрофильные вузы, а в одном только Алматы высших учебных заведений, име-

ющих переводческие отделения насчитывается 16. Практически все они специализируются и на подготовке переводчиков с английского языка на казахский и обратно. Но тут опять же встает вопрос качества подготовки, так как, несмотря на обилие вузов, их руководство отмечает нехватку методических пособий и теоретической литературы по переводу на казахском языке, а также дефицит высококвалифицированных преподавателей. Ведь в советское время не было такой большой потребности в переводчиках и в преподавательских кадрах для этой сферы, так как страна была закрытой. И только в независимом Казахстане, экономика которого активно интегрируется в мировое сообщество, а международное сотрудничество укрепляется, переводчики получили множество новых возможностей для приложения своих знаний и умений. Но уровень их подготовки, впрочем, как и в целом в нашей системе образования, еще во многом оставляет желать лучшего.

Более того, еще одним актуальной задачей, требующей решения является – низкий уровень знания английского языка. Английский язык на обязательной основе преподается во всех школах страны уже несколько десятилетий, но проблема низкого уровня владения лежит в области методики. Проблема эта также актуальна для русского и казахского языков, т.к. около трети казахов и подавляющее большинство представителей нетитульных наций не знают казахского, а половина казахоговорящих казахов не может внятно изъясняться на русском. Эти две группы изолированы друг от друга по всей стране, потому что директива есть, а среды нет. Решение данной проблемы возможно только при подготовке профессиональных лингвистов и педагогов.

Развитие этого направления требует незамедлительных действий по нескольким причинам. Во-первых, перевод медицинских и научных специальностей на английский благоприятно повлияет на общий уровень развития данных направлений. Во-вторых, устанавливается взаимосвязь между качеством англоязычной подготовки трудоспособного населения и экономическими перспективами государства. Так, приводятся данные о том, что при выборе страны для передачи своего бизнеса на аутсорсинг компании Великобритании и США ориентируются на баланс между затратами и уровнем владения английским среди местного населения. В-третьих, положительная корреляция между уровнем владения английским языком и валовым национальным доходом на душу населения свидетельствует о том, что доходы растут с повышением уровня владения английским, в свою очередь позволяя государству и частным лицам вкладывать больше денег в образование. Аналогичным образом складывается ситуация на микроуровне, когда знание английского позволяет отдельным гражданам найти хорошую работу и повысить свой уровень жизни.

Таким образом, на наш взгляд коренные проблемы подготовки будущих переводчиков заключаются в следующем: систематизация подготовки кадров, улучшение качества получаемых знаний, специализированная, профилирующая подготовка переводчиков, подготовка переводчиков с казахского и на казахский язык с оригинала (без языка посредника), Однако, самым важным моментом выступает вопрос о написании учебников, учебных пособий для всех курсов переводческих отделений с учетом специфики времени и требований.

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LEXICO-SEMANTIC FEATURES OF EXPRESSING THE MEANING OF WISDOM IN UZBEK AND ENGLISH LANGUAGES

Abstract. The article highlights the importance of lingvoculturology and cognitive linguistics in modern linguistics. Particular attention is given to concept analysis, lexical-semantic expression of Donolik / Wisdom fragments in Uzbek and English languages.

Keywords: linguistics, lingvoculturology, concept, culture, nation.

Cognitive linguistics is one of the trends of modern linguistics, which is developing rapidly and attracting the attention of researchers. From this viewpoint we can say one of the facts, which is fully accepted and undoubtedly recognized, is that the language is the source of human life reflecting its style (science, landscape, life, etc.) and features. In the consciousness of modern humanity live two historical traditions. Reflective values, ideals and understanding of humanity, which are acquired during human life and appear as the core of the human mind, because this core is a conceptual picture of the language that is implemented through communications.

It is known that in the conceptual pictures of the Russian and English languages the motivating attributes of the concepts Мудрость / Wisdom coincide, being connected with the mental activity of mankind. After analyzing the concept Donolik (Wisdom) in the Uzbek language, we can say the same. According to L. N. Goryanova, people become wiser with the acquisition of knowledge about various phenomena of the environment, because wisdom is a phenomenon of mental activity. The improvement of the concepts of wisdom in both languages did not serve as the backdown from their primary meanings, but served to their development. The same can be said about the concept *Donolik* in the Uzbek language, that the concept has retained its primary, motivating feature, meaning as knowledge of the multifaceted

sciences of the world and religion inherited from our ancestors. In the modern structure of the analyzed concepts of the English and Uzbek languages, the characteristics of the primary motivating features are also expressed as their notional features. WISDOM– to know, to wit [1; 8], DONOLIK-dono, donolarga hos ish, hatti-harakat [3, 234]. (Here the concept was formed from the morphemes dono and –lik, which is a word-forming flection. If you refer to the definition of the word dono in the Uzbek language, then its definition goes as "aql-zakovatli, donishmand, oqil" And when you add a word-forming suffix –lik, its definition can be adopted as "DONOLIK aql-zakovatlilik, donishmandlik, oqillik" (English intelligence, wisdom, erudition).

Analyzing the figurative features of concepts in direct metaphors, we try to look through the meaning of phraseological units like, *pearl of wisdom* and *dono maslahat*

1. *Pearl of wisdom* – Smart advice, sometimes used sarcastically. ***The old woman shared her pearls of wisdom with the struggling teen, in the hopes of making him feel better. Thanks for the pearl of wisdom, buddy, but your suggestion is ridiculous.***

2. *Dono masҳat*-aqlli, ibratli maslahat. (English wise, exemplary advice.) It can also be used sarcastically. Vakilning qisqa va dono maslahatidan ta'sirlanib o'tirgan Elmurod Qo'lini ko'tardi. (P. Tursun. O'qituvchi.) (Elmurad raised his hand and was

struck by the brief and wise conversation of the representative. (P. Tursun, Uqituvchi.)

Evaluative features of the concepts are where the acquisition of something is meant. *He also possesses the wisdom. Kitob o'qib O'ktam donolikka erishdi.*

Evaluative constituents are the signs where a reflection of the general characteristic, the general picture of life hood of a given people is meant. Even if the motivating and conceptual features of the Donolik / Wisdom concepts in Uzbek and English are the same, the analysis of concepts based on evaluative features can give two different understandings, since one situational context may differ in understanding of two different nations.

Symbolic qualities lay under an understanding of a myth or story through contexts. When using the phraseological unit *witty owl* by the English, we understand the wisdom. The owl is an ambivalent symbol. It is a bird of wisdom, but also of darkness and death. Being an attribute of the goddess Athena, the owl symbolizes wisdom, knowledge. Owls have the ability to see at night, to see everything around them, not moving from a place, but only turning their heads, they have wise keen eyes. From the Athenian tradition, the wise owl of European fairy tales and fables, and the owl sitting on a pile of books, is an emblematic depiction of wisdom [3]. Even one can come across a small quatrain sounding like,

A wise old owl sat in an oak,
The more he saw, the less he spoke,
The less he spoke, the more he heard,
Productioneer, be like that bird.

Moreover, if we talk about the wise philosophical identity of the English people, which symbolizes wisdom, we can speak about Dono Einstein (wise Einstein), and it comes from the fact that Einstein had a high intellectual potential and many achievements in science. This example can be found in the cultural heritage of the Uzbek people as a unit of Luqmani Khakim. The origin of the "Luqmani Hakhim" is associated with Muslims and Islam. Luqman, mentioned in the Holy Quran, was a wise and intelligent man, and this wisdom is regarded as a gift given to him by God. Thus, in Uzbek culture, the unit Luqmani Khakim also possesses a combination of wisdom from the religious viewpoint and world intelligence.

On the basis of the factual materials presented in the sources, one can create a clear picture of the fragment of wisdom among the Uzbek and English-speaking people. The concept wisdom in the Holy Quran comes from al-hikma, which means wisdom, and is a fragment that reflects the rules of Islamic law. And these orders include perceptions about the creation of the world, where and how it was made, who I am from an Islamic point of view. What is the purpose of being alive? Where are we come from? How can we make the right choice by deciding on the right angles in life and what makes us do this or that? What is fate? What is life? And in general, what happens in people's lives can be viewed as a generalization of the knowledge of what it means to achieve truth, which leads to an understanding of the causes and consequences of events. This knowledge will find the Muslim world in the Holy Book of the Holy Quran. Its description is explained in the Hadith of the Prophet Muhammad (may Allah bless him and welcome). Thus, activities and life, according to the Qur'an and the Hadith rules, are referred as the true wisdom in Islam.

Wisdom is perceived as a gift from the Most High. In Surat al-Baqarah [2, 69], the Holy Quran says: "*U O'zi xohlagan kishilarga hikmat(foydali ilm) beradi. Kimga hikmat berilgan bo'lsa, demak, unga ko'p yaxshilik berilibdi. Bundan faqat oqil kishilargina eslatma olurlar* ("He gives wisdom to whomever He wills. Whoever is given wisdom has been given much good. But none pays heed except those with insight" [4, 33]. If to quote one more ayat "*… Alloh sizlarga Kitob va Hikmatni nozil qildi va bilmaganlaringizni bildirdi. Allohning sizga fazli buyukdir*" (Sura an-Nisa, 113) "…Were it not for God's grace towards you, and His mercy, a faction of them would have managed to mislead you. But they

only mislead themselves, and they cannot harm you in any way. God has revealed to you the Scripture and wisdom, and has taught you what you did not know. God's goodness towards you is great" [4, 46]. "*Biz Luqmonga hikmat ato etdik …*" "We endowed Luqman with wisdom…" (Sura Luqman 12) [4, 213]. The concepts of the HIKMAT and DONOLIK in these ayahs are based on a single basis, and a person who has reached maturity, that is, a person who has achieved wisdom and mental maturity, achieves much good in the world, that is, reaches perfection in world perception. In Christianity, it is said about wisdom that a person acquires Wisdom in part due to an innate ability, partly from experience, but always as a gift from God. [5]. In the Christian community, wisdom is primarily seen as a gift from God. The gift of Wisdom is given to man along with the gift of the Holy Spirit and through Him (Acts 6: 3, 10) [5]. From this point of view, we can see similarities in the symbolic peculiarities of the concepts Донолик/ Wisdom.

Thus, a comparative analysis of the concepts of Донолик/Wisdom in the Uzbek and English languages is similar. At the same time, Christianity and Islam are the main religions of the English and Uzbek people, and we can see differences in some comparisons, but from the point of view of the origin of religions, they also lead to a single meaning.

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ON THE ADMINISTRATIVE ACADEMIC DISCOURSE SOCIOLINGUISTIC CHARACTERISTICS

(on the material of Harvard University President Drew Gilpin Faust epideictic speeches)

Abstract. The article presents the sociolinguistic analysis results of Harvard University President discourse based on the corpus of the annual ceremonial speeches delivered to graduates at the end of the school year. The lexical and stylistic features of the given genre texts reflecting Harvard University academic values and priorities are revealed. The research results can serve as a basis for compiling a sociolinguistic portrait of the American university head.

Keywords: administrative academic discourse, epideictic genre, lexical semantic features, stylistic features, academic values.

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К ВОПРОСУ О СОЦИОЛИНГВИСТИЧЕСКИХ ХАРАКТЕРИСТИКАХ АДМИНИСТРАТИВНО-АКАДЕМИЧЕСКОГО ДИСКУРСА

(на материале анализа эпидейктических речей президента Гарвардского университета (2007–2018 гг.) Дрю Фауст Джилпин, традиционно произносимых перед выпускниками по окончании учебного года)

Аннотация. В статье представлены результаты социолингвистического анализа дискурса президента Гарвардского университета на материале корпуса ежегодных торжественных речей (commencement speech), произносимых перед выпускниками по окончании учебного года. Выявлены лексико-стилистические особенности текстов данного жанра, отражающие академические ценности и приоритеты Гарвардского университета. Результаты исследования могут послужить основой для составления социолингвистического портрета руководителя американского вуза.

Ключевые слова: административно-академический дискурс, эпидейктический жанр, лексико-семантические особенности, стилистические особенности, академические ценности.

Актуальность исследования определяется возрастающим интересом исследователей различных областей знания к роли высших учебных заведений в решении современных проблем общества и формированию соответствующей системы ценностей у молодого поколения при парадоксально недостаточной степени изученности лидерского дискурса, в частности, административно-академического.

Объектом исследования является особая разновидность англоязычного административно-академического дискурса (ААД), а именно, дискурс руководителя высшего учебного заведения, его *предметом* – социолингвистические характеристики текстов эпидейктического жанра в рамках указанного типа дискурса.

Цель исследования состоит в выявлении социолингвистических особенностей ААД, отражающих социальные и академические ценности и приоритеты в деятельности университета.

В качестве *материала* для анализа был выбран эпидейктический жанр так-называемой commencement speech, т.е. речи, традиционно произносимой руководителем американского вуза перед его выпускниками по окончании учебного года. Фактическом материалом исследования послужили тексты ежегодных торжественных выступлений президента Гарвардского университета Дрю Джилпин Фауст, обращенных к выпускникам этого вуза за период ее президентства (2008–2018 гг.). По словам Президента Фауст, это обращение – своего рода «отчет» университета перед выпускниками, средства которых составляют существенную долю университетского финансирования [3].

Главной целью эпидейктической риторики, согласно Аристотелю, является стремление убедить аудиторию [2]. Реализация суггестивно-регулятивной функции торжественного красноречия обеспечивается конкретными лингвистическими, в частности, лексико-семантическими и стилистическими средствами. Попытаемся проанализировать с этой точки зрения некоторые особенности эпидейктических речей президента Гарвардского университета.

Ключевая лексика. С помощью квантитативных технологий идентифицированы 1780 наиболее часто употребляемых лексем, которые можно объединить в четыре тематические группы.

1. Традиционные академические термины, отражающие вузовские реалии – *Harvard, students, universities, research, education (higher), university, faculty, school, knowledge, graduates, college, alumni, institutions, learning.* В исследованной выборке данная группа насчитывает 839 лексических единиц (47% от общего количества выделенных ключевых лексем): ***American higher education is the most valuable educational resource in the world…*** ; [***American higher education***] *embodies our* **commitment to learning,** *our confidence in* **the power of new ideas,** *our faith in* **discourse** *and democratic values, our belief in* **human possibility**.

2. Лексические единицы, отражающие метафизические категории, университетские ценности и приоритеты: *public service, work, support, change, ideas, hope, commitment, values, challenges* – 315 лексем (17.6% ключевой лексики): *The University's founders described* **the arc of education** *as one that moves* **from self-development to public action.** *But the student… … would also "see that his calling should tend to public good"* – президент цитирует *Джона Коттона* – одного из основателей Гарвардского университета, провозгласившего служение обществу приоритетной целью университетского образования.

Подобного рода «инспирирующая» лексика широко представлена в *призывах,* которыми изобилуют речи президента, это – призывы к дей-

ствию, к реализации выпускниками Гарварда своего высокого предназначения, осознанию своей ответственности и своего долга перед обществом: *Reason and responsibility. Widener and Memorial Church. Harvard and the world. We have a very special obligation in a very difficult time. May we and the students we send forth today embrace it... I intend to do so by exploring with you for the next few minutes a set of long-held values and commitments to which we at Harvard have devoted particular attention this year. I speak, of course, of Harvard's long tradition of public service, going back to our 17th century roots.*

Как видим, лексическое наполнение подобных высказываний призвано подчеркнуть особую миссию университета, заключающуюся в том, чтобы формировать у молодежи гражданскую позицию, воспитывать лидеров для американского общества и мира в целом путем совершенствования гуманитарного образования, обеспечения прогресса в развитии наук.

3. Темпоральная лексика, т.е. слова с преобладающей семой «время»: *future, today, now, time, past, history* – 214 единицы (12% от общего числа ключевой лексики), использованием которой президент Фауст дает слушателям понять, что в Гарвардском университете сложилась особая *концептуальная картина мира*, в которой особое место занимает понятие *будущего*. Это подтверждается среди прочего регулярным употреблением лексемы *future* и свидетельствует, как представляется, о стремлении университетской администрации выбирать «опережающие» образовательные стратегии, т.е. строить обучение таким образом, чтобы гарвардские выпускники не только были готовы отвечать на современные экономические и социальные вызовы в Америке и мире, но и умели прогнозировать, предвидеть проблемы, с которыми человечество может столкнуться в будущем: *With the strength of our past, we welcome these unknowns and the opportunities they offer as we reimagine Harvard for its next 375*

years. For nearly four centuries now, Harvard has been inventing the future. History is where the future begins. ... Through universities we find a better future, where our graduates and their children and the greater global community may lead lives of peace, prosperity and purpose in the centuries to come.

В исследованных текстах фигурируют также *онимы*, или имена собственные, – 231 случай употребления. Это, прежде всего, *антропонимы*: имена основателей, первых руководителей, выпускников и известных личностей, тесно связанных с Гарвардом – таких как John Harvard, John Cotton, Charles William Elliot, Thomas Shepard и других известных гарвардианцев, в том числе студентов, заслуживающих упоминания в торжественном выступлении президента в силу их особых заслуг перед Гарвардом; деятелей искусства и представителей гуманитарного знания, среди которых писательница Joan Didion, журналист Thomas Friedman, юморист и телеведущий Stephen Colbert и др.; общественных и политических деятелей – таких как Franklin Delano Roosevelt, George Washington и др. Упоминаемые имена свидетельствуют о гордости, испытываемой президентом, студентами и выпускниками Гарварда за своих собратьев по alma mater, их выдающиеся достижения и заслуги перед Америкой и миром. С другой стороны, тот факт, что среди упоминаемых президентом Фауст выдающихся личностей 78% составляют представители мужского пола, а абсолютное большинство объектов положительной оценки обоих полов (83%) представлено белыми американцами, можно рассматривать как проявление определенной *инертности и консерватизма* в академической культуре и политике университета в отношении гендерной и национально-расовой принадлежности личностей, снискавших Гарварду мировую славу. Президент, тем не менее, признает определенное ущемление прав и возможностей афроамериканских граждан на получение высшего образования в Гарварде: *Many of our students struggle to*

feel full members of this community – *a community in which* **people like them have so recently arrived. They seek evidence and assurance** *that* – *to borrow the title of a powerful theatrical piece created by a group of our* **African-American students** – *evidence and assurance that they, too, are Harvard...*

Эргонимы, используемые в речах президента, призваны подчеркнуть масштабность и разносторонность деятельности университета, инновационный характер его образовательной среды и представлены в основном названиями учебных организаций, подразделений, учрежденных на базе данного университета или являющихся частью его развитой современной инфраструктуры (*Graduate School of Design, Harvard Alumni Association, Harvard Center, Harvard Center for Environment, Harvard College, Congress, Law School, Corporation, Memorial Church, Tercentenary Theatre, Widener Library* и др., а также указать на тесное сотрудничество университета с крупнейшими административными, политическими и общественными организациями США (*the Senate, the White House, the Army, the General Court of Massachusetts Bay Colony*) и влиятельными международными корпорациями (General Electric, Facebook, IBM, Microsoft, Morgan и др.).

Топонимы в риторике руководителя Гарварда включают главным образом наименования стран и регионов (например, Гаити, Афганистан, Сибирский регион, Фиджи, государства Африки), в развитие которых ученые Гарвардского университета внесли особый вклад, или заслуживающих одобрения в силу проводимой ими прогрессивной политики (например, Саудовская Аравия и ОАЭ в связи с крупными инвестициями, сделанными ими в системы образования своих стран, Китай – в связи со стремлением его правительства инкорпорировать в систему высшего образования гуманитарное образование (liberal arts).

В целом, лексика, преобладающая в текстах исследованных выступлений, свидетельствует об определенной склонности президента Фауст к па-

фосности и драматизации в описании объектов ее положительной оценки – явлений, событий и личностей, тем или иным образом способствующих «величию» Гарварда.

Пожалуй, даже более яркое представление о ценностях, идеалах и приоритетах в деятельности Гарвардского университета дает анализ характера лексико-семантического наполнения и стилистических особенностей эпидейктического дискурса президента Фауст. В этом плане выступления президента характеризуются следующими отличительными признаками.

• Широкое использование *глаголов* с семантикой роста, увеличения, расширения, достижения, приобретения, реализации возможностей и т.п. – *create, support, protect, enable: For centuries, universities have been environments in which knowledge has been* **discovered, collected, studied, debated, expanded, changed, and advanced** *through the power of rational argument and exchange.*

• Большое число стилистически маркированных *прилагательных* и *наречий*, выражающих высокую (часто превосходную) степень качества – *great, huge and costly, broadly, priceless, affordable* и т.п. Если объекты оценки так или иначе связаны с Гарвардом, это качество неизменно представляется как положительное: *We are one of* **the largest** *employers in Massachusetts; we operate a* **huge and very costly** *research enterprise.* Модель высшего образования, сложившаяся в гарвардском университете, характеризуется президентом как **unsurpassed** *in its achievements and distinction.* Американское высшее образование в целом пафосно преподносится как **the most valuable** *educational resource in the world.*

Встречаются также прилагательные и наречия с отрицательной семантикой, например: *Here,* **on the terrible** *afternoon of September 11, 2001, we gathered under a cloudless sky to share our sadness, our horror, and our disbelief.* Как правило, они используются в торжественно-отчетных обращениях президента для порицания и критики пра-

вительственной политики в области образования (например, несправедливое налогообложение университетов): *We have faced a political and policy environment **increasingly hostile** to expertise and **skeptical** about higher education.*

Широкое использование *существительных* во множественном числе, с целью подчеркнуть идею множественности, изобилия, огромного количества. Нередко они сопровождаются *числительными*, подчеркивающими множественность объектов, масштабность событий и т.п., акцентирующими ведущую роль Гарварда и его вклад в экономику страны или штата: *As custodians of civilization we are home to **libraries and museums** that house priceless **collections** of books, manuscripts, art works, cultural artifacts, and scientific specimens. We support more than **200 service programs** in education, affordable housing and community service in Cambridge and Boston.*

Показательно также, что из числа (865 случаев) используемых президентом *личных местоимений* почти половина (425 случаев – 49%) представлена местоимением множественного числа именительного падежа *we*. Данный факт можно рассматривать как своеобразную стратегию создания образа Гарварда как единой семьи, команды единомышленников, сплоченного академического сообщества, объединяющего преподавателей, студентов, сотрудников, выпускников, работодателей и всех других лиц, чья жизнь и деятельность так или иначе связана с данным университетом.

Проведенное исследование показывает также, что торжественные речи гарвардского президента отличаются образностью и обладают рядом эстетико-художественных достоинств. Человек, несомненно, образованный, обладающий широкой эрудицией, 28-й президент Гарварда Дрю Фауст нередко приводит в своих выступлениях цитаты из всемирно известных художественных и публицистических произведений. Так, с целью подчеркнуть грандиозность, эпохальность происходящих в мире событий она повторяет высказывание классика английской поэзии В. Вор-

дсворда: *"**The world is too much with us**" – the lines of **Wordsworth's well-known poem** echoed in my mind as I thought about my remarks today, for the world has intruded on us this year in ways we never would have imagined.* Дабы особо подчеркнуть благородную идею служения обществу, составляющую суть официально провозглашенной миссии университета, президент цитирует известных мировых лидеров и общественных деятелей, в частности, основателей Гарварда: *Harvard has worked, in the words of **John Cotton, to improve our graduates' "best gifts" to the "best advantage." Now, as Cotton did nearly four centuries ago, we charge you, in your varied fields and callings, to, in Cotton's words, "tend to public good;** американских президентов: In the mid-20th century, **John F. Kennedy** worried about the potential conflict between **"the public interest and private comfort";** слоганы факультетов Гарвардского университета: To borrow a phrase from the **Business School mission statement**, Harvard faculty and students want to "**make a difference in the world**" by creating and disseminating critical knowledge.*

Описывая уникальную атмосферу, царящую в Гарварде, госпожа Фауст использует аллюзию на Хогвардс – школу магии, описанную в романах Дж. Роулинг о Гарри Поттере, а студентов, выпускников и преподавателей университета приравнивает к ее волшебным персонажам: *Distinguished guests, graduates and your families, alumni and alumnae, colleagues and friends – **witches, wizards, and muggles of all ages** – it's a pleasure to be with you this afternoon… It's painful to admit, but however hard we might try, I'm afraid that Harvard would be hard pressed ever to measure up to the magic of **Hogwarts…** Still, it falls to me as **Muggle** in Chief to say a few words about Harvard, before I turn over the podium to our featured speaker.*

В своих торжественных речах президент использует также богатый арсенал образных средств английского языка, включая колоритные эпитеты, метафоры, гиперболизацию и др. Такие красноречивые эпитеты, как *venerable* firms, **tumultuous**

state of American politics, **chilling** acts of brutality and murder, the **unprecedented** endowment tax, **contentiou**s presidential contest и им подобные; метафоры – *financial markets … **in turmoil**; firms **fall;** the lines of Wordsworth's well-known poem **echoed** in my mind* неизменно придают содержащим их высказываниям мощный заряд эмотивности и убедительности. Особой образностью, в том числе обилием эпитетов и метафор, отличаются те высказывания госпожи Фауст, в которых она восхваляет американские университеты: *Universities as **engines of opportunity**; universities as the principal sites of America's scientific research; Universities as **truth tellers**: these are three fundamental aspects of our understanding of ourselves; At a time of growing distrust of institutions and constant attacks on colleges and universities, I want to affirm my belief that **they are beacons of hope**; We must… serve as **arbiters of truth**; They [**universities**] are **repositories of values** – values that precede, transcend, and outlast the self; **We** [**universities**] have come to consider ourselves a **living laboratory.*** Восторженно описывая Гарвард, президент иногда не может удержаться от гиперболизации: *It is a place **where giants have stood, and history has been made.***

Уверенность в роли Гарварда как законодателя морали и этики, арбитра истины, масштабности достижений университета вдохновляет президента на использование окказионализмов, которые придают описываемым событиям особый драматизм: *We have experienced wild weather, from hurricanes to **Snowmageddon** to **Bombogenesis,** and we've doubled down on our commitment to combat climate change; Only if we ourselves model a commitment to fact over what Stephen Colbert so memorably labeled as **"truthiness"** (and he also actually sometimes called it **"Veritasiness!"**), only then can we credibly call for adherence to such standards in public life and a wider world.*

Обращаясь к молодежной аудитории, госпожа Фауст употребляет неологизмы – новую лексику, отражающую новые реалии в жизни студенческой молодежи: *hoodies, "Likes", do-it-yourself degrees,* *Snapchatted, Instagrammed, selfie.* Например: *Large portions of our lives are hardly experienced: They are curated, shared, **Snapchatted and Instagrammed** – rendered as a kind of composite **selfie**.*

Главе администрации гарвардского университета не чуждо проявление юмора. В исследованных выступлениях он присутствует, в частности, в виде каламбура и языковой игры. Использование подобных стратегий характеризует говорящего (в нашем случае президента Гарвардского университета) как личность творческую, активную, избегающую шаблонов: *We are larger than **ourselves** and our **selfies**; Universities are among humanity's greatest **innovations** and among humanity's greatest **innovators**.*

Юмористический эффект иногда достигается посредством реализации коммуникативной стратегии, называемой *self-denigration* (самоуничижение), которая заключается в шутливой экспликации говорящим самокритичной негативной оценки о себе в надежде на то, что слушающие оценят юмор подобной «самокритики», понимая, что имеется в виду совершенно противоположное: *When I spoke in 2007, I observed that inaugural speeches are "by definition pronouncements by individuals **who don't yet know what they are talking about**."*

Для того чтобы придать речи драматизм, подчеркнуть значимость проблемы, акцентировать на ней внимание слушателей руководитель Гарварда часто адресует аудитории серии вопросов, что призвано интеллектуально стимулировать слушателей, побуждать их к сотрудничеству в поиске ответов. Например: *What does that mean for today's crises? Where do universities fit in this threatening mix? What can we do? What should we do? What must we do?* Использование вопросительных конструкций может преследовать разнообразные цели, например, представление четкого плана своего выступления (пункты, сформулированные в виде вопросов, несут более сильный эмотивный заряд): ***First**: Why is free speech so important to and at universities? **Second**: Why does it seem under special challenge right now? **And, third**: How might we*

better address these challenges by moving beyond just defensively protecting free speech – which, of course, we must do – to actively and affirmatively enabling it and nurturing environments in which it can thrive?; подчеркивание значимости авторской позиции, аргумента, тезиса: *The fundamental question we ask as we consider appointing a professor is, "What has this person done to alter and enhance our understanding of the world?" What does all this mean? What does Harvard – what do universities – owe the future?*

Среди стилистических приемов, характеризующих рассматриваемые выступления, обращает на себя внимание использование оратором повтора. Активное использование данного приема объясняется коммуникативной интенцией руководителя вуза – многократно повторять для большей убедительности одни и те же тезисы [4]. Кроме лексических и семантических повторов, предполагающих дублирование лексем с целью расширения и детализирования основного содержание высказывания [1], используются также синтаксические повторы (анафора, эпифора, градация, климакс, параллелизм, хиазм), придающие речи остроту и выразительность: ***Five years ago, we lived through the Marathon bombings*** *and the arrival of terror in our very midst – and* ***we came together as Boston Strong*** (анафора); *Harvard scholars explore history and literature* ***to help us understand tyranny; art to*** ***illuminate the foundations of justice; law and technology to address fundamental assaults on assumptions about privacy*** (эпифора).

Таким образом, анализ социолингвистических особенностей текстов дейктического жанра commencement speech на примере ежегодных выступлений президента гарвардского университета перед выпускниками, проделанный с помощью текстовых и семантических анализаторов, количественно-качественного метода и ряда интерпретационных методик, позволяет сделать следующие выводы.

1. Дискурс руководителя ведущего американского вуза характеризуется лексико-стилистическим своеобразием, обусловленным характером административных обязанностей и системой академических ценностей вуза. Лексика анализируемого жанра отражает общественные и академические приоритеты в деятельности Гарвардского университета – высокие стандарты гуманитарно-творческого образования (liberal arts) и служение обществу (public service) и будущим поколениям, основываясь на опыте и современных вызовах.

2. Анализ лексики с применением информационных анализаторов (sentiment analyzers), оценивающих степень проявления эмоциональности, характера отношения автора к референтам текстов показывает, что 51.4% лексического наполнения текстов передает положительную оценку и только 19.5% – критику и порицание (остальные 29.1% – это не оценочные, а информативные высказывания – сообщение объективных сведений, констатация фактов и т.п.). Главным объектом возвеличивания в текстах исследованных эпидейктических выступлений является, естественно, Гарвард, его достижения, прогрессивная деятельность, выдающиеся личности и т.п. Лексическая семантика словарного состава исследованных образцов ААД последовательно подчеркивает важную роль университетов вообще и Гарварда, в частности, в деле просвещения, генерации новых идей, реализации человеческих возможностей. Особо акцентируется личностно-развивающий характер обучения, направляющего молодежь на служение общественному благу. В качестве примеров для подражания приводятся личностные качества американцев, сделавших выдающийся вклад в развитие университета, юриспруденции и права, образования, медицины, искусства и др. Порицание вызывает политика правительства по отношению к высшему образованию, а также разобщенность и эгоизм в современном американском обществе.

3. Суггестивно-регулятивная функция выступлений данного жанра определяет выбор стилистических средств, среди которых наиболее распространены различного рода повторы,

вопросительные конструкций, цитирование, а также образные средства языка – метафора, гипербола, сравнение, аллюзия. Встречаются также неологизмы и окказиональные образования.

4. Проделанный анализ позволяет сделать вывод о Дрю Джилпин Фауст, 28-м президенте Гарварда, как о яркой языковой личности, рито-рический стиль и ораторские качества которой представляют ее демократичным, целеустремленным лидером, преданным идеалам академического сообщества и которая может послужить основой для составления социолингвистического портрета руководителя американского вуза. Последнее составляет **перспективу** дальнейшего исследования.

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WORK ON THE CONTENT AND STRUCTURE OF A SCIENTIFIC TEXT IN THE GROUP OF THE CHINESE STUDENTS

Abstract. The study was aimed to consider stages of work on the structure and content of a scientific text in the group of the Chinese students. Author offers different kind of tasks which allow to correlate the content and composition of the text, to learn very important lexical and grammatical constructions of the scientific style of Russian and to develop the communication skills of the students.

Keywords: scientific style, scientific text's structure and content.

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РАБОТА НАД СОДЕРЖАНИЕМ И СТРУКТУРОЙ НАУЧНОГО ТЕКСТА В КИТАЙСКОЙ АУДИТОРИИ (ЭТАПЫ, ВИДЫ ЗАДАНИЙ)

Аннотация. В статье рассматриваются этапы работы над структурой и содержанием научного текста в группе китайских студентов. Автор предлагает примеры заданий, позволяющих в полной мере соотнести содержание и композицию текста, лучше понять лексико-грамматические конструкции, важные для целостного восприятия содержания текста, и способствующих развитию коммуникативных навыков студентов.

Ключевые слова: текст по специальности, содержание и структура.

Текст является высшей коммуникативной единицей. Анализ содержания и структуры научного текста в рамках занятий по языку специальности – составная часть общей языковой подготовки иностранных учащихся-магистрантов. К сожалению, большая часть приезжающих в Азербайджан на обучение китайцев, закончивших вузы в своей стране, имеют весьма поверхностное представление о методах работы с содержанием, структурой научного текста, не владеют способами компрессии текста.

В настоящей статье мы не будем говорить о языковых особенностях НСР русского языка (грамматических категориях, конструкциях), освоении учащимися морфологических и синтаксических особенностей НСР, о типах предтекстовых заданий, призванных помочь студентам в освоении типовых лексико-грамматических конструкций, лексики и терминологии их будущей специальности, помогающих понять содержание основного текста по теме урока, а сосредоточим наше внимание собственно на проблемах понимания структуры и содержания текста по специальности.

Работа над текстом начинается с того, что после его прочтения студент должен ответить

на вопрос: «О чём говорится в тексте?» Часто понимание содержания текста осложняется тем, что в русских предложениях имеет место быть инверсия, типичная для текстов по специальности, в китайском же языке, где порядок слов регламентирован особыми правилами, инверсия, практически, отсутствует. Поэтому при работе с отдельными предложениями абзацев текста, студентам необходимо предложить определить субъект и предикат. Следующим этапом работы является разделение текста на смысловые части. Русский текст по специальности (в отличие от китайского) очень четко структурирован. Студенты должны осознать важность членения текста на абзацы, понять их роль в понимании общего содержания текста. Структурный анализ каждого из абзацев предполагает определение месторасположения основной и дополнительной информации на уровне предложения и абзаца. Преподаватель знакомит студентов с видами дополнительной информации, способами компрессии предложений. Так, рассмотрим в качестве примера структуру микротекста «**Основания**»:

«Одним из видов сложных веществ (**1**) являются *основания* (**2**). *Они* (**1**) представляют собой *химические соединения, в которых атом металла связан с одной или несколькими гидроксогруппами* (**2**). Например: NaOH – *гидроксид натрия* (**2**), $Ca(OH)_2$ – *гидроксид кальция* (**2**), $Fe(OH)_3$ – *гидроксид железа* (**2**)» [2, 42–43].

Во всех примерах (**1**) – это уже данная информация, (**2**) – новая информация. В 1-м предложении слово *основания* сообщает новую информацию, во 2-м – сообщается новая информация об основаниях (их строение), а в 3-м – даются примеры оснований.

Необходимо обратить внимание студентов на логическую связь между предложениями: во 2-м предложении повторяется информация из 1-го предложения (*они*) и сообщается новая информация (*химические соединения, в которых …*), в 3-м – даются примеры оснований *гидроксид натрия …*

Таким образом, мы подводим студентов к мысли:

1) о необходимости формулирования темы и подтем каждого абзаца, а в дальнейшем – основной и вспомогательных тем/подтем текста;

2) о различных способах развития информации в тексте (цепной и параллельной);

3) о средствах связи между смысловыми частями высказывания.

На последнем тезисе хочется остановиться особо, т.к. большая часть послетекстовых заданий обычно посвящается именно проблеме связи слов внутри предложения, уделяется большое внимание видам СП, идентифицированию и продуцированию предложений различных видов в текстах научного стиля, владению моделями организации и связи абзацев в тексте, средствам связи для выражения различных смысловых отношений между предложениями во фрагментах текста: причинно-следственных, условных, целевых, уступительных, временных, пояснительных. Важно ознакомить учащихся с вводными словами и конструкциями (их использование вызывает трудности у китайцев, т.к. это явление не типично для их языка), словами-клише и клишированными фразами, необходимыми для *введения основной идеи текста* (*известно, что…; согласно закону; по определению и др.*), введения *условия при решении проблемы* (*допустим, пусть и др.*), изложения *хода рассуждения, доказательства* (*тогда, отсюда следует, следовательно, оказывается, действительно, значит и др.*), *выводов* (*таким образом, итак*)

В качестве послетекстовых заданий можно предложить следующие:

1. Укажите предложения, содержащую главную информацию каждого абзаца, поставьте вопросы к этим предложениям.

2. Озаглавьте текст (или Объясните название текста).

3. Опираясь на содержание текста и приводимую ниже схему, составьте своё собственном высказывание по заданной теме.

4. Закончите фразы, находя информацию в тексте лекции. Пример: 1. Поисково-разведочные работы имеют 2 стороны… Первая включает… Вторая представляет собой… 2. Благодаря «Контракту века» Азербайджан получил ….

5. Прочитайте предложения. Они соответствуют содержанию текста? Согласитесь или опровергните их. Аргументируйте своё мнение.

6. Опираясь на содержание текста, с помощью конструкций *кратких причастий* преобразуйте *задачи исследования* в *его результаты*. Модель: *Выявление* закономерностей в динамике запасов нефти. → В динамике запасов нефти *выявлены* закономерности.

7. Замените СП на ПП по модели. Модель: Когда (Если) твёрдое вещество *плавится*, оно превращается в жидкость. → *При плавлении* твёрдое вещество превращается в жидкость.

8. Используя информацию 2-ух предложений, составьте одно СП, в котором бы указывался *метод получения вещества*. Модель: Водород сжигают в струе хлора. Получают хлористый водород HCl.→ Хлористый водород HCl получают *путем (методом, способом)* сжигания водорода в струе хлора [2, 85].

9. Информацию представьте с помощью *СПП с придаточными цели* по модели. Модель А: **Для ремонта скважин** используют подъемные агрегаты и специальное оборудование. → **Для того, чтобы отремонтировать скважины,** используют подъемные агрегаты и специальное оборудование. Модель Б: **Чтобы оценить перспективы обнаружения зон** нефтегазонакопления исследуемой территории, **необходимо выяснить наличие** региональных геоструктурных элементов. → Для оценки перспектив обнаружения зон нефтегазонакопления исследуемой территории, **необходимо выяснение наличия** региональных геоструктурных элементов [3].

10. Прочитайте текст, вставьте вместо точек подходящие по смыслу глаголы. Дайте название тексту.

«При обычных условиях железо … кристаллическим веществом. Оно … в твёрдом состоянии. При определённых условиях агрегатное состояние железа … Железо … из твёрдого состояния в жидкое. Если … железо до определённой температуры, оно плавится, т.е. … в жидкое состояние. Железо начинает …, когда его температура … 1539 °C. Температура, при которой … плавление железа, … его температурой плавления» [2, 72].

11. Располагая данные предложения в нужной последовательности, составьте текст «Алюминий в природе» [2, 54].

12. Используя данную ниже информацию, составьте небольшой текст о физических свойствах железа [2, 62–63].

13. Закончите предложения, используя материал текста. Модель:

1) Автор указывает на то, что…; 2) Автор перечисляет…; 3) Автор уделяет внимание…; 4) Автор подчеркивает, что … ; 5) Оппоненты обращают внимание на то, что … ; 8) Участники эксперимента считают, что … [1, 60–61].

14. **А)** Расставьте абзацы текста в соответствии со следующим планом. **План:** 1. Вступление. 2. Научное предположение. 3. Эксперимент. 4. Теория (решение проблемы) **Б)** Дайте название тексту. Опишите проведенный эксперимент. **В)** Сформулируйте цель опыта и главный вывод. [2, 100–101].

Здесь были представлены некоторые типы заданий, выполнение которых позволяет в полной мере соотнести содержание и композицию текста, вскрыть наиболее важные для понимания содержания текста лексико-грамматические конструкции, установить структурные и смысловые отношения между фрагментами абзаца и текста в целом и тем самым способствовать развитию коммуникативных навыков китайских учащихся. Все, отмеченные в статье этапы работы над научным текстом, подготавливают студента к более сложным видам работы над текстом по специальности – компрессии текста.

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ENDANGERED LANGUAGES: HOPE OF REVITALIZATION

Abstract. Language and culture are correlated, mutually indispensable and inseparable, implying that what happens to one affects the other. This paper briefly highlights the alarming rate of language extinction around the world, the peculiarity of language decline in Africa, and points out to the efforts made by the indigenous people of Africa to preserve mother tongues within their countries and beyond, citing Nigeria as an example; steps which if duplicated in regions of endangered languages will yield similar results of revitalization of native languages.

Keywords: Language, Culture, Africa, Revitalization, Native.

Introduction

Anthropologists speak of the relationship between language and culture. It is indeed more in accordance with reality to consider language as a part of culture. *Culture* is here being used, as it is throughout this article, in the anthropological sense, to refer to all aspects of human life insofar as they are determined or conditioned by membership in a society. It can be said that the fact that people eat or drink is not in itself cultural rather it is a biological necessity for the preservation of life. But that they eat particular foods and refrain from eating other substances, though they may be perfectly edible and nourishing, and that they eat and drink at particular times of day and in certain places are matters of culture, something "acquired by man as a member of society," according to the classic definition of culture by the English anthropologist, Sir Edward Burnett Tylor. As thus defined and envisaged, culture covers a very wide area of human life and behaviour, and language is manifestly a part, probably the most important part, of it.

A language may be a target for attack or suppression if the authorities associate it with what they consider a disaffected or rebellious group or a culturally inferior one. There have been periods when American Indian children were forbidden to speak a language other than English at school and when pupils were not allowed to speak Welsh in British state schools in Wales. Even though both of these prohibitions have been abandoned many years ago, the implications of those actions are still with us [1]. Rebone (2014) reported that Africans from ancient times have had words for everything. It was the language, oiled by words and vocabularies that took center stage in the functioning communities. Africa had almost everything stolen from her, except language. That, too, has been a casualty of whitewashing Africa and the discrediting of everything ancient African. The decimation of African languages and culture wreaked havoc on the collective psyche of African thought and advancement. Loss of, and stunted language, denuded a people of pride, history and purpose. For generations spanning centuries, Africans spent half their time learning and mastering the languages, cultures and religion of their oppressors, to the detriment of their overall well-being [2].

Over time, especially during the period of colonization, words disappeared from use and circulation. And those remaining, their meanings were often lost and distorted. In order to oppress the natives and fulfil their objectives, Europeans had forced Africans to take on their language and culture so they could see themselves through the lens and the paradigm of the enslaver. This gave Africans a false sense of belonging; a soothing determination to be seen to belong and yet not be a part of; a distorted sense of purpose in helping advance the economic upliftment of their oppressors while gaining little else other than a pat on the back.

According to Wikipedia, about 109 North American languages and 179 South American languages

(most of them being languages of former Native American tribes), 52 African languages, 10 Central American and Caribbean languages, and 109 Asian languages have undergone language death, have no native speakers and no spoken descendant. The bulk of the indigenous languages of Europe became extinct thousands of years ago without leaving any record of their existence as they were superseded by Celtic, Italic, Germanic, Balto-Slavic, Hellenic, and Iranian Indo-European languages. A small minority of these extinct languages, however, survived long enough to be attested, over 200 [3].

One of the most respected sources, the Ethnologue, which does its best to catalogue all of the world's languages, gives the number of languages in the world to be 7097 by 2018, and had went on to refer to this period as a fragile time with roughly a third of languages now endangered, with less than 1.000 speakers remaining, with just 23 languages accounting for more than half the world's population, and with nearly 2/3 of the languages coming from Africa and Asia. The linguistic society of America believes that the threat of extinction affects a vastly greater proportion of the world's languages than its biological species and whatever the world's linguistic diversity at the present might be, it is steadily declining as local forms of speech increasingly become moribund before the advancement of the major languages of world civilization. It is clearly incontrovertible that when a language ceases to be learned by young children, its days are clearly numbered, and we can predict with near certainty that it will not survive the death of the current native speakers [4; 5].

Correlation between language and culture

Language and Culture are mutually indispensable and inseparable. Language is culture and culture is all about language. Language is a part of culture, and through it, we can express cultural beliefs and values, and that the specific usages of a given word are peculiar to a language and its relationship with culture. (*Fatiha Guessabi,* 2017, Blurring the Line between Language and Culture, Language

Magazine, Improving Literacy & Communication, Malibu, CA).

Language always carries meanings and references beyond itself: The meanings of a particular language represent the culture of a particular social group. To interact with a language means to do so with the culture which is its reference point. We could not understand a culture without having direct access to its language because of their intimate connection.

As Fatiha puts it, a particular language points to the culture of a particular social group. Learning a language, therefore, is not only learning the alphabet, the meaning, the grammar rules and the arrangement of words, but it is also learning the behavior of the society and its cultural customs. Thus, language teaching should always contain some explicit reference to the culture, the whole from which the particular language is extracted.

In fact, language teaching means, inevitably, language and cultural teaching, implying that culture learning is actually a key factor in using and mastering a foreign linguistic system.

Endangered languages
Why the languages are dying

Due to the spread of English and other major languages, language death has been occurring at a faster rate than ever. These major languages threatens the survival of many languages of less political and economic power. As the younger generation do not see much opportunities attached to their mother tongue, they consider it obsolete and would flow with the tide of a majority tongue, a 'global language'. A discontinued research and development of these languages could make it lag behind modernism and technological advancement causing a wide vocabulary gap and resulting to a lot of objects having no native way of addressing them. Colonization which brought about the suppression of a culture by another culture is a factor too, repressing languages in that they could only be spoken in secret or died out altogether. This is evident in bilingual cultures where the indigenous tongues are overwhelmed by the for-

eign language which has become dominant in the schools, marketplaces and the media.

Another factor is that literacy, according to present standards, was low or absent many, many years ago and in many parts. Several primitive languages were oral, transmitted verbally and has no writing systems making them vulnerable to loss and being forgotten and when they disappear, they leave no dictionary, texts, or record of the accumulated knowledge and history of a vanished culture. Again, with no written records to pass on to future generations and so with cases of colonization or migration, the transfer of the language reduces as individuals likely resolves to speak the languages of the colonizer more or that of the new environment migrated into. More so, speakers and writers of the majority languages with global influence, as the researchers said, accounts for 80 percent of the world population thereby repressing minority languages the more.

Around 95% of the world's population speaks one of only 20 languages. Another 50% are spoken by fewer than ten thousand people [6]. New research has identified the five regions of the world where languages are disappearing most rapidly. The "hot spots" of the imminent language extinctions are: Northern Australia, Central South America, North America's Upper Pacific Coastal Zone, Eastern Siberia and Oklahoma, and Southwest United States. All of these areas are occupied by aboriginal people, speaking diverse languages but in decreasing numbers with a language vanishing at an instant when the sole surviving speaker dies (John, 2017).

Furthermore, because of cumulative years of incapacitation and indifference, many communities had suffered lack of teachers of their indigenous languages causing a continuous decline in the mother tongue preservation.

Implications of losing languages

Losing a language is losing a culture; it is losing the history of a people and the knowledge of their local environment with crucial information about how special plants are grown, which are important to bota-

nists and health scientists, lost. Pascale cited a good instance: being able to choose different words for plants or even the earth they grow in also provides scientists, botanists and academics with information that might be lost if these specific descriptions did not have an equivalent word in a more dominant language [7].

Struggling to trace oneself is another consequence. In an endless bid to reconnect with one's true self, depression and alcoholism may follow. This can additionally lead to disrespect for core values in the environment where one comes from. Each language is a key that can unlock local knowledge about medicinal secrets, ecological wisdom, weather and climate patterns, spiritual attitudes, artistic and mythological histories [8] and when a language is lost, all these are lost permanently.

One of the ominous signs of danger today is the incremental loss of our rich arts forms, particular in music, dance and fashion as our youths have taken to the Western genre, threatening our cultural identity, in this case, as African people. What critical stakeholders in all cultures must therefore never forget is that as our indigenous languages face extinction, so are other aspects of our culture, including history, traditions and values.

Revitalization of native languages (How)

Importance of retaining the native languages

The language we speak or write reflects who we are; It shapes and reflects our cultural identity, world view and perspective. It is the best way of expressing the contents of an individual's thoughts. Losing a language is akin to burning down a giant library, simply illustrating the depth and meaning that is steeped in a language, in even a single word; words that when on translation, into English or any dominating language, will have its meaning and significance often distorted and watered down. The varieties of language and the richness of cultures around the world makes us all different and interesting, sameness can be boring. Languages, being the most powerful instruments of preserving and developing both tangible and intangible heritage, must be promoted by the dissemination

of mother tongues, which will serve not only to encourage linguistic diversity and multilingual education but also to develop fuller awareness of linguistic and cultural traditions throughout the world and to inspire solidarity based on understanding, tolerance and dialogue.

It is expedient that writing systems be developed for the languages while some custodians of the endangered languages are still alive and so that the locals would not depend on a language imposed on them through colonization. Native languages are storehouses of the environmental knowledge, thereby, a loss of a language is invariably a loss of culture.

More so, if we want to make a difference, national policies must be employed and have the implementation impacts measured. Policies that will ensure and enforce good and extensive language documentation, such as, for instance, the selection or creation of a standard form of the language, a standardized writing system and the development of teaching materials and the collection and publication of literary and other texts.

Evidently, keeping small languages vibrant is challenging but the people who provide life support for the struggling tongues can look to one success story: Yurok. The *Los Angeles Times* reports: *Last fall, Eureka High became the fifth and largest school in Northern California to launch a Yurok-language program, marking the latest victory in a Native American language revitalization program widely lauded as the most successful in the state. At last count, there were more than 300 basic Yurok speakers, 60 with intermediate skills, 37 who are advanced and 17 who are considered conversationally fluent.* That might seem like a small group, but in the 1990s, there were just six Yurok speakers left [9]. Therefore the enormous benefits of *"Catch Them Young"* Movements cannot be undermined. This refers to establishing linguistic centers for particular languages across and beyond the country like the Igbo tribe of Nigeria, West Africa does in South Africa, Canada and some other places, teaching the languages in kindergartens and grown up kids and in so doing, revive the right attitudes towards ancestral languages.

It is also not out of place that minority languages can adopt different measures to make the language often visible and *audible*. Road signs and Bill boards can be erected in the native tongue and some radio and television media programs can be broadcasted in the language.

Imitate Africa. Africa, along with Asia, is the continent with the highest number of 'living' indigenous languages. European languages, mainly English, French and Portuguese, has spread through all the African nations in the last 200 years. However, until today, the use of foreign languages has been restricted to certain domains, such as education, politics, business, and relatively to a small number of people [10]. It is just a small number of the rural African population that have a considerable competence in the imported foreign languages even though these are, in many instance, the official languages of their countries. The case with Africa is the more prestigious indigenous languages overwhelming the minorities, but language extinction is not an alarming case as it would have been expected to be, taking into account the extent of colonization and exploitation in Africa. African's language variety and vitality has been largely maintained.

Nigeria, for instance, implements the policy stipulates that every pupil must in the course of primary school education study two languages, namely, his/her mother tongue, if available for study, or any other indigenous language of wider communication in his/her area of domicile alongside English Language. The policy also requires that students in Junior Secondary School (JSS), (which is of three-year duration) must study three languages, namely, mother tongue, if available for study, or an indigenous language of wider communication in his/her area of domicile, alongside one of the three major indigenous languages in the country, namely, Hausa, Igbo, and Yoruba, provided the language chosen is distinct from the child's mother tongue. In Senior Secondary School

(SSS), which also lasts three years, a Nigerian child, according to the policy, must study two languages: an indigenous language and English Language [11].

Language can be transmitted culturally. Celebrating the traditional festivals of the endangered languages with its remnants can be a very effective way of re-igniting and rousing the passion to retain an ancestral heritage. This will indeed make positive impacts, as in several cases, only the native tongues can be spoken during such festivals and rituals.

Conclusion

Firstly, finding a way to allow minority and majority languages to co-exist within a broader modern culture is the ultimate key to preventing further languages from extinction and losing the valuable knowledge, heritage and emotional link to the past and future of many cultures.

Secondly, Since embedded in our indigenous languages is our rich culture, history, traditions, and values, government must take deliberate and concrete steps to protect them by enforcing the national policy on education with regard to learning and teaching of mother tongue. Establishing language schools for indigenous languages and encouraging the use of them at home and as part of school curricula will

invariably give rise to diligent researches, study and development of the language and it's vocabularies to catch up with technological advancement and also that the locals of any community will not have to depend solely on major dominating languages, indigenous or foreign, as their only means of communication. That must be the starting point because education is the base of the future of every society.

Thirdly, on a deliberate note of reiteration, celebrating traditional festivals of endangered languages as noted in the body of this paper cannot be undermined.

Fourthly, imitating African countries, for which foreign languages has been an official language, in restricting the use of those languages to certain domains like politics and encouraging the use of indigenous languages on the media, making certain road signs and bill boards and employing government policies in the education sector, like Nigeria, will be a brave step too. The Igbo tribe in Nigeria, West Africa, does a great job at inaugurating Igbo language schools in Countries outside Nigeria with branches presently at the U.S.A, South Africa, England, Frankfurt, Ghana, Canada and a couple of other countries, aiming at letting children outside their motherland remain in touch with their mother tongue.

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USING A COMPARATIVE AND COMPARATIVE METHOD IN THE PHONOLOGICAL ASPECT OF THE RUSSIAN AND UZBEK LANGUAGES

Abstract. This article gives conceptual meanings of comparative and comparative typology, the use of comparative and comparative methods to achieve scientific facts on the basis of phonological aspects of Russian and Uzbek. Since the correct use of vowels and consonant sounds depends on the learning of the language being studied. It is the methods of comparative and comparative-typological linguistics that help to remove differences and identity for the creation of secondary learning tools for the second language.

Keywords: comparative typology, comparative-historical linguistics, comparative-typological linguistics, phoneme and syllable, phonetic-phonological, vowel and consonant phonemes, comparative analysis of phonemes, comparative phonology, Russian and Uzbek languages.

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ИСПОЛЬЗОВАНИЕ СРАВНИТЕЛЬНОГО И СОПОСТАВИТЕЛЬНОГО МЕТОДА В ФОНОЛОГИЧЕСКОМ АСПЕКТЕ РУССКОГО И УЗБЕКСКОГО ЯЗЫКОВ

Аннотация. В данной статье даются понятийные значения сравнительной и сопоставительной типологии, использование сравнительного и сопоставительного методов для достижения научных фактов на основе фонологических аспектов русского и узбекского языка. Так как от правильного употребления гласных и согласных звуков зависит усвоение изучаемого языка. Именно методы сравнительной и сопоставительно-типологической лингвистики помогают изъять различия и тождественности для создания вспомогательных средств изучения второго языка.

Ключевые слова: сравнительная типология, сравнительно-историческое языкознание, сопоставительно-типологическая лингвистика, фонема и слог, фонетико-фонологическая, гласные и согласные фонемы, сопоставительный анализ фонем, сравнительная фонология, русский и узбекский языки.

Сравнительная типология – раздел языкознания, изучающий языки в сопоставлении с другими языками с целью установления особенностей, присущих данным языкам, а также сходств и различий между языками.

Сравнение (или сопоставление) является одним из основных методов изучения языка. Однако в зависимости от объекта и цели (иначе направления) исследования выделяются различные отрасли языкознания, пользующиеся методом сравнения языков.

Сравнительное или сравнительно-историческое языкознание ставит задачей определение степени родства, общности происхождения языков. Конечной целью сравнительно-генетического анализа является восстановление языка-основы, из которого развились исследуемые языки, и установление законов, по которым шло это развитие.

Объектом сравнительного языкознания могут быть только родственные языки, как близко родственные, так и находящиеся в отдаленном родстве.

Сопоставительно-типологическая лингвистика отличается от сравнительно-исторической не только объектом, но преимущественно целью исследования. Объектом ее могут быть неродственные языки, отдаленно родственные, близко родственные, варианты одного языка, разные исторические этапы одного языка Акуленко [1].

Сопоставительная (или сравнительная) типология объединяет сопоставительный и типологический анализ языков. Как мы знаем, сопоставительная лингвистика сравнивает, как правило, два языка, независимо от степени их родства, с целью выявления сходств и различий между ними, а типологическая лингвистика ставит более широкие задачи: она изучает специфику языков на фоне тех общих черт, которые свойственны человеческим языкам вообще.

Для сопоставления строения систем изучаемых языков первым уровнем, безусловно, является фонологический уровень, отражающий сходства и различия в материальной звуковой организации сопоставляемых языков. Единицами сопоставления в рамках этой подсистемы являются сегментные и супрасегментные языковые единицы. К первым относятся фонема и слог, непосредственно образующие речевые цепочки, ко вторым – единицы, не имеющие собственной материальной формы и реализуемые одновременно с сегментными единицами в звуковой цепи: словесное ударение, интонация. Соответственно выделяются фонетико-фонологическая и просодическая типология Скаличка [7].

В качестве показателей для установления типологии фонологических систем языков выделяют: 1) количественный и качественный инвентарь фонем по их артикуляционно-акустическим признакам; 2) количество и качество фонемных оппозиций и корреляций, устанавливаемых на основе дистрибутивного анализа и оппозиционного анализа; 3) наличие нейтрализации фонем; 4) сила оппозиции; 5) дистрибуция фонем и частота их использования.

Соотношение гласных и согласных фонем служит основанием для типологического выделения вокалических и консонантических языков. По этому и целому ряду сопутствующих критериев русский и узбекский языки относятся – к языкам консонантического типа. Вокализм русского и узбекского языков близок к «вокалическому минимуму». Целый ряд признаков также отличает системы консонантизма русского и узбекского языков, самыми существенными из которых является наличие корреляций по твердости/мягкости в русском языке, а также исторические и позиционные чередования согласных фонем.

Изучение языкового строя языка может быть предметом сравнительной (сопоставительной) фонетики и сравнительной фонологии. Сопоставительная фонетика изучает особенности образования звуков и просодических (интонационных) средств языков. Сопоставительная фонология изучает звуки и просодические явления, прежде

всего в функциональном аспекте как средство различения звуковых оболочек слов и высказываний. В основе типологического сопоставления лежит сравнение фонетических систем двух языков. Понятие системы предполагает определённую совокупность фонем (инвентарь) и отношение между ними Климов [5].

Сопоставительный анализ фонем проводится как на уровне системы, так и в плане их функционирования в речи. В связи с этим различаются: 1.фонетическая (точнее фонематическая) парадигматика – описание системы фонем на основе их признаков; 2. фонетическая синтагматика, в которой различается два аспекта: а) частотность фонем в речи, б) фонетическая комбинаторика, т.е. сочетаемость фонем; 3. фонетическая трансформаторика – изменение фонем в речи, их чередование, т.е. замена одних фонемных признаков другими.

Определение номенклатуры фонем – не простой вопрос, т.к. в каждом языке имеются спорные случаи относительно того, являются ли данные звуки самостоятельными фонемами или они представляют собой варианты других фонем.

Парадигматические отношения между гласными (т.е. отношения в системе) в узбекском и русском языках описываются при помощи следующих дифференциальных признаков: 1. подъёма (положения спинки языка по отношению к нёбу); 2. ряда (положения кончика языка относительно зубов); 3. лабиальности (участия губ в артикуляции). Первые три признака свойственны обоим сравниваемым языкам, хотя роль каждого из них в фонематических системах разная. Система узбекских гласных реализуется в синтагматике (т.е. в речевой цепи) в своём полном виде, в русском же языке существуют две разные системы гласных: одна – полная – в парадигматике, другая, отличающаяся от первой и количественно и качественно,– в синтагматике. Синтагматический план – сочетаемость звуков речи. В обоих языках наблюдаются следующие типы изменения гласных

звуков: количественные изменения, качественные изменения, консонантизация, редукция. Консонантизм – парадигматический план. Основными признаками согласных являются место образования, способ образования и участие голосовых связок. В зависимости от места образования выделяются согласные: губные, переднеязычные, среднеязычные, заднеязычные, овулярные, фарингальные, гортанные. Две последние артикуляции не представлены в фонемах русского языка. По способу образования различаются смычные, щелевые и дрожащие согласные. В зависимости от участия голоса различаются сонорные и шумные согласные. А внутри шумных – глухие и звонкие. Специфические признаки согласных многочисленны: палатализованность, лабиальность, напряжённость и т.д. К этим качественным признакам добавляется и количественный признак – долгота. Синтагматический план – позиционное изменение согласных. Количественное изменение согласных при ассимиляции, на стыке слов и морфем, могут возникать долгие геминированные согласные как в русском, так и в узбекском языках. Лабиализация согласного перед следующим лабиализированным гласным имеет место в обоих языках. Палатализация также отмечается в обоих языках, но в разных условиях. Выпадение согласных в группах согласных свойственно разговорной речи и просторечию в узбекском языке, а также литературной речи в русском языке. Обоим языкам в большей степени, свойственно скопление согласных в начале и конце слога. Русскому языку более свойственно скопление согласных в конце слога. Узбекским звукам по сравнению с русскими свойственна большая чёткость и устойчивость артикуляции. Многие активные органы речи: губы, нижняя челюсть, язык, нёбная занавеска, голосовые связки – работают при говорении на узбекском языке больше, чем при говорении на русском. В русском языке выделяется одна языковая зона артикуляции – средняя по ряду, несколько сдвинутая вперёд и вверх. В узбекском языке,

по сравнению с русским выделяются две зоны: основная в передней части ротовой полости, дополнительная – в задней её части Баженов [3].

Большую помощь в изучении узбекского правописания может оказать сравнение с русским языком. Это относится, прежде всего, к этимологическим написаниям.

Как известно, в русском языке имеется много слов, заимствованных из латинского, которые подчас сохраняют звучание, более близкое к-латинскому, нежели соответствующие узбекские слова. Основываясь на этих звуковых закономерностях, можно вывести ряд правил, помогающих усвоить написание узбекских слов.

Каждый язык в отдельности – это замкнутая система. Поэтому всякое сравнение двух языков отчасти означает некоторое разрушение двух систем, ибо сравниваются какие-то части, подчас занимающие в этих системах совсем разные места.

Разрушение системы выглядит по-разному в зависимости от того, говорим ли мы о двух языках («сопоставление») или о всех языках («типология»). При сопоставлении учитывается то, насколько близки друг другу сопоставляемые языки. Сопоставление таджикского и русского языков имеет иной характер, нежели, скажем, сопоставление узбекского и русского или же, допустим, таджикского и узбекского.

На сегодняшний день с большой долей уверенности можно утверждать, что сопоставительные исследования не только констатируют, но и выявляют причины тех или иных языковых явлений. Сопоставительная лингвистика все в большей степени становится «объяснительной» дисциплиной. Дальнейшему развитию этого направления, несомненно, способствовало бы тесное взаимодействие сопоставительного метода с характерологией – относительно автономной типологической дисциплиной. Согласно Матезиусу Матезиус [6] характерологию интересует не столько принадлежность языка к определенному типу, сколько индивидуальная организация язы-

ковых структур, рассматриваемая (что особенно важно) в широком спектре взаимосвязей и взаимозависимостей. Учет импликативных отношений между отдельными, в том числе и межуровневыми структурами – это то главное, что может быть успешно заимствовано сопоставительной лингвистикой при выявлении особенностей функционирования языковых систем как генетически родственных, так и далеких друг от друга Гаджиева [4].

Несмотря на возрастающий интерес к сопоставительной лингвистике, в большинстве книг по общему языкознанию это направление все еще не упоминается. Можно отметить определенное число лингвистов, открыто выступающих против сопоставительной лингвистики и ставящих под сомнение ее научную и практическую ценность (см., например, Kewmark 1970; Ritchie 1970). Такое положение объясняется тем, что в настоящее время теоретические основы сопоставительной лингвистики все еще недостаточно разработаны, хотя за последние два десятилетия в этой области были достигнуты определенные успехи. Тюрколог А. Н. Кононов пишет: «В настоящее время сопоставительное изучение названных языков количественно развивается весьма энергично, однако, качественно оно далеко не отвечает всеобщему интересу к этой важной проблеме. Многочисленные попытки – почти по всем тюркским языкам СНГ написаны сопоставительные (с русским языком) грамматики – с неумолимой логикой убеждают, что простое сопоставление фактического материала двух языков без точно и глубоко разработанной специальной методики сопоставления двух разно-системных языков не дает и не может дать обнадеживающих результатов» (Кононов, 1968).

Сопоставительное изучение языков имеет свою историю, в которой можно выделить три этапа. Первый этап охватывает период с древних времен до 20-х годов нашего столетия. Данный этап характеризуется обилием грамматик, осно-

ванных на гак называемой имитации, и отсутствием специальных работ, направленных на решение теоретических вопросов сопоставительной лингвистики. Важными на этом этапе являются идеи И. А. Бодуэна де Куртенэ, Н. А. Богородицкого, Ф. Ф. Фортунатова, А. А. Потебни, А. Мейе и других лингвистов о возможности и плодотворности сравнения неродственных языков.

Второй этап охватывает период с 20-х до 50-х годов. На этом этапе появились два важных направления: сопоставительное изучение языков в теоретических целях и сопоставительное изучение языков в лингводидактических целях. Основоположником первого направления был В. Матезиус, второго Б. Д. Поливанов. На этом этапе появился ряд ценных идей относительно методики сопоставления языков.

Третий этап истории сопоставительной лингвистики начинается с 50-х годов и продолжается до настоящего времени. Характерные особенности этого этапа: 1) возросший интерес лингвистов и методистов к сопоставительной лингвистике; 2) дискуссия, развернувшаяся в 1957-1958 гг. на страницах журнала «Русский язык в национальной школе», поводом для которой послужила статья Б. А. Серебренникова «Всякое ли сопоставление полезно?»; 3) осознание лингвистами важности принципа системности при сопоставлении языков; 4) возникновение различных вариантов полевого подхода в сопоставительной лингвистике; 5) появление новых теорий и подходов к сопоставлению языков; 6) выход в свет крупных теоретических работ по сопоставительному изучению языков: «Контрастивная грамматика» (Ярцева 1981), «Лингвистика через культуру» (Lado 1957), «Языковые структуры в их контрастности» (Pietro 1978).

На третьем этапе сопоставительная лингвистика была выделена как самостоятельная дисциплина. Сопоставление языков имеет теоретическую и практическую ценность. Оно углубляет исследование каждого из сравниваемых языков,

способствует обнаружению свойств, которые остаются вне поля зрения при отдельном (несопоставительном) изучении. Результаты таких исследований могут служить материалом для типологии, для составления словарей, а также для теории и практики перевода.

Сопоставительная лингвистика может создать универсальную модель или универсальный метаязык, с помощью которых возможно установить степень близости языков, их сходства и различия, оно может также снабдить новыми данными общее языкознание.

Сопоставительное изучение языков способствует решению целого ряда практических задач: а) диагностирование трудностей изучаемого языка, возникающих вследствие межъязыковых расхождений; б) отбор языкового материала для обучения; в) определение последовательности подачи учебного материала; г) выбор эффективных методических приемов для объяснения учебного материала; д) создание рациональных упражнений, направленных на снятие межъязыковых интерференции; е) определение объектов контроля умений и навыков речи на неродном языке; ё) создание эффективных тестов; ж) объяснение типичных ошибок; з) создание эффективных учебников, учебных пособий, методических разработок, программ по неродному языку Алиев [2].

Таким образом, сопоставительная лингвистика имеет тесную связь с типологией, географией и практикой перевода, социо-лингвистикой, лексикографией и методикой преподавания неродного языка.

Будущий преподаватель неродного языка, должен не только свободно владеть этим языком, не только знать его структуру, но и отчетливо представлять себе, те стороны неродного языка, который сближает или, наоборот, отличают этот язык от родного языка, предвидеть интерференцию, знать пути преодоления последних.

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Section 12. Philosophy

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HIGH SPIRITUALITY – AS A FACTOR OF INFORMATION SECURITY

Abstract. In this article is discussed the impact of high spirituality on the worldview of young people. As a consequence, the factor of information security for society as a whole.

Keywords: spirituality, security, information, immunity, threat, globalization, world view, education.

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ВЫСОКАЯ ДУХОВНОСТЬ – КАК ФАКТОР ИНФОРМАЦИОННОЙ БЕЗОПАСНОСТИ

Аннотация. В статье рассматриваются вопросы влияния высокой духовности на мировоззрение молодёжи. Как следствие фактор информационной безопасности для всего общества в целом.

Ключевые слова: духовность, безопасность, информация, иммунитет, угроза, глобализация, мировоззрение, воспитание

В настоящее время обеспечение информационной безопасности является одной из приоритетных задач многих государств. Процесс информатизации является неотъемлемой частью современного информационного общества, вопрос же информационной безопасности общества актуальная и злободневная проблема для любого государства. Информация когда-то была простым сообщением, которую надо было довести от одного человека к другому, а затем до общества и делалось это разными путями. Со временем она превратилась в такую силу, которая стала средством борьбы за интересы и умы тысяч людей. Для достижения своих целей, применяются различные методы, порой даже силовые и кровавые. В связи с этим, в современный период страны и народы стремятся обезопасить себя от всякого рода негативной информации и возможных ее

последствий. В такой ситуации потребность отбора и использования информации в своих целях, а также распространение ее для дальнейшей выработки духовности народа приобретает актуальный характер.

Современные исследователи по-разному определяют безопасность информации. Например, русский ученый Л. И. Шершнев считает, что «информационная безопасность – способность государства, общества, социальной группы, личности обеспечить с определенной вероятностью достаточные и защищенные информационные ресурсы и информационные потоки для поддержания жизнедеятельности, устойчивого функционирования и развития, противостояния информационным опасностям и угрозам, негативным информационным воздействиям на индивидуальное и общественное сознание и психику людей, а также на компьютерные сети и другие технические источники информации, вырабатывать личностные и групповые навыки и умения безопасного поведения, поддерживать постоянную готовность к адекватным мерам в информационном противоборстве, кем бы оно ни было навязано» [1, 49–50].

Старшее советское поколение помнит, что в то время общество было закрытым и доступ к объективной информации контролировался в рамках господствующей идеологии. Жесткая цензура со стороны правительства и фильтрация информации, была одной из тактик проводимых со стороны государства. Это было сделано для того, чтобы держать людей в узде и распространять только целевую информацию. Этим система «охраняла» себя и своих граждан, от проникновения чуждых идей и ценностей. До этого времени эти методы информационной безопасности давали свои плоды, но глобализация, стирание границ в информационном пространстве, резкое повышение разнообразия информации повысили информированность людей. Одной из причин, распада Союза, как уже отмечали многие ученые

мира, стала именно скудная информированность людей, так называемый информационный голод. Советский народ, нуждался в потоках информации, но такого увы не было: во многих случаях народ узнавал о событиях в своей стране через иностранные информационные ресурсы.

После обретения странами СНГ своей независимости, в том числе и Узбекистаном, в первую очередь стала проблема обеспечения народа информацией, что дало им возможность говорить и писать о своих проблемах в открытую. Тоталитаризм бывшей советской системы, заставлял людей не мыслить, а следовать покорно за идеологией, которую проповедовала партия. Воспитанные таким методом, многие люди в первый период независимости не могли решать глобальные вопросы, воспринимать объективную информацию, анализировать её и выяснить насколько она безопасна, и лояльна. Так как, в советское время, население пользовалось в основном «фильтрованной» информацией. В результате этого возник идеологический вакуум в обществе, и зарубежные деструктивные идеологи стремились использовать этот вакуум для осуществления своих корыстных целей, распространяя чуждые ценности и понятия, внедряя их народам Центральной Азии. В определенной степени в первые годы независимости определенная часть населения, в том числе и молодое поколение поверила этим информациям, не задумываясь о том, что стоит за этим.

День сегодняшний, с его телекоммуникационными вычислительными системами, инновационными технологиями кардинально изменили окружающий мир. Если ранее было возможно "запрудить" конкретные информационные каналы, то сегодня все окружающее пространство информационно коллапсировалось. Время на информационное взаимодействие между самыми отдаленными точками резко сократилось. В результате проблема защиты информации, которая ранее была как никогда актуальна, перевернулась наоборот, и теперь оно стоит как проблема – как

защита духовности человека от вредной, вредоносной информации. Сегодня информационная безопасность понимается как ответственность за распространения правдивой информации и охрана, защита сознания и мировоззрения молодежи от вредной информаци. Поэтому информационная угроза – это не что иное, как явные и скрытые целенаправленные информационные воздействия систем друг на друга с целью получения определенного выигрыша в материальной сфере. Изучение проблемы информационной угрозы за последние годы доказывает того, что в мире растет поток разрушительных идей, информаций, особенно разрушающий духовность народа и особенно молодежи. Народ Республики Узбекистан благодаря своей преданности духовным ценностям своих предков, сохраняя ее в основном в скрытую, иногда и открытую, дошли до независимости.

Свободное информационное пространство и процессы глобализации вместе с положительными, привнесли к нам и отрицательные факторы влияющие на духовный мир нашего народа. Сейчас информация распространяется по всему миру открыто, но в ней мало надежности, во многих случаях она носит дезинформационный характер, который защищает интересы деструктивных сил и групп. Поэтому страны СНГ, а также Республика Узбекистан тоже приняли соответствующие меры по защите ни только информационного пространства, но и самой информации и её получателей, от информационных угроз и агрессий.

Так, в Узбекистане приняты Законы «Об информатизации» в 2003году, и «О принципах и гарантиях свободы информации» 2002 году. Например, в законе «Об информатизации» посвященной организации защиты информационных ресурсов и информационных систем указывается, что защите подлежат информационные ресурсы и информационные системы, неправомерное обращение с которыми может нанести ущерб их собственникам, владельцам или иным юридическим

и физическим лицам. Государственные органы, юридические и физические лица обязаны обеспечить защиту информационных ресурсов и информационных систем, содержащих информацию о государственных секретах и конфиденциальную информацию. В 1-статье Закона «О принципах и гарантиях свободы информации» отмечается, что основные задачи настоящего Закона защита информации – меры по предотвращению угроз информационной безопасности и устранению их последствий; информационная безопасность – состояние защищенности интересов личности, общества и государства в информационной сфере;

Кроме того, в республике функционирует Республиканская комиссия по координации и реализации Комплексной программы развития Национальной информационно-коммуникационной системы на 2013–2020 годы, в которой разработаны аспекты по информационной безопасности на территории Республики Узбекистан. В этой программе предусмотрены все меры информационной безопасности.

Открыто говорить о приемах и методах информационной угрозы сегодня необходимо потому, что, во-первых, осмысление того или иного приема информационной угрозы позволяет перевести его из разряда скрытых угроз в явные, с которыми уже можно бороться, и, во-вторых, факт наличия теории информационных угроз должен предостеречь потенциальную жертву от идеалистически наивного восприятия как внешнего, так и собственного внутреннего мира. Мы сегодня знаем, что в формировании мировоззрения молодежи информация играет решающую роль и исходя из этого в системе образования уже в 2001 году по инициативе первого Президента нашей республики Ислама Каримова был введен курс «Национальная идея: основные понятия и принципы».

Принципы национальной идеи, в основном опирается на духовные ценности, национальное самосознание, менталитет, нашего народа, где преобладают созидательные идеи, такие как

процветание Родины, мир и спокойствие страны, благосостояние народа, межнациональные согласие, религиозная терпимость, социальная солидарность и формирование гармонично развитой личности. В них отражены общность, связь и обусловленность понятий национальной идеи с различными сферами общественной жизни, духовными основами узбекского народа, его национально-культурным наследием, обычаями, традициями, ценностями, языком, культурой, историей и философией. Вот, благодаря чему наш народ пережил все тяготы тоталитаризма и беззакония, которые чинились в отношении не только к узбекскому народу, а также всем народам бывшего Союза.

Интеллектуальное насилие, информационная война, идет по всему миру, которая непосредственно направлена на подрастающее поколение, молодежь, на его не окрепшее мировоззрение, не имеющее твердых убеждений и взглядов на происходящее в мире, молодое поколение находится под прессингом средств массовой информации, который частично или полностью дезориентируют человека, не позволяет адекватно рефлексировать, специфически отражая происходящее, и тем самым деструктивно воздействует на духовную сферу современного общества, провоцируя проявление потребительского отношения к окружающим людям и государству, создавая условия для конфликтов, военно-политических кризисов. Такой специфический анамнез дезориентирует человека в социальном пространстве, позволяет зомбировать граждан, манипулировать общественным сознанием, размывает ценностные ориентиры, порождает страх, провоцируя девальвацию общепринятых ценностей, государственных установок и порождая конфликты, что особенно актуализирует духовную безопасность современного общества.

Духовная безопасность сегодня стала как самостоятельная сфера общественного бытия, порожденная результатами глобализации, органично вплетенная в структуру общественных отношений. Духовная безопасность, которая подлежит к сохранению, должна ориентироваться на выяснение конкретных источников различного рода опасностей, угроз, на уточнение значимых структурных элементов социокультурной системы, обеспечивающей самосохранение, прогрессивное развитие в изменяющихся условиях общественных отношений. В этом плане в республике делается многое. Внедрение современных информационно-коммуникационных систем в сфере государственного и общественного управления является важным условием эффективной реализации проводимых социально-экономических и общественно-политических реформ и преобразований в стране.

Резко расширилась информационное пространство, впервые появились народные приемные граждан, все граждане, независимо от национальности и пола могут непосредственно обратиться в приемную Президента через виртуальную сеть. Сотни и тысячи обращений уже положительно нашли свое решение и еженедельно руководители всех рангов начали отчитываться перед населением и выше стоящими органами. Все эти мероприятия стали повышать доверие и информированность народа к государственным органам, правительству. Когда работает механизм, который направлен на прямой диалог с народом то любая информационная угроза и агрессия тут же теряют свою значимость и остроту. Благодаря принятым мерам люди становятся бдительными и сообразительными в принятии информаций.

Российский исследователь А. В. Воропаева по проблеме духовной безопасности писала о том, что не имеет будущего то государство, которое «ориентирует молодежь, прежде всего, на материальные ценности, на обогащение, являющееся платформой для возникновения коррупции, ксено-фобии, криминогенности, агрессии, экстремизма…» А наши духовные ценности ориентируются и опираются на наши национальные

ценности и на принципы национальной идеи. Так в Законе Республики Узбекистан « О государственной молодежной политике» принятого в 2016 году зафиксировано, что воспитание молодежи в духе патриотизма, гражданственности, толерантности, уважительного отношения к законам, национальным и общечеловеческим ценностям, способной противостоять вредным влияниям и течениям, с твердыми убеждениями и взглядами на жизнь; защита молодежи от действий, приводящих к подрыву нравственных устоев, идей терроризма и религиозного экстремизма, сепаратизма, фундаментализма, культа насилия и жестокости; повышение уровня правового сознания и правовой культуры молодежи [2], являются важными аспектами в деле воспитания гармонично развитых, устойчивых к проявлениям чуждых, реакционных, антигуманных идей.

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Section 13. Economics and management

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POLITICS OF ALTERATION OF MANAGEMENT OFBRANCH STRUCTURE OF INDUSTRY

Abstract. In the article examined necessity of structural public policy, foran optimal management by industry.
Keywords: Structure, politics, industry, management, industry.

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ПОЛИТИКА ПЕРЕСТРОЙКИ УПРАВЛЕНИЯ ОТРАСЛЕВОЙ СТРУКТУРЫ ПРОМЫШЛЕННОСТИ

Аннотация. В статье рассматриваются необходимость структурной государственной политики, для оптимального управления промышленностью.
Ключевые слова: Структура, политика, промышленность, управление, отрасль.

В условиях экономики управление размещением промышленности, обеспечивающее удовлетворение насущных потребностей населения, стала объективной необходимостью.

Управление и структуризацию промышленности следует проводить в отраслевом и территориальном разрезах. При этом оба направления должны быть осуществлены на базе новой тех-

ники и технологии и замыкаться в воспроизводственном процессе в целом.

Политика перестройки управления отраслевой структуры промышленности должна быть нацелена на изменение пропорции во внутреннем валовом продукте между добывающей и обрабатывающей промышленностью, а в рамках обрабатываюшей промышленности – отраслей тяжелой и легкой промышленности или трудоемких и наукоемких отраслей. Политика перестройки управления отраслевой структуры основывается на таких критериях, как сравнительные издержки производства; высокоэффективности инвестиций; способности отрасли к поглошению рабочей силы; увеличение доли конечного потребления при снижении промежуточного потребления; воздействию отрасли на окружаюшую среду; порождаемый ею инвестиционный эффект в смежных отраслях и экспортные перспективы.

В центре этой политики – отбор подлежащих развитию стратегических отраслей и отраслей, подлежаших свертыванию. В последнем случае надо учесть, что отрасли, которые сейчас кажутся процветающими в ближайшем будущем могут потерять свое место в отраслевой ранжировке, их место могут занять другие отрасли. Например, нерентабельные предприятия закрываются, чтобы, как утверждает либеральная теория, высвободить капитал и людские ресурсы, используемые неэффективно. Но было бы ошибкой считать, что этим дело ограничится. Убыточные предприятия были поставшиками и клиентами других предприятий. Эти последние, даже если они кажутся рентабельными, теряют источники своих поставок или свои рынки сбыта. Конечно, теоретически, они могли бы поискат другие источники и рынки. Но думать так значило бы допускать грубое упрошение. Именно, не обдуманная сегментация и ликвидация промышленных предприятий привели в свое время к усилению хаоса и кризиса в экономике республики, и особенно, рассматриваемого региона.

В своей политике государство также должно исходитъ из того, что вследствие офаниченности реальных возможностей для смены предприятием сферы деятельности в экономике может отсутствовать достаточно сильная заинтересованность в перераспределении производтвенных ресурсов в новые отрасли и сферы экономической активности. Для оптимального управления промышленностью необходима соответствующая структурная государственная политика.

В сфере структурной политики правительства наряду с влиянием, которое оказывает характер и степень предполагаемых изменений в системе налогообложения, налоговых льгот, плату за энергию, таможенной политике, важное значение будет иметь развитие законодательсьга об охране окружаюшей среды, в частности о возмещении убытков за загрязнение, а также законодательные акты об ответственности за выпуск недоброкачественной продукции, что повлияет на издержки предприятий, а следовательно, и на отраслевую структуру.

Традиционное исследование по управлению межотраслевых связей, по нашему мнению, должно включать в себя анализ производственных связей (анализ затраты – выпуск), баланс спроса и предпожения по отраслям и добавленной стоимости по распределению на зарплату и прибыль. Однако, чтобы определить степень управления отраслевой структурой промышленности всесторонне, в настоящее время к этому традиционному анализу необходимо добавить взгляд еще с одной точки зрения. Речь идет о необходимости учета сфер услуг и информаций [1].

Усиление связи управления отраслевой структурой промышленности страны с внешними условиями, причем не только количественное, но и качественное, составляет существенную особенность наших дней. С внешнеэкономической точки зрения отраслевая структура промышленности предстает как структура экспорта – импорта и собственных капиталовложенй за границей – инвестииий иностранных предприятий

внутри страны. И в этом вопросе экономика Республики Казахстан проделала значительное своеобразное развитие в период перехода к рыночной системе экономики.

Для выработки правильного комплексного подхода к совершенствованию управления размещением отраслей экономики в масштабе областей и районов необходимо выявить сущность понятий и категорий управления территориальной организацией производства. Под рациональным управлением промышленного производства можно понимать такую форму сочетания, как соподчинение и соотношение различных территориальных единиц (административных районов, городов, промышленных центров, промышленных узлов или специальных экономических зон, на которых размещено промышленное производство региона. В таком случае промышленное производство региона, имеющее свою территориальную структуру, образует целостную систему управления территориальной организации промышленности. Поэтому совершенствование управления размещением промышленности, поднимая роль одних территориальных единиц и снижая другие, преобразует всю промышленность, ее производственную специализацию. Важно также установить четкость в понимании категории «Региональная экономика», под которым академик Н. Н. Некрасов в своем фундаментальном труде «Региональная экономика» понимал союзную республику или экономический район [2]. С обретением государственного и политического суверенитета, бывшие союзные республики стали независимыми государствами и регионами теперь становятся их экономические районы, области, административные районы, города и др. территории. Именно поэтому мы вполне правомерно выделяем Южно-Казахстанскую область.

Для осуществления государственного управления на началах оптимального сочетания республи-

канских и местных интересов территория Республики Казахстан подразделяется на две основные категории – регионы и населенные пункты.

Территориально-организационная структура народнохозяйственного комплекса Казахстана как управленческая система в настоящее время воплощается в двух взаимосвязанных и относительно самостоятельных подсистемах: разномасштабных экономических районах (основой служит сетка крупных районов) и админиистративно-территориальных единицах.

В региональной экономике продуктом деятельности людей в результате совершенствования управления территориальной структурой должна стать рациональная территориальная структура промышленности. Под управлением размещении экономического района можно понимать рациональное сочетание различных территориально-промышленных образований, обеспечивающее высокую экономическую и социальную эффективность за счет наиболее полного удовлетворения рыночных потребностей в продукции и услугах на основе углубления территориального разделения труда и размещения производства, рационального использования природно-экономических ресурсов и тесных транспортно-экономических связей. Отсюда следует утверждение, что управление размещением общественного производства есть совокупность мер по формированию многосторонних, относительно устойчивых связей и отношений в системе общественного производства, обусловленных территориально дифференцированным и специфически локализованным (прикрепленным к определенным территориям) развитием отдельных элементов системы, так и их территориальных сочетаний. Здесь следует отличать рациональную территориальную структуру управления промышленностью различных по таксонометрическим уровням систем: суверенной республики, экономического района, области, административного района, города и т.д.

В основе управления территориальной структурой промышленности лежат объективные экономические законы, общие, свойственные всем общественным формациям и специфические, отражающие особенности рыночных и других отношений. Причем в основе управления отраслей промышленности лежат закон отраслевого разделения труда, а в основе территориальной структуры – закон территориального разделения труда. Однако эти законы взаимосвязаны и взаимообусловлены единством общего закона разделения труда. В этом смысле отрасли всегда находятся и развиваются в рамках определенной территории. Поэтому отраслевая и территориальная организация производсгва неальтернативны, это не две взаимоисключающие, а две обязательные, взаимосвязанные, взаимодействуюшие формы организаии общественного производства [3].

Для осуществления практических мер по совершенствованию управления территориальной структурой промышленности должна вырабатываться территориапьная структурная политика. В основе ее должны лежатъ важнейшие цели и принципиальные направления их достижения. Некоторые ученые вкладывают в понятие структурной политики несколько иное толкование, понимая под ней систему мер, направленных на планомерное подчинение общественного производства каправлениям и тенденииям научно-технического прогресса, изменениям общественных и индивидуальных потребностей. Мы считаем, что это определение недостаточно полно раскрывает целевую направленность политики. Под территориальной структурной политикой в промышленности республики нами понимается деятельность государственных органов, научно-исследовательских организаций по выбору и обоснованию приоритетов, конкретных задач и принципиальных направлений достижения рациональных территориальных пропорций в воспроизводстве промышленного продукта с учетом потребностей регионального, национального и мирового рынков.

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THE MAIN DIRECTIONS IN THE FIELD OF DEVELOPMENT OF ORGANIC AGRICULTURAL PRODUCTION IN THE REPUBLIC OF BELARUS

Abstract. Organic farming is a system of crop, livestock and fish farming, which focuses on environmental protection and the use of environmentally friendly and safe housekeeping practices. Producers of organic products are adopting environmentally friendly methods of agricultural production and modern scientific knowledge in the field of ecology. Producers seek to maximize the ecosystem for the long term, improve its productivity and product quality, protect the environment and as a result – improve the quality of life.

Keywords: agriculture; organic farming; organic products.

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ОСНОВНЫЕ НАПРАВЛЕНИЯ В ОБЛАСТИ РАЗВИТИЯ ОРГАНИЧЕСКОГО СЕЛЬСКОХОЗЯЙСТВЕННОГО ПРОИЗВОДСТВА В РЕСПУБЛИКЕ БЕЛАРУСЬ

Аннотация. Органическое сельское хозяйство – это система земледелия, животноводства и рыбоводства, в которой особое внимание уделяется охране окружающей среды и использованию экологически безопасных методов ведения хозяйства. Производители органической продукции берут на вооружение экологически чистые методы производства сельскохозяйственной продукции и современные научные знания в области экологии, стремясь тем самым максимально оздоровить экосистему на долгосрочную перспективу, повысить ее продуктивность и качество продукции, защитить окружающую среду и как следствие – повысить качество жизни.

Ключевые слова: сельское хозяйство; органическое сельское хозяйство; органические продукты.

Органическое сельское хозяйство стало привлекать к себе внимание в более широких масштабах в 60-х гг. XX в., когда производители и потребители поняли, что объемы химикатов, применявшихся в земледелии и животноводстве, способны нанести вред здоровью человека и окружающей среде. С тех пор оно успело сложиться в более целостное и организованное движение, а к сегодняшнему дню превратилось в самый динамично развивающийся продовольственный сектор в мире [1].

Органическое сельскохозяйственное производство в последнее время имеет ряд важных развивающихся направлений: экологически чистое, социально направленное и экономически выгодное (рисунок 1).
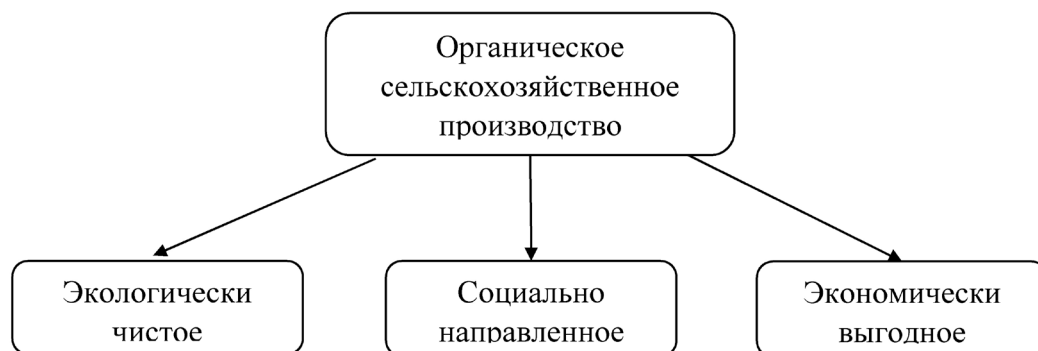
Рисунок 1.– Преимущества органического сельского хозяйства

Экологическое направление развития органического сельскохозяйственного производства

Современные традиционные сельскохозяйственные методы, нацеленные, главным образом, на получение высоких урожаев, не предусматривают практически никаких мер по гармоничному взаимодействию с окружающей средой и ее сохранению. Подобная практика способна привести к широкомасштабной деградации окружающей среды, последствиями которой чаще всего бывают эрозия почвы, загрязнение воды, почвы и воздуха, потеря биоразнообразия и опустынивание [2, с. 127].

Органическое сельское хозяйство, напротив, использует индивидуальный подход к землепользованию, когда упор делается на сохранении природной экосистемы земельного угодья при сниженном энергопотреблении и уменьшении рисков загрязнения, характерных для привычных сельскохозяйственных подходов. Органические сельхозпроизводители поддерживают и приумножают плодородие почвы через многокультурные системы земледелия, севооборот, использование органических удобрений и минимальную обработку.

Фермеры-органики полагаются на живую природу, черпая в ней средства для опыления, борьбы с вредителями и поддержания плодородия почвы. Отсутствие синтетических пестицидов способствует улучшению природных местообитаний птиц, насекомых и почвенных микроорганизмов.

Более того, в органическом сельском хозяйстве запрещается использовать генетически модифицированные организмы или подобную продукцию, включая растения и животных. Согласно принципам органического производства, использование ГМО представляет собой искусственное вмешательство в генофонд культурных растений, животных и микроорганизмов. В итоге, отказ от ГМО является условием для всех этапов производства, переработки и транспортировки органической продукции [4, с. 112].

Четыре фермерских хозяйства в Республике Беларусь (в частности в Гродненской и Минской областях) перешли на европейские стандарты в ведении органического сельского хозяйства благодаря пилотной инициативе в рамках масштабного проекта «Содействие переходу Республики Беларусь к «зеленой экономике», реализуемого Программой развития ООН в партнерстве с Министерством природных ресурсов и охраны окружающей среды Республики Беларусь [3].

Социальное направление развития органического сельскохозяйственного производства.

Органическое сельское хозяйство может оказывать значительное социальное влияние. Органическое производство способно привести к росту

возможностей трудоустройства среди сельского населения. Потребности в дополнительной рабочей силе варьируются в зависимости от возделываемой культуры и конкретного хозяйства. Во всём мире площади, отводимые под экологическое сельское хозяйство, растут. И в Беларуси наметилась тенденция на укрупнение хозяйств, некоторые из них занимают 400–500 га [3].

В целом, однако, для управления органическим хозяйством требуется на 10–20% больше рабочей силы, чем для обычного. Производство органических продуктов ведет к развитию сельских районов. Например: крестьянское фермерское хозяйство «ДАК» (Минская область, Дзержинский район, д. Тявлово) – это 100 га земли, из них 8 га занимает лес и 60 га – пахотные земли [5]. Сейчас хозяйство имеет единственный органический сертификат – на растениеводство на этих посевных площадях. Земля обрабатывается по биоорганической технологии, без применения химикатов и минеральных удобрений. В хозяйстве работают две доярки, ветеринарный врач и заведующий фермой, 4 человека заняты переработкой молока. В сезон общее количество работников достигает 15 человек [6].

Многие органические хозяйства также используют принципы честного предпринимательства в отношении труда и социальной защиты. Реализуя права трудящихся в сфере органического сельского хозяйства, производители органической продукции соглашаются с введением социальных и трудовых стандартов.

Защита потребителя – еще один краеугольный камень органического сельскохозяйственного производства. До сих пор потребители плохо ориентируются в маркировке: «экопродукт», «био», «натуральный», «органический», «зелёный». Если маркировка будет законодательно унифицирована, то это внесёт ясность и для производителя, и для покупателя.

Потребители отдают предпочтение органическим продуктам перед произведенными традиционным способом, так как знают, что производство

органической продукции осуществляется без применения синтетических пестицидов и удобрений и благотворно воздействует на окружающую среду.

Маркетинговые исследования среди городского населения Беларуси показали, что люди заинтересованы в приобретении органических продуктов, причём они готовы платить за них больше. По словам специалистов, всё взаимосвязано, и производители выращивают то, что согласны покупать потребители. В Беларуси фермеры в большей степени занимаются овощными культурами и в меньшей – органическими продуктами животного происхождения [1].

Экономическое направление органического сельскохозяйственного производства.

В течение последнего десятилетия органическое сельское хозяйство испытывает небывалый экономический подъем.

В основном, увеличение спроса связано с растущей тревогой потребителей по поводу безопасности пищевых продуктов, производимых общепринятыми способами, и пренебрежением этическими принципами в промышленном сельскохозяйственном производстве. В свою очередь, сельхозпроизводители осознали, что потребители готовы платить более высокую цену за продукты, выращенные органическим способом.

Поэтому производители органической продукции должны тщательно разрабатывать эффективные планы выхода на рынки и получать сертификаты, признаваемые в тех странах, где они собираются продавать свою продукцию.

Сегодня органическое сельское хозяйство – самый динамично развивающийся продовольственный сектор в мире, как в плане землепользования, так и по объему рынка, несмотря на сдерживающие моменты, связанные с тем, что еще недавно его не существовало вообще. При этом темпы роста продаж органическихпродуктов за последние десять лет колебались в пределах 20–25%.

Органические методы могут применяться для производства как пищевых продуктов и рас-

тений, так и нетрадиционной сельскохозяйственной продукции. Сюда входит не древесная лесная продукция (НДЛП), то есть орехи, грибы, плоды, травы, мясо дичи, а также сырье растительного и животного происхождения, идущее на лекарственные или косметические цели.

Потребители приобретают органические продукты потому, что процесс их производства соответствует определенным стандартам, которые гарантируют экологическую безопасность и отсутствие искусственных добавок. В современных условиях развития потребительского рынка при выборе продукции покупатель руководствуется в первую очередь информацией о составе товара (39%) и ценой (28%). Важно для них и наличие на этикетке различных знаков подтверждающих качество и безопасность товара (19%), а также удобство использования и употребления (13%) [1].

Органическая сертификация дает гарантию соответствия товара этим стандартам, играя важнейшую роль в завоевании доверия потребителя и расширении рынка органической продукции.

Производство органических продуктов способствует укреплению конкурентоспособности белорусской продукции на национальном, мировом рынках, формированию в Республике Беларусь перспективного рынка органической продукции за счет обеспечения независимости производителей от закупки средств производства (удобрений, средств защиты растений и др.), отказа от использования ГМО, обеспечения высокого качества производимой продукции. Развитие «органического» производства на фоне растущего платежеспособного спроса на органическую продукцию за рубежом, зарождения такого рода предпочтений на внутреннем рынке позволит сформировать некую опору, основываясь на которой сельскохозяйственное производство в Республике Беларусь может стать качественно новой и динамично развивающейся отраслью экономики.

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"BLOCKCHAIN" IN THE FINANCIAL SYSTEM

Abstract. This work is dedicated to analysis of blockchain technology, which is able to improve existing financial system and help companies to cut losses related with main business-processes.

Keywords: blockchain, financial system, new technology.

The invention of the blockchain technology in 2008 divided the world into "before" and "after". Interest to blockchain takes place due to gradual implementation of this technology in world-wide organizations and concerns from governments.

We will consider other variants of blockchain use in financial industry and examples of successful implementation. Finally, we will try to give a prognosis for a few years.

Globalization, the erosion of borders in global industries and the high risks associated with financial activity, force enterprises to rethink their working models and create new ones, involving advanced technologies. Without a single reliable technology that would ensure transparency of operations, existing systems are vulnerable to errors, slow transactions, misinterpretation, disputes and even fraud. Solving the above problems and avoiding the risks to date is capable of Blockchain technology.

Blockchain is a digital transaction register that allows you to significantly reduce the cost and complexity of the company's financial business processes. The system consists of a peer-to-peer distributed register architecture that simplifies the creation of high-performance business networks where it is practically possible to track and sell any value without requiring centralized control. Innate features of blockchain contribute to trust, accountability and transparency, and also simplify the business processes of the organization. [1]

As you know, the greatest popularity of blocking technology was brought exactly by bitcoin. After the bitcoin course began to grow unexpectedly, people began to be interested in the blockbuster. But crypto-currencies are by far not the only example of using the technology of decentralized information transfer.

One of the most actively developing areas of this technology are smart contracts. Smart contracts are a new way of making deals. Thanks to the introduction of the machine in this process, the parties can be assured of the correctness and correctness of the transaction.

The process is as follows: the parties sign the contract, after which the programmed algorithm makes decisions. If one of the parties fails to fulfill the conditions, the contract can interrupt the operation on its own, while returning the funds to the participants.

By 2017, the impact of this technology has spread to Russia. In 2016, M–Video implemented a blocking system, which reduced costs by 30 million rubles. [2] Algorithms were able to replace the activities of people involved in the processing of financial transactions. In addition, the company was able to shorten the delivery confirmation time due to simplified operations. If before the operation took 3 days, then now it is realized in one hour.

In October 2016, FAS in conjunction with Sberbank launched a project to exchange documents, based on blockchain technologies. This system is called Digital Ecosystem. In addition to Sberbank,

such organizations as Aeroflot, Russky Ugol, Forte-Invest took part in the project [3].

According to representatives of the Federal Antimonopoly Service, the introduction of Digital Ecosystem will speed up the process of transferring information and documents between organizations, reduce the number of duplicated information, reduce human resources and time costs, and increase the transparency of transmitted information.

These functions are currently being actively implemented using cloud-based data storage and distribution.

The main disadvantage of the cloud approach is that all information is centralized from one provider.

The advantage of Digital Ecosystem in this matter is the fact that information is stored with all partners, which allows to achieve trust not only to the system, but also between business and the state.

The first Russian block deal was conducted between S7 and Alfabank. S7 conducted settlements with the counterparty using Etherium technology, using 2 smart contracts that work with each other. Because of the successful operation, the companies plan to continue cooperation using blocking technologies. The global financial system moves trillions of dollars a day and serves billions of people [4].

But it is rife with problems, increasing costs through fees and delays, creating congestion through redundant and onerous documents and opening up opportunities for fraud and crime. For example, 45% of financial intermediaries, such as payment networks, stock exchanges and money transfer services, are subject to interventions by fraudsters every year; which is 37% for the entire economy, and only 20% and 27% for professional services and technology sectors, respectively. Not surprisingly, the losses associated with economic crimes continue to grow and remain a major concern for banks. These problems, in turn, increase the cost, and consumers ultimately have to "pay" for the imperfection of the system.

At the end of 2016, the Chamber of Digital Commerce, representing the block industry industry, in cooperation with Deloitte, providing consulting and audit services, presented a document revealing the use of blocking for business and its financial activities. In their opinion, the development of this technology will take its turn in 2017 [5].

Nowadays, the following features are available for using blocking technology:

1. Automated control over data. For example, all registrations in the Uniform Commercial Code can be digitized, and all updates and recordings are automated. The benefits include reduced costs for legal services, automation in tracking loans and data management.

2. Automation of business processes of companies that issue shares: automatic payment of dividends, division of shares and liability in private companies. Thus, an undeniable advantage is the ability to digitize transactions with securities.

3. Simplify the financing of international trade transactions. Automated dispatch of letters of credit and initiation of trade transactions can increase the effectiveness and speed of approval of payments, ensure the minimization of risks of procedures for buyers, suppliers and financial organizations.

4. Optimization of over-the-counter financial agreements for transactions with derivatives. With the use of smart contracts, it is possible to assess the existing situation in real time. The difficulty of applying the technology can be document circulation, completely based on paper documents.

5. Accounting at the enterprise. A key feature here will be the accuracy and transparency of the provided data on the organization's finances. Standards, which are dictated by blocking technology, simplify not only financial, but also audit reporting and minimize the costs associated with data management.

6. Optimization of supply chains. Providing visibility of movement of supplies in real time. The advantages are minimized by reducing the incidence of fraud and theft risks. Due to the fact that the block can be used in various industries and organizations, and interest in it is only growing, we can assume several

areas where these systems will be most actively used. First of all, smart contracts only gain popularity. Algorithms of contracts will facilitate the transparency of transactions and regulate contentious issues. Another important branch of the block is the electronic document circulation. Because of the reliability and transparency of the systems, many organizations will want to use these technologies to store and process data [1].

FAS plans to implement its system for the first quarter of 2019. By the end of the 2018, it is planned to attract other firms, which will significantly simplify the document circulation and contribute to the trust between business and the state. The initiative of S7 and Alfabank can spread to other firms. Since the process of communication between the bank and the client will take a little time, and the reliability will increase, then the credit operations will be simplified. Speaking about long-term forecasts, it is possible to single out the introduction of blockage into the election system. People will not have to go to polling stations, it will be enough to go to the website and vote for the right candidate, and the application based on the detachment will regulate the votes of the voters. Many state organizations will switch to blockchain, as a result of which many payments and taxes will be made automatically. Progress in data analysis and big data will facilitate the automation of rational solutions based on user behavior. Sellers will be able to predict the trends in demand for various goods and to increase sales on the basis of this data.

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ALBANIAN INSURANCE MARKET FACING GLOBALIZATION

Abstract. Globalization is the process of integration and interaction of people, companies and governments around the world. This complex process that is provided by the exchange of views, products, ideas and other cultural fields worldwide has a powerful impact in different areas of human existence and society. The Globalization of the insurance market, as part of the overall process of liberalization in developing countries and in other countries, has enabled foreign insurance companies to get inside those countries by having mutual benefits.

Keywords: globalization, Albanian insurance market, global insurance, international reinsurance companies, Insurance Core Principles (ICP).

Introduction

Globalization in the economic field and the worldwide increase of interdependence between people affects us indirectly in the insurance and re-insurance market by allowing the creation of a 'global provider '. That is why the globalization of the world economy promotes the globalization of insurance and reinsurance. The risk of spatial distribution creates the need for international co-operation. Insurance companies offer international services in the form of risk insurance in foreign countries, they create companies abroad or buy foreign insurance companies. Globalization in insurance and reinsurance market allows the diversification risk by cost reduction. Many countries are moving away from protectionist policies and state control on market access, especially in the insurance field and other financial services.

The demographic changes are also another important reason for interfering with international insurance and reinsurance companies. So, we can say that the globalization of insurance and reinsurance business depends on the challenges that the providers and reinsurers face in their local markets [1, 97].

The insurance sector is deeply linked with the trends of globalization. The outcomes of trade policies, the environmental problems, the global health pandemics, the instability of financial market, the terrorist attacks and the security problems will influence on individuals, companies and governments that have security policies [2].

2. Influences of globalization in the insurance market

Globalization has affected insurance markets and insurance companies around the world. Below are the points affected:

a) The competition in the insurance market

The local insurance companies with the influence of globalization began to face a widespread competition. Now they have the opportunity to choose between a wide range of products and services that are most suitable to their individual requirements. To reinforce a competitive advantage, insurance companies have optimized their proposals, and this may range from improved coverage to the reductions of the premiums.

b) Increasing opportunities

With the globalization, the consumer's demand changes and their needs become more diverse. The

Greater the globalization, the more investment opportunities abroad, and consequently more investment plans. Globalization also causes immigration increases. There are more people within the population that will seek to enroll for insurance products, and thus more opportunities of doing business.

c) New trends in the insurance industry Insurance companies are also beginning to experience centralization processes, thanks to partnerships with banks and reinsurance companies, as well as mergers with smaller or larger competitors. There is an increase on types of services and insurance products. For example, we are seeing more security products for new risks, such as the risk of the information, the political menace, security risks and even military risks. While Financial Tech is changing the banking world, Insurance Technology is transforming the industry.

d) The growth of consumer demand for insurance

As more and more foreign insurance companies enter a local insurance market, customer awareness tends to grow. Their knowledge on potential insurance and investment plans becomes higher. It seems that this creates a demand for more products. Some countries are experiencing higher economic output due to globalization and international market. The economic growth in these countries has increased affordability, allowing most consumers to enter in higher insurance and investment plans.

e) Increase customer satisfaction

With globalization, there is a renewed focus on customer satisfaction and confidence. While consumers receive information and education about insurance products, the need to gain their confidence and build strong relationships is high. In the name of competition, insurance brands are making additional efforts to provide better products and clearer communications, aiming fulfillment of the expectations of domestic and international customers.

f) The improvement of the regulatory system and governance

Many countries are leaving protectionism and state control and are taking a more market-oriented approach, especially in insurance services and opening their markets up to foreign companies. The process of globalization of insurance is largely affected by the GATT / WTO (General Agreement on Tariffs/Fees and Trade (GATT) and the World Trade Organization (WTO). A major break was achieved in 1997 with a liberalization of financial services agreement, where 102 countries pledged to lift entry barriers and liberalize their markets. The GATTS agreement provides legal security and protection for global insurance players.

Meanwhile, regulatory authorities around the world have mandatory activities based on the Insurance Core Principles (ICP), which are the standard observations announced by the International Association of Insurance Supervisors (IAIS), a member of which is also the Financial Supervisory Authority (FSA) of Albania.

3. The challenges and the development of the Albanian insurance market in the globalization era

The challenge of liberalization, considered as the main pillar in the market of economy, this system that Albania decided to apply since 1992, the Albanian Parliament responded with the approval of the Law 8081, date 07/03/1996 based "On insurance and / or reinsurance activity", creating the necessary legal infrastructure for the establishment and development of the insurance sector in Albania. It was precisely this law that opens the way for private initiatives in this important sector of the financial market and defined its rules and its standards of development.

In 1998, the Insurance Supervision Committee was established with the liberalization and the surveillance of insurance market. It was precisely this institution, which in 1999 licensed the first 100% domestic private insurance companies. Being in a developing market, its performance grew gradually. In its first five years, 5 insurance companies operated with about 54 branches and 560 agencies throughout the Albanian territory. The modest level of pre-

miums in voluntary life insurance is suitable for this period of time with the lack of culture and tradition in the insurance sector as well as the national economy as a developing economy where the raising per capita income remains a challenge. Although not in a very favorable climate for this business, in response to the maximal and professional engagement of the insurance market players, this market began to extend its presence and activity outside the territory of Albania, specifically in some regional markets such as Kosovo and Macedonia.

In 2004–2005 the market of licensed insurance companies operating in the market was increased by double. Precisely in this period we also have a novelty, the creation of life insurance companies.

It is worth mentioning that a special importance in the insurance history has the presence of international financial institutions in the Albanian insurance market. Nowadays, important financial institutions operating as partners of Albanian insurance companies are: the BERZH and IFC were partners of the INSIG insurance company, Vienna Insurance Group is SIGMA insurance company, INTERALBANIA insurance company and INTERSIG insurance company partner, UNIQA Group is SIGAL insurance company partner.

In 2006, taking in consideration and evaluating the interconnection of many elements of development, reporting and monitoring of different sectors of non-

banking financial market, the Financial Supervisory Authority was established. This institution would create the necessary legislative-technical infrastructure for the development and the supervision of the activity in companies that will operate in: the insurance sector, private retirements and other securities.

We can say that the existential parts of the insurance market will be the union of insurance companies in the Albanian market with the Association of Albanian Insurers.

Given that insurances are still a novelty for Albanian society and institutions, most of people are not well-informed of the necessary information for their importance, the process and the benefit that comes from an insurance contract. This means that the actors of this market should stimulate the education of society on the productivity and the benefits of a security process.

This process is long, difficult and requires strong engagement from both, the insurance companies operating in the market and those of the state bodies that draft and approve the policies that affect the Albanian insurance market [3].

Based on the statistical reports published by the Albanian Financial Supervisory Authority (AFSA), the main developments in the insurance market for the last two periods, January – October 2017 and January – October 2018 have been analyzed and compared below.

Table 1. – Gross written premiums for life and non-life activities
in Albania (Value in thousand ALL-Albanian lek)

January – October	2017	2018
Life Activity	945.928	904.520
Non-life Activity	12.089.521	12.798.832
Reinsurance activity	40.644	44.049
TOTAL	13.076.094	13.747.401

Source: FSA, Statistical report, October 2018

It is noted that in January-October 2018 the insurance market had an increase of 5.13%. Specifically, the volume of gross written premiums increased by ALL 671.307 thousand, reaching the figure of ALL 13.747.401 thousand. The number of contracts reached 1.068.456 from 1.017.369 in January-October 2017. recording an increase of 5.02%.

The volume of gross written premiums in the Non-Life business grew to ALL 12.798.832 thousand, which indicate an increase by 5.87% compared to January-October 2017.

The number of non-life insurance contracts reached to 961.678, marking an increase of 7.64% compared to January-October 2017.

During January – October 2018, a total of ALL 4.666.838 thousand, damage was paid, 2.92% more than during January – October 2017.

Our life experience encourages us in analyzing the sufficiency of the products currently in the insurance market. For the current stage of the demand / offer curve of the current insurance market, we can say that it is in full coherence, but rather in the perspective of its long-term and medium-term action plan, being an indivisible part of globalization and influence and with the increase of knowledge, awareness and the demands of the population, we are towards the diversification and enhancement of games for the insurance products.

Naturally, the question that arises is: How does Albania apply global insurance standards?

Albania has gradually opened up to world markets and changes in the world of insurance regulation by causing us changes into our "less demanding world". The insurance market in Albania is relatively small, even the Albanian Financial Supervision Authority itself. It is a small organization that has been tasked with regulating and supervising the insurance market, the securities market, the market of private funds for retirement, and every other non-bank financial activity.

We pursue and aim to meet global insurance standards. Concretely, the self-assessment of ICP implementation has been concluded that, based on the legal and regulatory framework in power, we fully or substantially meet half of these standards, but still partially implement or not apply the rest.

The recent crisis has given us a good lesson in terms of the importance of financial regulation and particularly in the enforcement of rules and stan-

dards. For this reason, the FSA also proposed changes to the AFSAs law and submitted it to the government in December 2012 with a view in strengthening the independence of the regulatory authority. It is important to understand the support of the regulatory authorities, including the FSA. This is not a privilege that benefits only AFSA to accomplish their goals but these benefits are also for the financial market and for the whole society [4].

4. Conclusions

– Insurance is an integral part inside a country's economy and a strong point of its financial market. Therefore, the waves of globalization have had a profound impact on the insurance market all over the world.

– Globalization of the insurance market, as part of the overall liberalization process in developing countries and elsewhere, has enabled foreign insurance companies to enter these countries by having cross-cutting benefits.

– Globalization affects in the insurance market in six main directions:

competition in the insurance market, increased opportunities, new trends in the insurance industry, increased customer demand for insurance, increased customer satisfaction, improved regulatory system and government.

– Insurances are still a novelty for Albanian society and institutions. This means that the actors of this market should stimulate the education of the society on the productivity and the benefits for the security process. This process is long, difficult and requires strong engagement of both insurance companies operating in the market but also even the state organizations itself.

– The expected positive effects of globalization such as well-being and development cannot come spontaneously but will emerge if the economies of the states all over the world will know how to absorb them through national and sectional policies.

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CROWDFUNDING: TODAY AND TOMORROW

Abstract. In modern conditions of economic development, the search for new ways to finance projects is relevant. One of the modern methods is crowdfunding. The article gives an understanding of the current state of this method of financing and its place among other sources.

Keywords: crowdfunding, financing, project financing, crowdfunding platforms, investments, investors.

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КРАУДФАНДИНГ: СЕГОДНЯ И ЗАВТРА

Аннотация. В современных условиях развития экономики поиск новых способов финансирования проектов является актуальным. Одним из современных способов является краудфандинг. В статье дано понимание текущего состояния данного способа финансирования и его места среди других источников.

Ключевые слова: краудфандинг, финансирование, финансирование проектов, краудфандинговые площадки, инвестиции, инвесторы.

Краудсорсинг объединяет в себе два слова crowd – «толпа» и sourcing – «использование ресурсов», т.е. для решения поставленной задачи используются знания, умения, навыки и опыт широкой аудитории людей, что возможно с развитием Интернета.

В модели краудфандинга присутствуют три участника: автор проекта, потенциальный инвестор (спонсор) и краудфандинговая площадка (платформа).

Автор проекта и спонсор, это широкий круг лиц от частного лица до представителей как малого и среднего бизнеса, так и крупных корпораций. Краудфандинг для инвесторов и предпринимателей, является инновационным инструментом инвестирования и привлечения финансирования, обладающий рядом преимуществ перед традиционными способами (кредит в банке, IPO, банковский депозит, инвестирование в акции и облигации посредствам биржи и пр.), такими как широкий охват аудитории, быстрые сроки привлечения капитала, низкие минимальные требования к объему капитала, более низкие издержки на привлечение средств (экономия трансакционных издержек), экономия на посредниках, возможность выбора конкретного проекта для инвестирования, реализуется с помощью интернет технологий (глобальное пространство финансирования).

Краудфандинговые площадки – специализированные Интернет-сайты для анонсирования проектов и сбора средств, который появились в связи с развитием Интернета, глубоким проникновением информационных технологий в общественную

жизнь, повышением их доступности и технологической зрелости [1]. Краудфандинговые площадки дали возможность тысячам людей представить свои идеи и воплотить их в жизнь с помощью финансирования потенциальных инвесторов, а потенциальным инвесторам получить бонусы, в виде подарков, пред заказов и скидок на спонсируемый товар и пр.

В 2012 году появились две краудфандинговые платформы в России- Planeta.ru и Boomstarter, которые на сегодняшний день являются крупнейшими в стране. Основное направления площадок: бизнес; благотворительность; дизайн; фотография; еда; игры; кино; видео; литература; журналистика; музыка; наука; технологии; обучение; общественные инициативы; путешествия; социальное предпринимательство; спорт; театр и пр.

Российский рынок краудфандинг проектов очень скромный по сравнению с зарубежным. Суммарно две отечественные площадки на сентябрь 2018 г. запустили 10085 проектов и успешно привлекли денежных средств в сумме 409890 846 руб., по сравнению с американской краудфандинг площадкой, запустившей, так же по данным на сентябрь 2018 г., 416699 проектов и успешно привлекшей средств в сумме 3450 000000 дол. разрыв является колоссальным.

Хотя рынок краудфандинга стремительно растет, но в нашей стране пока не превратился в значимый источник средств для бизнеса, так как спонсоры предпочитают поддерживать благотворительные и культурные проекты.

Одной из причин малого количества товарных проектов является не заинтересованность краудфандинг площадок в привлечении спонсоров, обычно менеджеры площадок рассказывают предпринимателям, на различных проводимых им мероприятиях, как площадка может быть полезна, таким образом возникает большой поток проектов, но по факту спонсоров не так и много и большинство проектов не собирают заявленных сумм. На данный момент на отечественных площадках самому автору проекта приходится приводить аудиторию на площадку, что приводит к тому, что и хороший по своей идеи проект, не набирает заявленной суммы, так как был слабый маркетинг.

Каждый человек, добровольно вносящий определённый вклад в деятельность какой-либо компании, сообщества, группы, уже не может равнодушно относиться ни к данному производителю, ни к тому, что он непосредственно создает, т.е. потребитель становится их пропагандистом, сторонником, негласным маркетологом [2].

На основании изученных исследований авторов в области краудфандинга можно сделать вывод о том, что формы краудфандинга зависят от способа вознаграждения спонсоров, так как все краудфандинг площадки работают по двум методам вознаграждения: не денежный и денежный.

1 форма краудфандинга – не денежная, которая предполагает любое вознаграждение кроме денежного соответственно и подразделяется на:

– добровольное пожертвование – используется для реализации социально значимых проектов, не имеет компенсации, используется вознаграждение в виде письма с благодарностью, мотивацией для инвесторов является участие в реализации проекта, который имеет моральную ценность;

– материальная – используется вознаграждение в виде материальных ценностей, например, билеты в кино, на спектакль, экскурсия, футболка, кружка и пр., то что не связано на прямую с финансируемым продуктом;

– предпродажная – прежде чем, появится на рынке распространяется среди всех, кто участвовал в его финансировании, размер инвестиций равен цене продаж продукта, цена которого может быть скорректирована на сумму пред заказа (например, 10% скидка и прочее)

Материальная и предпродажная форма краудфандинга на данный момент является самой популярной формой привлечения инвестиций, инвестор верит в идею проекта и готов поддержать ее материально, а в знак благодарности получает

материальную ценность, либо сам заявленный продукт, либо что-то отвлеченное, но не менее приятное для инвестора.

2 форма краудфандинга – денежная, которая предполагает финансовое вознаграждение инвестора и подразделяется на:

– кредитная или «народное кредитование» – это форма краудфандинг инструмента по привлечению инвестиций более всех похожа на банковский кредит. В ней заемщик так же выплачивает проценты на привлеченные инвестиции, только инвесторами служат разрозненные группы лиц, а не банковская организация. В качестве основного преимущества для кредиторов выступают более высокие ставки и сама возможность предоставления займа в широком спектре отраслей. Преимущества для заемщика выражается в более низких тарифах и удобстве получения кредита;

– акционерный – инвестор вкладывает деньги в компанию, а взамен получает долю в уставном капитале посредством ценных бумаг. Как правило это не большие и только начинающие свою деятельность компании, соответственно данная форма краудфандинга связана с рисками как для инвесторов, так и для самой компании, так как затрагивает организационно-правовую форму компании. Формируется большое количество держателей ценных бумаг, которые делятся на тех, кто может повлиять на деятельность компании, инвестирование в акционерный капитал компании, и на тех, кто получает право на часть прибыли компании, инвестирование в привилегированные акции [3].

Таким образом, хотя рынок краудфандинга с каждым годом растет, но пока рано говорить об использовании данного способа инвестирования для создания продуктов, так как продукты, которые предлагают авторы проектов не оригинальны и можно приобрести за рубежом, что является так же показателем российской экономики, в которой лучше развита купля-продажа, чем производство.

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IMPLEMENTATION OF FOREIGN EXPERIENCE IN SECURING THE STATE'S ECONOMIC SECURITY: PRIORITIES FOR UKRAINE

Abstract. In the article the experience of the leading countries of the world with strong national economies such as Germany, USA, Japan, and China has been analyzed. The research has made it possible to distinguish between the key elements of ensuring the country's economic security: a strong national economy, the prevalence of exports over imports, minimization of international loans, etc.

Keywords: state policy, state's economic security of the, national economy, national economic interests.

Economic security is a key component of the national state's security, whose strengthening will contribute to protection and realization of the state's national interests. In Germany, as in Ukraine, there is no separate law regulating the issue of ensuring the state's economic security [1, p. 212]. However, there are a number of normative and legal acts that define the conditions for ensuring national security and, as a separate component, economic security. The difference is that in Ukraine the authority to coordinate state policy on the protection of Ukraine's economic security belongs to the President of Ukraine, and in Germany, to the Federal Chancellor. Both Germany and Ukraine, has a very favorable geopolitical location and borders a number of neighboring countries, which contributes to the priority of the export industry. Common to both countries is that the instrument in achieving the necessary level of economic security is the stabilization of the national economy through a series of measures, including the harmonization of market relations and the weight of export policy. The state regulation of the sphere of economic security for both countries is characterized by the search for measures to prevention and strengthen the counteraction to threats to national interests, especially in the key economic sphere. Along with this, the Government of Germany emphasizes the need for foreign policy autonomy and minimization of political and economic dependence on other countries. Analyzing the peculiarities of state policy on ensuring economic and national security as a whole, it should be noted that improvement of the mechanism of protection of Ukraine's economic security would be expedient and effective by implementation of a number of steps in the economic sphere, in particular: 1) strengthening the role of the Armed Forces of Ukraine as a key player in ensuring national security in all spheres, especially with regard to external relations and the integrity of state borders; 2) settlement of imbalances regarding the development and operation of economic entities in various spheres of the economy through protection of small and medium-sized businesses in Ukraine through the improvement of the regulatory framework, especially as regards tax legislation; 3) minimization of state's energy dependence and accelerated search of alternative sources of necessary resources.

Germany's economic security is based on a strong and stable national economy, which, at the rate of the state budget, is equivalent to the economies of the United States, China and Japan. A characteristic

feature of the process of ensuring economic security in the country is cooperation with business and scientific structures to ensure national security

It is worth taking into account the experience of ensuring the economic security of the United States of America, which is based on the objective need to protect and implement national interests, especially in the economic sphere. US economic security is not formulated, but it is part of the state's national security as a separate and integral issue in conceptual and strategic documents and regulations. In the 2018 United State's Strategy is noticed that economic security is a key component of national security and is ensured by a qualitative combination of foreign and domestic policy in order to stabilize the national economy of the state.

It should be emphasized that the strategic document contained detailed groups of national interests of importance, since national interests are in a clear hierarchy at the level of importance for society and the state as a whole. The first group of vital interests includes the economic interests represented in the form of the necessary level of well-being of the population of the country, the protection of the most important spheres of society and the state, namely, public finance, energy and infrastructure. The policy of the US government is also characterized by balancing the interests of the center and states through improvement intergovernmental transfers. Along with this, the state actively interferes with the market relations of business entities for the sake of transparency and support of small and medium-sized businesses in order to improve the socio-economic climate of society and to satisfy the interests of households.

"Economic security – is a national security". This is how the second section of the 2018 USA National Security Strategy begins [2]. Economic prosperity is essentially the basis of economic security and depends on an effective regulatory framework for the transparency and stability of market relations. The United States and Ukraine have common guidelines

for state policy in the field of economic security in terms of reducing external and internal debt, improving tax policy and the need for support of education. Also existing investment mechanisms need to be refined to optimize trade policy in combination with the prevention of unfair trading. The issue of combating corruption in the domestic and foreign markets also needs constant attention. A characteristic feature of both the USA and Ukraine is the necessity to strengthen the protection of the energy sector and to find possible alternatives to energy resources. It is this industry that makes the country vulnerable and dependent on the supplier country, which may also interfere with the process of formation and implementation of state policy and the process of choosing the country's political course.

Japan's economic security model is a symbiotic, at first sight, unintelligible aspect: the closeness of society and the unwilling desire of the state to be a key player on the international scene, gaining leadership positions, first of all, in the field of advanced technologies. Japan is an insular country with unsignificant natural resources and active seismicity. In spite of the relatively small area of the country and the lack of natural resources, Japan confidently fights not only regional but also international leadership, entering the three most developed economies, along with the United States of America and China. The basis of Japan's economic security is the optimal combination of an effective national economy with the state policy of protecting national interests and raising the quality of life of the population.

Active state losing in market relations is economically profitably, since in the presence of the state's leading role, financial flows are directed at strategically important areas for the development of the national economy. In addition, through the network of public financial institutions and the creation of state-owned trust funds, the Government of Japan actively influences on the processes of concentration of financial resources and directs them in the necessary direction. All this is realized by

absolutely market-based principles without using of mechanisms of administrative state's coercion.

Although the geopolitical location of Ukraine is more profitable and natural resources are plentiful, there are several aspects where the state policy of ensuring economic security can serve as a positive example for Ukraine.

The situation in Ukraine and Japan is similar to the capture of part of their territories by the Russian Federation: in Ukraine – the Donetsk and Luhansk regions, the Crimean peninsula, and in Japan – the Kuril Islands. Like Ukraine, Japan has access to the sea. And if Ukraine is not able to protect its own water areas where enemy ships are constantly noticed, then Japan savages its waters by dictating its rules of the game to the ships of the countries that cross its waters.

The best partner in such a difficult situation was the United States, with which Japan has entered into a Security Treaty. In its turn, the country-ally provided freedom of navigation and protection against a potential USSR attack in the conditions of Cold War. This gave Japan the opportunity to rebuild its national economy, having become the second largest one after the United States' economy in the world economy [3, p. 5].

Another country whose experience in securing economic security can be explored is China, which promotes rather tolerant and friendly partner relations with Ukraine. It should be noted that China is a very important and prominent player in the international market. A number of Chinese analysts determine the qualitative combination of four components as a strategic advantage of China's power: 1) material power; 2) moral component; 3) optimal structure of power; 4) ecological component [4, p. 40].China at the international market occupies position as a "developing" state

in connection with the specifics of the national economy with obvious manifestations of socialism [5, p. 108]. By taking leading positions in the international market, China takes all necessary measures to maximize the state's national security, especially in the economic sphere, as a powerful potential in the field of economic security is a basis for security in resolving international issues. China promotes the provision of international loans on a non-reciprocal basis and does not interfere with the foreign and domestic policies of the country to which the loan was granted. Beijing's tolerant and balanced policy makes it an attractive economic partner for deepening international cooperation without political intervention, which, of course, attracts political leaders of the states and governments of Central Asian countries.

In accordance with the strategy document "Fundamentals of the State Plan for Medium and Long Term Development of Science and Technology for 2006–2020" adopted in 2006, the main branches determined the aerospace industry, biotechnology, marine technology and the field of protection of intellectual property rights. The government pays special attention to the development of science and technology for the intensive introduction of high technology in the leading national industries. It is worth paying attention to the fact that the country among the priorities highlights the acceleration of economic growth for the expansion of military capabilities. In particular, the Navy is modernizing its naval forces to prevent US naval access to the waters of the region.

Equally important is the weight of the image of China's political elite, thanks very diplomatic positions which the country has a reputation as a reliable partner in the international market.

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PUBLIC AND CHARITABLE ORGANIZATIONS IN THE SYSTEM OF INSTITUTIONAL CARE AND UPBRINGING OF CHILDREN IN UKRAINE

Abstract. The article reveals peculiarities of the period of the reform of the system of institutional care and upbringing of children in Ukraine. The peculiarities of the functioning of public and charitable organizations in order to support the reform of the institutional care and education system in accordance with the goals of the National Strategy for the Reform of the Institutional Care and Keeping of Children in Ukraine for 2017–2026 are shown.

Keywords: system of institutional care and upbringing of children, community organizations, charitable organizations, deinstitutionalisation.

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ОБЩЕСТВЕННЫЕ И БЛАГОТВОРИТЕЛЬНЫЕ ОРГАНИЗАЦИИ В СИСТЕМЕ ИНСТИТУЦИОНАЛЬНОГО УХОДА И ВОСПИТАНИЯ ДЕТЕЙ В УКРАИНЕ

Аннотация. В статье раскрываются особенности периода реформирования системы институционального ухода и воспитания детей в Украине. Отражаются особенности функционирования общественных и благотворительных организаций с целью поддержки реформирования системы институционального ухода и воспитания в соответствии с целями Национальной стратегии реформирования системы институционального ухода и воспитания детей в Украине на 2017–2026 годы.

Ключевые слова: система институционального ухода и воспитания детей, общественные организации, благотворительные организации, деинституализация.

Современная система институционального ухода и воспитания детей начала формироваться в середине 50-х годов прошлого века. На момент своего формирования данная система удовлетворяла потребности тогдашнего общества и вполне реализовывала образовательную и социальную политику послевоенного государства. Устройство детей, которые нуждались опеки государства в соответствующие учреждения было единственной альтернативой их безнадзорности через сложное материальное положение населения в послевоенный период. Деятельность тогдашних заведений

институционального ухода и воспитания детей была эффективной в условиях экономического кризиса и становления государственной политики нового советского режима.

В последние годы в Украине все чаще встает вопрос о том, что сложившаяся система институционального ухода и воспитания детей исчерпала себя. Такая система является затратной на государственном уровне, имеет много недостатков в реализации прав детей, нуждающихся в опеке государства, и негативно влияет на формирование личности самих воспитанников институциональных учреждений.

Вопрос реформирования сферы институционального ухода и воспитания детей в Украине давно инициируется общественностью. Содержанием реформы является создание таких услуг, позволяющих детям возвращаться к родителям. В результате реформы под названием «Деинституализация» дети смогут проживать в семьях и получать качественные услуги.

К сожалению, процесс изменения мировоззренческих ориентиров современного общества на сегодняшний день опережает процесс изменения административного устройства государства и механизмов реализации государственной политики в социальной сфере. За не готовность работников управленческой сферы, сферы социальных услуг и работников учреждений институционального ухода и воспитания тормозится процесс внедрения основных положений Национальной стратегии реформирования системы институционального ухода и воспитания детей на 2017–2026 годы. Именно поэтому, по нашему мнению, и предыдущие попытки реформировать сферу институционального ухода и воспитания детей не дали нужного результата.

На данный момент продолжается административная реформа и реформа государственной службы, поэтому, по нашему мнению, очень удобным является период введения Национальной стратегии реформирования системы институ-

ционального ухода и воспитания детей. На волне общих преобразований и при активной поддержке общественности есть шанс преодоления основных недостатков реформ в сфере институционального ухода и воспитания предыдущих лет.

В процессе нашего исследования, мы пришли к мнению, что на данном этапе реализации Стратегии первостепенное значение приобретают мотивационный и организационный механизмы государственного управления в сфере институционального ухода и воспитания детей. Реализация этих механизмов на практике является эффективной только при условии поддержки общественности, которая имеет возможность осуществлять мотивационное воздействие на всех участников процесса внесения изменений. Справедливо отмечает А. Русаков, что « …общественные, некоммерческие организации – это наиболее организованная часть граждан, которая, используя собственные ресурсы, обязуется решать сложные проблемы добровольно, ответственно и профессионально. Явным преимуществом выполнения социальных услуг является то, что общественные организации предлагают новые, рациональные и приемлемые подходы в решении проблем» [5, с. 87].

В частности по словам директора Представительства благотворительной организации «Надежда и жилье для детей» Г. Постолюк становится понятным, что в разработке стратегии неформально участвовали общественные организации. Она надеется, что именно представители общественных организаций станут активными участниками введения реформы сферы институционального ухода и воспитания детей и смогут гарантировать обществу принципиальную позицию относительно профессионализма действий всех сторон, защиты детей и их прав. Поскольку « …все инновационные, пилотные, работающие модели в этой сфере являються наработанными общественными, благотворительными организациями» [2].

Нормативно-правовую базу и основные категорийные понятия по исследуемой нами пробле-

мы составляют Законы Украины «Об общественных объединениях» и «О благотворительной деятельности и благотворительных организациях». Департаментом государственной регистрации и нотариата создан реестр организаций и благотворительных организаций в Украине.

Разграничим для себя в рамках законодательства основные понятия категорий «общественные организации» и «благотворительные организации». В соответствии с Законом Украины «Об общественных объединениях» № 4572-VI в редакции от 22 июля 2018 года понятие «общественные организации» является производным от понятия «общественное объединение», что означает – «… добровольное объединение физических лиц и/или юридических лиц частного права для осуществления и защиты прав и свобод, удовлетворения общественных, в частности экономических, социальных, культурных, экологических и других интересов». По организационно-правовой форме образования различают общественную организацию или общественный союз. Отсюда общественная организация это – «общественное объединение, учредителями и членами (участниками) которого являются физические лица». А общественный союз это – «общественное объединение, учредителями которого являются юридические лица частного права, а членами (участниками) могут быть юридические лица частного права и физические лица» [4].

В соответствии с Законом Украины «О благотворительной деятельности и благотворительных организациях» № 5073-VI в редакции от 06 листопала 2016 года благотворительная организация это – «юридическое лицо частного права, учредительные документы которой определяют благотворительную деятельность в одной или нескольких сферах, определенных этим Законом, как основную цель ее деятельности». Отсюда благотворительная деятельность это – «добровольная личная и/или имущественная помощь для достижения определенных этим Законом целей, не пред-

усматривает получения благодетелем прибыли, а также уплаты какого-либо вознаграждения или компенсации благодетелю от имени или по поручению бенефициара». Бенефициар это – «приобретатель благотворительной помощи (физическое лицо, некоммерческая организация или территориальная община), что получает помощь от одного или нескольких благотворителей для достижения целей, определенных этим Законом». Благодетелем выступает – «дееспособное физическое лицо или юридическое лицо частного права (в том числе благотворительная организация), которая добровольно осуществляет один или несколько видов благотворительной деятельности» [3].

Выше мы рассмотрели определения основных понятий, которые используются при изучении исследуемой нами проблематике. Содержание этих понятий дает понимание спектра деятельности этих организаций в сфере институционального ухода и воспитания детей. Очевидна роль посредника между официальной властью и общественностью, что способствует реализации государственной политики в данной сфере. Деятельность общественных и благотворительных организаций позволяет помочь непосредственно осуществлять основные цели Национальной стратегии реформирования системы институционального ухода и воспитания детей на 2017–2026 годы:

Цель 1. Интегрирование и координация действий для обеспечения реформирования системы институционального ухода и воспитания детей.

Цель 2. Развитие эффективной и способной системы поддержания роста детей в семье.

Цель 3. Обеспечение качественного альтернативного ухода за детьми, которые остались без попечения родителей, с целью предотвращения попадания таких детей в учреждения институционального ухода и воспитания детей.

Цель 4. Обеспечение участия общества в реализации Стратегии [1].

Попробуем выделить основные функции общественных и благотворительных организаций

в сфере институционального ухода и воспитания детей:

– Информационно-мотивационная – включает в себя предоставление общественности информации по основным направлениям осуществления государственной политики в указанной сфере путем использования различных средств массовой информации, информационных публичных мероприятий, направленных на изменение мотивационных ориентиров по содержанию и воспитанию детей, нуждающихся в опеке государства;

– Разведывательная – включает в себя изучение возможностей и потребностей в середине общины, по осуществлению государственной политики в сфере институционального ухода и воспитания детей;

– Организационная – включает в себя помощь по созданию в обществе специального спектра услуг для детей с преобладанием семейного воспитания над институциональным;

– Инновационная – включает в себя использование опыта работы общественных и благотворительных организаций с целью содействия осуществления задач реформы в указанной сфере.

Учитывая уставные особенности благотворительных и общественных организаций, осуществляющих деятельность в Украине можем условно классифицировать их по следующим параметрам:

– по содержанию деятельности: организации, оказывают поддержку детям-инвалидам, детям-сиротам, детям с особыми потребностями и тому подобное;

– по месту деятельности: в пределах определенного региона, всеукраинские или международные.

Учитывая вышесказанное, можем сделать вывод о широкой способности общественных и благотворительных организаций в привлечении общественности по обеспечению осуществления основных целей Национальной стратегии реформирования системы институционального ухода и воспитания детей на 2017–2026 годы и процесса изменения мировоззренческих представлений по изменению сложившейся системы институционального ухода и воспитания детей на более гуманную и органическую систему сохранения воспитания детей, нуждающихся в опеке государства, в условиях семейного воспитания.

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Section 14. Science of law

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KOSOVO'S EFFORTS TO DEVELOP DEMOCRACY AND BUILDING THE RULE OF LAW

Abstract. The principle of the rule of law is undoubtedly one of the most important and essential principles for any state and democratic society. Its fullest realization in everyday life is the best guarantee for development of democracy and recognition and enforcement of citizens' fundamental rights and freedoms. To this end, the general principles of the rule of law today occupy a special place and are fixed explicitly in contemporary constitutions and democratic legislation. The well-known countries of Western democracies have long established a rich and valuable experience in this regard.

When talking about establishing the rule of law in the Republic of Kosovo, we must bear in mind that Kosovo has gone through a sad and bloody history until its declaration as a state in 2008. Kosovo independence on 17 February 2008, and its international recognition, poses the immediate need to build a rule of law democratic state with European values. Kosovo Constitution has made concrete efforts and steps to sanction the general principles of the state of law, which are the core of democracy. This fact is best illustrated in the preamble and constitutional provisions where "the independence of the state and the entirety of its territory, the freedoms and human rights, the rights of communities and their members, social justice, constitutional order, pluralism, religious coexistence, as well as the citizenship state element instead of the national one, are the basis of this state, which has the duty to respect and protect them". In building the state of law, Kosovo has been exploiting the experience of other democratic countries, and in particular, the guidance and consultancy of the European Union.

Keywords: rule of law, democracy, constitution, constitutionality.

Introduction

The concept of the rule of law is quite complex and multidimensional. It includes in itself the set of legal-political principles that ensure the rule of law in society. The rule of law implies the superiority of the law over citizens and the state itself, as its authors.

The term and concept of the "rule of law" was compiled by German law theorists Laband and Jelinek, but the concept of the rule of law, with the development of the state itself, has later evolved and gained wider content. In the broad sense with the rule of law, respectively legality, we understand the establishment of all the bodies of power, as well as any bearer of public authorizations and of every individual under the constitution and law, respectively subordination to the legal order. The concept of the rule of law, in this sense, with the development of the state itself, has later evolved and gained wider

content. Thus, in contemporary jurisprudence, the term "rule of law", in the most general sense, means "the state in which the functioning and manifestation of state power has legal forms, which define the boundaries of the action of the state power". The principle of rule of law in contemporary democratic countries is of multiple importance. It gives the understanding of the system in which state power, in particular the executive and administrative power, is limited to its own legal norms (constitution and law), in which way the non-violation of the fundamental human and citizen freedoms and rights is guaranteed. The purpose of the rule of law and the state of law consists in affirming and ensuring the human legal security, their equality before the law, the effective protection of all their freedoms and rights through independent and impartial courts.

Research Material and Methods

During the course of the study I utilized various scientific and professional sources, including university textbooks, papers and scientific articles, analysis, constitutional and legislative acts, and in particular the constitutional system of the Republic of Kosovo. The study was carried out with various scientific methods, which are typical for scientific research of social and humanitarian sciences, respectively of constitutional law.

Discussion

Historical aspect of autonomy of Kosovo

Political history is only one side of the history of the Albanian people [8, 60]. Kosovo, for centuries, represented an autonomous political, legal and territorial collectivity that was distinguished with a majority ethnic Albanian population. Throughout history, Kosovo has been an autonomous territorial entity [18, 12]. During the Ottoman Empire, Albania had four vilayets (provinces) where Vilayet of Kosovo was one of them stretching over a surface of 32.900 km^2 [13, 135]. Thus, Kosovo, as a separate administrative-legal unit, was constituted by Turkish regulation of 1868, within the Ottoman Empire [18, 12]. Kosovo exercised this legal-administrative status until the be-

ginning of the Balkan Wars 1912–1913. Albanians (of Kosovo) welcomed the beginning of the First Balkan War as the ultimate opportunity to get liberated and gain independence from the Ottoman Empire. However, as a result of the Balkan wars, Kosovo was occupied by Serbia, namely the Serbo-Croatian-Slovenian Kingdom, an occupation which lasted until the beginning of World War II [1, 18–27]. While during the Second World War, autonomy of Kosovo was emphasized by the fact that Albanians were treated as a people, ended the war as a people and as a unit organized in military and legal terms (Bujan Conference Resolution). The constitutional-juridical position of Kosovo in the period of the former Yugoslavia is defined as an autonomous political-territorial unit and constitutive element of federalism (SFRY Constitution, 1974). According to the Kosovo Constitution of 1974, Kosovo was defined as an autonomous political-territorial unit and as a constitutive element of Yugoslav federalism. According to the Constitution, Kosovo had its own territorial boundaries, which had the capacity of state borders (the Constitution of the SAP of Kosovo of 1974).

The Balkan Revolutions launched in 1989 aimed at overthrowing the half-century communist practice [6, 496] as a Cold War legacy. Western Europeans did not clearly perceive the Balkan conflict and at this point they joined the Balkan protagonists, who in turn did not define Europe well [17, 17]. The Yugoslav Federation disintegration started the destruction of the constitutional concept of the position of Kosovo in 1990, with secession and international recognition of federal units as well as the beginning of the bloody war on the territory of former Yugoslavia and it opened new political processes, characterized by the disintegration of the Yugoslav state and the creation of new sovereign and independent states.

The 1990–1999 period for Kosovo is known as the period of classical occupation of Kosovo by Serbia. The armed struggle of the Albanian people of Kosovo expressed through the KLA strongly proved the determination for freedom and independence of

Kosovo. And, precisely on 24 March 1999, NATO started the war on Serbia, a war that lasted 78 days and ended with the capitulation of Serbia and the freedom of Kosovo [4, 159–181]. The UN Security Council, on 10 June 1999, adopted Resolution 1244, with which it formally placed Kosovo under United Nations administration. This international administration was of an interim character and aimed at creating decent democratic conditions for resolution of the final status of Kosovo. On 17 February 2008, Kosovo Assembly declared Kosovo an independent state, and on 9 April 2008, solemnly approved the Constitution. According to the 2008 Constitution, which should be evaluated in full compliance with European democratic standards, the road to building a democratic society and a state of law opens in the Republic of Kosovo.

Constitution of the Republic of Kosovo

With the Constitution of 2008, which should be evaluated in full compliance with European democratic standards, the road for further democratization of the society and for building the state of law opened in the Republic of Kosovo. It can be said that this constitution complies to the demands of contemporary science of constitutional law, despite the special remarks that may be made to any of its formulations.

Exploiting the experience of other parliamentary countries also applies to a key problem, such as the relationship between different powers, from which the form of governance is defined, in our case the republic type. The parliamentary character of the Republic of Kosovo is explicitly provided in Article 1, as well as in Article 4 of the Constitution, but rather than the formal definition of the type of republic, it is important to have a clear and fair definition of the division of powers, their relationship, competencies which has each of these powers. From this rapport that the Constitution sets out, the parliamentary character of the Republic of Kosovo is also unequivocal, as the Government and the Parliament are bound by a trust relationship, while the President is a constitutional body separated from the Government. According to the Constitution *"The President is the head of state and represents the unity of the people of the Republic of Kosovo"* (Constitution of the Republic of Kosovo, Article 83). The constitution has democratically solved the issue of the independence of the judiciary power. According to the Constitution *"Kosovo is a democratic Republic based on the principle of separation of powers and the checks and balances among them as provided in this Constitution"*. Judicial power is unique, independent, fair and impartial and provides equal access to the courts. Fundamental human rights and freedoms and guaranteeing them with constitutional norms are a special guarantee for building the state of law in the Republic of Kosovo. In the Constitution, fundamental human rights and freedoms and citizens are defined in Chapter II, which deals with the general principles of these rights and freedoms. A separate chapter, namely Chapter III, is devoted to the rights of communities and their members. According to the Constitution, residents belonging to a national or ethnic, linguistic or religious group, traditionally present in the Republic of Kosovo, will have special rights as set forth in the Constitution. The establishment and functioning of the Constitutional Court is an important and positive factor in building a sustainable and functional democracy, and in particular towards building the state of law in the Republic of Kosovo. The Constitutional Court is a guarantee and hope for the consolidation of the democratic state and state of law.

Rule of law

Recalling the concepts of Kelsen, French jurist and renowned political scientist Maurice Duverger says that in a democracy, legal norms must first of all have a special structure and content that define the rule of law [7, 421]. According to the same author, the state of law is determined by a structure that opposes the "absolutist" state, which some also call "a despotic state". The rule of law is considered as the means by which the system of democratic values penetrates into legal mechanisms. If it ceases to be a

state of human rights, it becomes a state of injustice, despite the presence of the hierarchy of norms and related procedures, because such a state contradicts the system of values that created it [3, 328].

The principle of the rule of law in contemporary democratic countries is of multiple importance. It means the system in which state power, in particular the executive and administrative power, is limited to its own legal norms, in which way it guarantees the non-violation of the fundamental human and citizen rights and freedoms [19, 106]. Americans obey the law, not only because it is their own work, but because it may be changed if harmful. A law is observed because it is a self-imposed evil in the first place, and an evil of transient duration in the second [21, 88]. The principle of the rule of law is undoubtedly one of the most important and essential principles for any state and democratic society [22, 70]. Its fuller realization in everyday life is the best guarantee for the development of democracy and the recognition and enforcement of citizens' fundamental rights and freedoms [16, 170]. For this, the general principles of the rule of law nowadays take a special place and are explicitly fixed in contemporary democratic constitutions and legislation.

The general principles of the rule of law are these:
– free and democratic elections;
– exercise of power by majority;
– respect for the opposition;
– constitutionalism;
– guarantee of human rights and fundamental freedoms;
– independence of the judiciary;
– separation and mutual control of powers, etc. [12, 51].

Efforts to develop democracy and building the rule of law

When talking about establishing the rule of law in the Republic of Kosovo, we must bear in mind that Kosovo, like the other countries of the former SFRY, emerged from a regime in which the notion of rule of law was denied, and that Kosovo for nine years was under the classical occupation of Serbia, where this form of Serbian regime was considered a police and despotic state.

Placing Kosovo under UN international administration (UN Resolution 1244) was aimed at building the first democratic institutions and preparing Kosovo for its political and legal status. Building the rule of law in Kosovo is an essential element of the democratic transition that Kosovo started after its placement under international administration [2, 53]. Given the principles of the theory of legal and political thought on the main characteristics of the state of law, which were mentioned above, then we must say that the Constitution of the Republic of Kosovo has fully incorporated the principles and characteristics of the state of law. This is in fact well seen in the preamble and constitutional provisions. Constitutionality is a key element of the state of law. The supremacy of the constitution over all other normative acts is a postulate of the state of law [19, 137]. To guarantee the supremacy of the constitution, an important tool is the existence of constitutional justice, which makes it possible to realize the requirement for the state to be subject to the highest norms. The mechanism for protection of constitution and constitutionality is the Constitutional Court, which is a constitutional category. This is illustrated by the fact that "*the Constitutional Court guarantees respect for the Constitution and makes its final interpretation*" (Constitution, Article 113, par. 1). Kosovo during the 10-year period (2008–2018) as an independent state has made institutional efforts for the purpose of building and establishing the general principles of the state of law. Thus, it has organized and held several parliamentary and local elections that have been evaluated by the OSCE as democratic; the transfer of power from the outgoing government to the winning government has been repeatedly done peacefully; respect of the opposition by the majority, even though it was not right, has given the opposition the space needed to influence the social processes of the country; constitutionality has been expressed through the decisions of the Constitutional Court, which in most

cases have increased the hope for the functioning of the state of law; human rights and fundamental freedoms have also been dealt with by the Ombudsperson and local and international NGOs for the protection of these rights, which has influenced their affirmation; the judiciary as an independent constitutional power has been criticized by the EU and other international mechanisms for political and corrupt interference, however, it has yielded some tangible results that add optimism for the future of an independent and functional judiciary; the integration of the Serb minority in the Kosovo institutions, etc.

Governance and the rule of law, on the one hand, and sovereignty and territorial integrity, on the other hand, were the priorities of the West in 2008 with the aim of maintaining public order in Kosovo in order to solve the causes of its fragility, strengthen stability in the Balkans and protect the internal security of EU [5, 158]. EU and the member states also had the interest and the means to substantially improve governance in Kosovo. Enlargement and security policies of the EU come across in the Balkans. At varying degrees, the region presents three of the five dangers identified by the European security strategy: regional conflicts, state failure and organized crime [5, 173]. Kosovo is still far from the structures of civil society. Ethnic homogenization so far is being accompanied by the unification of political thought [20, 281]. However, in Kosovo, the strenuous, long-lasting effort has been continued in building a true state of law. In 2002, a UN report said that out of 200 world countries, only 82 can be called fully democratic. These states include 57% of the world population [11, 17].

Challenges in consolidating democracy and building the rule of law

The Constitution of Kosovo has realized its political mission, has established a good foundation for building the state and state institutions, has demonstrated its functionality, and has established the rule of law foundations. However, despite the constitutional and social achievements, the constitutional system and order has been stalling and facing many constitutional challenges. First, even after a decade, the Constitution has failed to extend to the entire territory of Kosovo, especially in the north of the country, where there have been blockades and obstructions by Serbia through the Serbian community. Second, one of the challenges of this Constitution is the full integration of the Serb minority in the institutional and social life of Kosovo. This is also due to the misuse of constitutional rights of the Serb community, especially the abuse of double voting, which has been an element in blocking decision-making for the establishment of some constitutional institutions. The shortcomings in the functioning of the Constitution and the state of law have come also because of the ethnic, cultural and linguistic diversity sanctioned by the Constitution.

Finally, the ethnic issue is in co-operation with the problems of governance of Kosovo and does not differ greatly from them. Without improving the quality of institutions, the rules of minority protection and integration policies, which are provided in Kosovo laws and strategies, cannot create tangible results: governance is a system, and its weaknesses affect all the institutional and political spheres [5, 158]. Third, the fight against organized crime and corruption is a challenge in itself for the state of Kosovo, which has often been blamed for lack of efficiency. Fourth, the most important challenges are: the termination of political influence in public enterprises and state agencies; termination of political influence in public information media, and in particular on national television; termination of political influence and making of fundamental reforms in the justice system; termination of political influence in employment, especially in the state administration; termination of political influence in procurement, etc. Work on internal and external problems of Kosovo should have been conducted in parallel, with less positive or negative interference, as the two groups of issues include interests, stakeholders, instruments, and various timeframes. And vice versa, the effort to solve the external problems of Kosovo has had an

interference with the attempt to resolve the internal ones [5, 158–159].

Conclusions

It can be estimated that the building and functioning of the state of law in the Republic of Kosovo is of special importance and is a significant positive factor in the difficult process of breaking away from the past and having the orientation toward building a democratic and multi-ethnic society. Although the Republic of Kosovo is the youngest state in Europe and has emerged from a bloody and devastating war, it has managed to consolidate and build genuine democratic institutions during the transition and state-creation period, creating the image and the confidence of a modern state with European values.

However, it should be borne in mind that the existence of the constitutional and legal framework is just a prerequisite for the state of law. Equally important is the functioning of various controlling mechanisms of the implementation of constitutional and legal norms, and in particular the creation of a new mentality both to public officials and to citizens which is expressed in a conscious attitude to the needs of implementation of these norms and reaction, by legal and democratic means, to their violations by anyone.

Despite satisfactory achievements, the Republic of Kosovo needs to do more to build a functioning, sustainable and democratic state. The Republic of Kosovo, in its efforts to build the state of law, faces many challenges, such as: full integration of the Serb minority in the institutional and social life of Kosovo; full exercise of state sovereignty; the fight against organized crime and corruption; termination of political influence in public enterprises and state agencies; termination of political influence in the media, with particular emphasis on public television; termination of political influence in the justice system, employment, procurement etc. These challenges are also an obstacle to economic development and advancement of Kosovo towards European Union doors.

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INSTITUTE OF ACQUISITIVE PRESSURE: HISTORY. THE PRESENT. PROSPECTS

Abstract. the article presents such a legal institution as acquisitive prescription. Analyzes the provisions of national legislation, including Austria, Germany and France. The authors put forward proposals that are in the process of improving the institution of acquisitive prescription.

Keywords: civil law; ways of acquiring property rights; institute of acquisitive prescription.

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ИНСТИТУТ ПРИОБРЕТАТЕЛЬНОЙ ДАВНОСТИ: ИСТОРИЯ. НАСТОЯЩЕЕ. ПЕРСПЕКТИВЫ

Аннотация. в статье рассматривается такой правовой институт гражданского права как приобретательная давность. Анализируются положения законодательства РФ, а также положения зарубежных правовых систем, в частности Австрии, Германии и Франции. Выделяются условия и особенности приобретения права собственности путем приобретательной давности. Авторами выдвигаются предложения, касающиеся улучшения института приобретательной давности.

Ключевые слова: способы приобретения права собственности; приобретательная давность; добросовестное владение; открытость владения; непрерывность владения; правопреемство.

Приобретательная давность, как правовой институт, известен практически всем развитым правовым системам мира. Первое упоминание о данном институте закреплено в комментарии древнеримского юриста Гая к провинциальному эдикту. Тогда приобретательную давность определяли «как такой способ приобретения права собственности, который сводится к признанию собственником лица, фактически провладевшего вещью в течение установленного законом срока и при наличии определенных условий» [1, с. 79]. Таким образом, данный институт имеет богатую историю, и впоследствии многие страны добавили его в свои законодательные акты.

Актуальность данной статьи заключается в том, что существуют определенные различия в понимании и условиях приобретения права собственности путем давности владения. Цель работы заключается в определении института приобретательной давности в РФ, а также его сравнение с правовыми системами западноевропейских государств, таких как Австрия, Германия и Франция. Изучение зарубежного законодательства позволит выявить плюсы, которые в дальнейшем отечественный законодатель может использовать для будущей успешной законодательной работы.

Проведем небольшой экскурс в историю института приобретательной давности в России. Так, ещё в ст. 9 Псковской судной грамоте 1397 г. было указано, что «коли будет с кем суд о земли или о воде, а будет на той земли двор, или ниви разстрадни, а стражет и владеет тою землею или водою лет 4 или 5 …» [2]. Однако следующее упоминание про данный способ приобретения права собственности можно найти лишь в ст. 533 Свода законов Российской империи 1832 г. (т. X ч. 1), где было закреплено, что «спокойное, бесспорное, непрерывное владение вещью в виде собственности в течение десяти лет превращается в право собственности» [3]. В советское время законодательного закрепления данный институт не нашел. В Законе от 24 декабря 1990 г. № 443-I «О собственности в РСФСР» [4], который уже утратил силу, а уже затем — в Гражданском Кодексе Российской Федерации (далее — ГК РФ) [5] институт приобретательной давности был возвращен в национальную правовую систему, где до сих пор имеет своё законодательное закрепление в ст. 234.

Главными условиями такого владения являются: **добросовестность, открытость, непрерывность и срок**. Следует дать разъяснения данным условиям.

Так, в Постановлении Пленума Верховного Суда Российской Федерации и Пленума Высшего Арбитражного Суда Российской Федерации «О некоторых вопросах, возникающих в судебной практике при разрешении споров, связанных с защитой права собственности и других вещных прав» от 29.04.2010 № 10/22 [6] дается качественная характеристика каждому условию владения для приобретения права собственности при помощи приобретательной давности.

Под **добросовестным** владением следует понимать ситуацию, когда лицо, получая владение, не знало и не должно было знать об отсутствии оснований возникновения у него права собственности.

Открытость владения заключается в том, что лицо не скрывает факта владения имуществом. При этом лицо имеет право осуществлять все необходимые действия для сохранения данного имущества, что не будет рассматриваться судами как нарушение условия открытости.

Непрерывности следует уделить особое внимание, так как не следует понимать её буквально. Так, выбытие вещи на время, если она была истребована давностным владельцем из чужого незаконного владения (п. 2 ст. 234 ГК), временная передача вещи во владение другому лицу, переход вещи к другому лицу в порядке правопреемства (п. 3 ст. 234 ГК) не прерывают владение [7, с. 344].

С предыдущим условием тесно связано следующее — **срок владения**: для недвижимого имущества этот срок составляет 15 лет, для остально-

го имущества — 5 лет. Вероятнее всего, эти сроки законодатель взял, исходя из срока, который был закреплен в упомянутом выше Своде законов Российской империи 1832 г., а именно 10 лет для любого имущества. Это была так называемая отправная точка, однако логично было сделать срок для движимых и недвижимых вещей разным, учитывая экономические причины. Именно поэтому, срок для движимых вещей уменьшили до 5 лет, чтобы вещи быстрее вступали в гражданский оборот, а для недвижимости, наоборот, увеличили до 15 лет, чтобы закрепить их за собственником.

Некоторые российские авторы выделяют еще такое основание, как **владение имуществом как своим**, которое, по их мнению, означает, что это владение внедоговорное. То есть, не подлежат применению положения ст. 234 ГК РФ, если имущество поступило к владельцу на основании, например, договора аренды или хранения. Также это условие включает субъективное восприятие окружающими, а само владение осуществляется от своего имени [8, с. 85]. Представляется, однако, что это условие включается в первое условие — добросовестное владение.

Лицо, владеющее имуществом до приобретения права собственности по приобретательной давности, имеет право на защиту от действий третьих лиц, включая право на истребование данной вещи из чужого незаконного владения (виндикация). Таким образом, владелец, который относится к имуществу как к своему собственному, имеет целый комплекс мер по защите своего права, что делает институт приобретательной давности реально действующим и эффективным способом приобретения права собственности.

Теперь проанализируем институт приобретательной давности в одном из первых европейских гражданских кодексов, а именно во Всеобщем гражданском уложении Австрии 1811 г.

Согласно Всеобщему гражданскому уложению Австрии, «если право, исковая давность по которому истекла, в силу одновременного закон-

ного владения переносится на другое лицо, то оно называется давностным правом, а способ приобретения — приобретением по давности» [9].

Путем приобретательной давности в Австрии можно приобретать не только право собственности, но и другие права. То есть сфера применения данного института в Австрии шире, чем в РФ, что несомненно расширяет круг способов приобретения прав.

При этом и условия приобретения вещей по давности несколько иные, нежели в ГК РФ: наряду с добросовестностью и истечением срока, австрийский законодатель выделяет законность и беспорочность.

Требование **законности** означает, что владение основывается на титуле, достаточном для приобретения права собственности, как если бы оно было у передавшего лица.

Добросовестность и **беспорочность** практически идентичны нашему пониманию условия добросовестности. Однако в Австрии существует положение о том, что, если лицо получило движимую вещь непосредственно от порочного или недобросовестного владельца, или тот, кто не в состоянии указать своего предшественника, должен выждать удвоенный обычный срок для приобретения по давности.

Однако сроки по австрийскому уложению и ГК РФ сильно различаются. Сроки приобретательной давности в Австрии делятся на 2 вида: обычный и специальный. Такое деление связано с имуществом, право собственности на которое лицо хочет получить. Так, обычный срок для приобретения права собственности на движимую вещь по Всеобщему гражданскому уложению составляет всего 3 года. Однако, там, где еще не введено никаких надлежащих публичных реестров и приобретение недвижимых вещей следует подтверждать судебными актами и другими документами или если вещь не занесена в публичный реестр на имя того, кто осуществляет право владения вещью, приобретение по

давности полностью завершается по истечении тридцати лет.

Что касается специального срока в Австрии, то для движимых вещей, права на которые могут принадлежать казне (государственному управляющему достоянием), а также иным гражданам, если истечение исковой давности допустимо, срок составляет 6 лет, а для недвижимых вещей, учитывая условия, которые предусмотрены для срока обычного — 40 лет.

Считаем, что срок в 3 года для движимых вещей необходимо внести в ГК РФ, так как установленный срок в 5 лет замедляет процесс вступления в гражданский оборот вещей, которые были приобретены путем приобретательной давности. Однако, обычный срок в 30 лет для недвижимых вещей не подходит в условиях РФ, так как это напротив, может замедлить процесс приобретения права собственности, а также может сложиться ситуация, что недвижимость за данный срок никогда не найдет своего собственника, и, следовательно, возникнет много трудностей с поиском ответственного за данное имущество лица (имеется ввиду правила ст. 210 ГК РФ: бремя содержания имущества, а так же ст. 211 о риске случайной гибели имущества).

Также стоит отметить, что Всеобщее гражданское уложение было принято намного раньше ГК РФ (практически на 200 лет), поэтому практика применения института приобретательной давности в Австрии намного шире, богаче и более отработана, чем практика применения в РФ.

Рассмотрим ещё один зарубежный источник права — Германское гражданское уложение 1896 г. (далее — ГГУ) [10]. Главными условиями приобретения права собственности путем давности являются лишь добросовестность, непрерывность и срок владения. Если же имущество выбыло из владения, то срок приобретательной давности прерывается.

Согласно § 937 ГГУ приобретательная давность применима по общему правилу только к движимым вещам, а срок, в течение которого лицо должно владеть данной вещью составляет 10 лет. Однако существует отдельное положение, касающееся приобретательной давности на земельные участки. Срок в данном случае составит 30 лет.

При этом, в ГГУ существуют положения, посвященные перерыву срока приобретательной давности, к которым относятся: 1) утрата владения (§ 940); 2) факт предъявления виндикационного иска к лицу, владеющего как собственник (§ 941).

Также в ГГУ предусмотрено, что если на основании правопреемства вещь перейдет во владение третьего лица, которое будет осуществлять владение как собственник, то срок приобретательной давности, истекший за время владения предшественника, засчитывается в пользу этого третьего лица.

Нельзя не упомянуть в нашей работе и ещё один из старейших гражданских кодексов — Кодекс Наполеона 1804 года, в ст. 2229 которого указано, что «для приобретения по давности нужно владение постоянное и непрерывное, спокойное, открытое, не возбуждающее сомнений и осуществляемое лицом в качестве собственника» [11]. Однако Кодекс не дает четких разъяснений условиям применения приобретательной давности.

Так же, как и в ГГУ, приобретательная давность права собственности применяется только к вещам. Сроки приобретательной давности в 10 и 20 лет установлены для приобретения недвижимости в зависимости от места жительства, и 3 года — для приобретения «движимости».

Согласно Французскому гражданскому кодексу добросовестность владения всегда предполагается, и поэтому недобросовестность необходимо доказывать стороне, которая на неё ссылается.

Для доведения продолжительности владения до установленного срока можно присоединить к своему владению владение своего предше-

ственника (праводателя) независимо от того, в каком порядке перешло от него владение — по универсальному (в частности, наследственному) правопреемству или отдельному основанию, безвозмездно или возмездно. На наш взгляд, данное положение с экономической точки зрения имеет свои плюсы. Так, можно передать владение имуществом по более широкому списку оснований и при этом приобретательный срок не прервется, что позволяет быстрее получить данное имущество в собственность. При этом число участников, которые могут владеть имуществом резко возрастает, что позволяет извлечь большую пользу из свойств данной вещи. Закрепление такого положения в ГК РФ позволит более эффективно применять институт приобретательной давности.

Рассмотрев различные позиции правовых систем по поводу института приобретательной давности, можно сделать вывод, что схожесть данного института обусловлена тем, что Россия, Австрия, Германия и Франция относятся к единой — континентальной системе права. Однако, по нашему мнению, российскому законодателю следует более тщательно обратить своё внимание на Всеобщее гражданское уложение и заимствовать положения, касающиеся срока для приобретения движимых вещей, а также положения Французского гражданского кодекса о правопреемстве.

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