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HISTORIAN AND MODERN ARCHIVE

Abstract. The paper discusses the importance of the archive and its development for the historian, i.e. for the subject of studying history as a science. The introduction indicates what history is and how historical knowledge is obtained. It then talks about the conditions in which the archive was created, in the modern sense of the word, and the role of the historian in that process. Today's functions of archives are enumerated. Of the scientific functions of archives, the valorization, digitization of archival materials with an emphasis on processes in archives, considering the development of the information society and the importance of these tendencies for researchers, are particularly highlighted in the paper.

Keywords: historian, history, historical sources, archive, archival material, valorization, digitization, exhibitions, fund, collection.

Introduction. The field of work and research of the historian, as a scientist, represents, in the simplest terms, the past of people or human society. There are many attempts to define history as a science, and no single definition is universally accepted. The Slovenian

historian Bogo Grafenauer defined history in the following way: History is a science that studies, in a spatial and temporal framework, the development of human society in the past and looks for the causes and discovers the laws of a certain economic and social order¹. An interesting attempt to define history is represented by Otara Dal's definition: The field of historical research consists of socially relevant human behavior and such extra-human circumstances which are relevant to human behavior². Andrej Mitrović figuratively defined history as a river that is stopped before flowing into the underworld of death and oblivion³.

If we take into account the interpretations of the contemporary European philosophy of science, the German philosopher Helmut Seiffert writes that the object of research of historical science is “non-declaratively paraphrased as a product of humanity”. Thus, it would include not only the events of political history, in the sense of traditional learning – understood as the works of great men, but also, for example: institutions such as the state, the church, legal and economic systems, as well as the various languages that have become historical, all kinds of records, such as diplomas, deeds, accounts, notes, diaries, letters, buildings, works of art of all genres, various literary and scientific manifestations – including things that are not “products of mankind” but so-called “nature”. Seifert particularly illustratively compares the methods of studying history with the work of detectives from crime novels. Therefore, the perpetrator does not talk about what he

¹ Miomir Dašić. Introduction to history with the basics of auxiliary historical sciences (Titograd: NIO, “University Word; University”, “Veljko Vlahović”, 1988). – 13 p.

² Knut Ćelstali. The past is no longer what it used to be (Belgrade: Geopoetika, 2004), – 43 p.

³ Dašić. Introduction to history with the basics of auxiliary historical sciences, – 13 p.

did, at best he defends himself by remaining silent. In an unfavorable case, he tries to divert his pursuers from the right path: with false statements and fabricated clues. The detective's task consists in gradually reconstructing the course of the crime from the smallest signposts, traces, signs and clues – always aware that someone wants to cozen him. Seifert emphasizes that the historian works similarly. His task is to successfully discover facts from the past, even when historical witnesses did not directly present them to him. Namely, he examines his material on such problems, the answers to which are not subject to the purpose of the material in advance¹.

History, as a science, encompasses the human experience of every place and every period. No part of the human past, nor any aspect of human activity can be skipped under the pretext that it does not belong to the right field of historical knowledge, but to what extent something will become the subject of historical research depends on the accessibility of historical evidence, which we also call historical sources². A distinction should be made between remains and sources. Remains are all that is left of the past, but they only become resources when we use them to answer questions³. Historical sources include every type of evidence that people have left behind through their past activities – the written word, landscape form and material artefact, fine art, photography and film.

In order to write history based on the most reliable evidence, we need to know what remains of the past exist and where they are located. Each historical epoch is characterized by different historical sources. For the study of modern history, the sources created by the inclusion of modern technical means in communication between

¹ Dalibor Elezović. Seifert's explication of historicism and the subject of research of historical science, *European science review*, 9–10. 2014.– P. 16–19.

² John Tosh. In *Search for History* (Belgrade: Clio, 2008).– 85 p.

³ Čelstali. The past is no longer what it used to be,– 189 p.

people occupy an important place, and they are usually called acoustic sources. These acoustic sources contain important testimonies about certain events (recordings of various sessions, congresses, parliaments, demonstrations, speeches, etc.). Written sources are the most numerous and most important type of source in historical research. Material remains appear in the form of objects, so we call them object sources, and they are most often used to supplement the picture we create with the help of written sources. Their use requires special knowledge and methods that are different from those used in working with written sources. Such sources are most often found by excavation, and the science that deals with this is called archaeology. This type of source also includes villages, towns, bridges, fortresses, moats, towers, trenches. Secular and church buildings also belong to them¹.

Oral sources or oral tradition have a certain importance for historical science. Oral sources can be divided into memories, which are memories of one's own experiences, and traditions that have been passed down from generation to generation².

The basic source of historical facts is primarily the written legacy. This means the remains and testimonies created during various activities of authorities, institutions, collectives, organizations and individuals (families). Institutions whose primary purpose is to collect, process, preserve and make available written material to historians and other cultural workers are archives. To a lesser extent, written material can still be found in museums, libraries, scientific institutions and individuals³.

¹ Dašić. Introduction to history with the basics of auxiliary historical sciences, – P. 58–69.

² Ćelstali. The past is no longer what it used to be – 172 p.

³ Zdravko Delečić. The Historian's Craft: The Methodology of Historiography (Kosovska Mitrovica: Faculty of Philosophy in Pristina with temporary seat in Kosovska Mitrovica; Historical Archive Kraljevo, 2019.– 294 p.)

From all of the above, it follows that the work of historians on studying the past of human society is unthinkable without archives, and that knowledge of the rules of work in modern archives makes the work of historians much easier.

Origin and development of archives. The word archive comes from the Greek word *archeion*. Originally, this word meant a building (*archo*). The word archive has several meanings. It is very often used for the archive building, this term is also used for the office's archive, i.e. the area where the material is placed and stored after the completed items have been archived. Personal archives are materials created from the activities of individuals. The French bourgeois revolution played a decisive role in the development of the archive as an independent state institution. It also brought about changes in the relationship of the state and society towards the social sciences, and thus also historiography. The changed attitude towards historiography also changes the attitude towards archival materials. Thus, the archive, which for a long time was a "storehouse of documents" of legal evidentiary value and importance, is growing into an archive as a state institution that takes care of documents of importance for science, history, culture and other social needs¹. In 1964, the Committee of the International Council on Archives gave the following definition of an archive: "An archive is a collection of documents issued or received by natural or legal persons, public or legal, and which, due to its nature, is determined to be kept by that same person"².

¹ Bogdan Lekić. Archives (Belgrade: Institute for Textbooks and Teaching Aids, 2006). – 24 p.

² Miloš Marsenič, Dalibor Elezović, Saša Stanojevič. "Digitization of archival material in Serbia". Scientific achievements of higher education 2020: collection of articles of the International Research Competition, October 29, 2020. Red A. Cheremisin. Petrozavodsk: International Center of Scientific Partnership "New Science". 2020. – P. 77–89.

Searching for the genesis of the archive and its establishment as an institution are two different things. The fact that some documentation, in ancient or medieval times, was kept by a state or religious institution or state building is not the same as the existence of an archive as a state institution. In the ancient and middle ages, the reason why documents were kept was pragmatic in nature, not the needs of science, and that is why it was accessible only to its owners and the state and the so-called court historians, who were engaged in writing about the rulers, their dynasties and their power. Those preserved documents primarily served to protect the rights of rulers, the state, class privileges, etc. Bearing in mind what the modern definition of the term archive implies, it is not possible to accept the opinion that there was an archive in ancient Greece and Rome¹.

The time after the French bourgeois revolution is the time of development of social sciences, especially history, stimulated by the romanticism movement. Archival documents gain priority importance as sources of scientific knowledge, which has influenced laws and other regulations to regulate issues related to the protection and creation of conditions for the scientific use of archival material. This is how the archive was created as an independent state institution. This process can be followed in many European countries, which had an impact on the development of the archive service in our country. The first regulation on the protection of the materials of state bodies in Russia was passed by Peter the Great in 1720, and in 1905 a plan was drawn up on the organization of the archive service, which was interrupted by the First World War. Already in 1918 and 1919, Lenin introduced a fundamental reorganization of the archive service by decree, which will be the basis for its reconstruction in

¹ Lekić. Archives, – P. 35–36.

the USSR. The first archive created by law was the National Archives of France in 1790. In Italy, all state and private archives were subordinated to state supervision only in 1919. The development of the modern archival service in England begins with the act of 1838, which created the central archive. In the United States of America, the issue of protection of materials and archival service was regulated only in 1934 by the law establishing the National Archives, which was given broad authorizations¹.

For a long time, history relied almost exclusively on direct historiographical sources (eg chronicles, annals, etc.). In the first half of the 19th century, historiography began to show a greater interest in active construction. Romanticism increased interest in history, fully taking into account the realization that historical sources should be used critically. Then the word archive took on a new meaning, the meaning of a treasury for history. The arrangement of the old archives was taken over by historians, and the existing archival institutions began to employ their employees from the ranks of historians, and in fact historians initiated the establishment of new archives. After the Second World War, there was an increased interest in the study of the latest era, including young archival material. No less important is the fact that rapid social development resulted in a rapid growth of archival material, incomparable to earlier periods. Technical development resulted in the emergence of a new type of archival material: photography, film, phonographic material, audio tapes and video tapes, computer records and optical discs. This is how the field of archival materials progressively expanded and the concept of archival materials gained its current breadth, and taking into account the current technological development, it is most likely not concluded yet. Since the middle of the twentieth century, non-historians began

¹ Lekić. Archives, – P. 38–44.

to use archival materials more intensively, so archives began to be interested in the needs of other researchers as well¹.

The functions and responsibilities of archives can be classified into three basic groups: administrative, cultural and scientific. The status of the administrative body enables the archives to perform expert supervision in terms of archiving, storage, professional maintenance of registry material, determination and selection of archival material from registry material and retrieval of archival material due for handover. Cultural functions and responsibilities are contained in the acquisition, placement and storage of archival material, professional processing of archival material of funds and collections, creation of general and special means of records on archival material and registry material outside the archive and in the archive. The scientific functions and responsibilities include: content evaluation of registry material and selection of archival material based on the list of categories of registry material with retention periods; creation of preliminary historical notes with a classification plan and methodological instructions for arranging funds and collections; creation of scientific information resources of funds and collections; research and recording for the purpose of completing archival material; publication of archival materials and information resources; construction of the information system and determination of its standards; preparation of exhibitions, lectures and more².

Contemporary archival material can be divided according to several criteria. Based on office business, documentary material consists of: document, act, attachment, subject, file, original, copy and concept. The division based on the substrate on which the text was written is significant because it determines the type and time of

¹ Stjepan Sršan. History and archives, *Archive herald*, – 33. 2001. – P. 193–198.

² Lekić. *Archives*, – P. 25–26.

creation of the material. According to the functional basis, archival material can be roughly divided into two basic groups: the first, which includes documents of a normative character that are binding for all institutions or for institutions of a certain social activity; the second, which includes documents created by the work of institutions. On an archival basis, the basic units of archival material in the archive are the fund and the collection, exceptionally, and the document when it has the property of rarity¹.

From the above, it is clear that the task of the historian is made much easier by the archival service. However, many documents from the past were preserved under fortunate circumstances, as many of them were preserved in impossible conditions. A historian can start his research with a permit issued by the manager of the archive, or another authorized person, based on a request that states the purpose for which the document is being taken. Researcher ie. the historian counts the documents upon collection and return with an authorized person. During work, he must not put any notes in the archive material, he must not even put his paper over the material, so as not to damage it. However, nowhere do historians have complete freedom of access to public archives². Historians are not allowed to examine documents as soon as they are retired from regular use. If it were allowed, materials several years old would be read. Since people are usually not aware that they possess material that may have historical significance, historians should not wait for someone to bring them documents, but should advertise and start searching³. Some will say that there is a clear division between historians and archivists, with the historian using the material that the archivist discovers. These examples

¹ Lekić. Archives, – P. 30–33.

² Tosh, In search for history, – 111 p.

³ Ibid. – 113 p.

show us that in practice the historian cannot leave the job of discovering documents to someone else¹.

Scientific functions of archives. The valorization of archival material is the first and essential step in the competence of the archive, which is of great importance for the historian. The valorization of archival material implies the evaluation of documents in registry material, which have permanent value and are of special importance for science, culture and other social needs. The subject of valorization is registration material that is created in the work of institutions and social associations. Historical valorization, as a rule, comes after archival².

Valorization, i.e. determining whether a certain act meets the conditions for permanent storage, or whether it will be separated from the fund as worthless registry material after a shorter or longer storage period, is the most important part of the process of organizing and processing archival materials. How a certain document will be evaluated, as we have already mentioned, depends on several criteria. There are three criteria for valorization:

1) the content value of documents, which includes “the place, position and social influence of the creator of archival materials; status and scope of the creator of archival materials; the position and place of the creator of archival material in the hierarchical – social and political structure; competence, functions and tasks of the creator of archival material; degree and importance of new information and data in documents; information and data about new socio-political processes in documents; chronological and topographic content value of documents; the importance of information and data about prominent social, political and other

¹ Tosh, *In search for history*, – P. 113–114.

² Lekić. *Archives*, – 60 p.

figures; longer-term operational needs of the creator of the structure and society”¹.

2) historical-social circumstances and conditions in which the documents were created, which includes “the degree of document preservation and specific historical-social circumstances and conditions in which the documents were created”.

3) External and other characteristics of documents, which include: “authenticity of documents; diplomatic value of documents; types of documents; originality of documents; completeness of external features of documents; reproducibility of documents; manuscript value of documents; language, script, material and format of documents (paleographic values); text and artistic symbols, stamps and seals on documents (sphragistic and heraldic values)”².

Of the other scientific functions of the archive, which we have listed, in this paper we will emphasize the challenges faced by the modern archive in accordance with the development of information technologies in the function of informing interested users, especially historians, about archival materials.

The aim of the modern archival information system is to provide the most favorable, rational and efficient conditions for the use of archival materials for scientific, cultural, educational, operational and other needs. The information system represents the appropriate unity of electronic equipment, databases and information and personnel capable of using this equipment. The emergence of computers in 1950 marked a new era in the development of technology. The rapid development of electronics has brought such novelties to

¹ Ivan Hofman. Valorization of educational and cultural funds from the time of agitropus (1946–1948). Archives, Archives Magazine of Serbia and Montenegro, 1–2, 2003.– P. 37.

² Hoffmann. Valorization of educational and cultural funds from the time of the agitropus (1946–1948).– P. 37–38.

human society that even more complex human activities without the use of computers are unthinkable today¹.

In order to respond to the challenges of the times, archives, like other cultural, educational and informational institutions, are increasingly turning to new technologies in all areas of their activities: collection, protection, arrangement, and also in the use of archival material. The ultimate goal of this process should be that archival materials must be more accessible to a wider range of users, including historians. Modern information technologies are among the most important factors in the development of the archive service, and the archives themselves are one of the key information services in society, and the effectiveness of the archive service directly depends on the extent to which it will adapt to the requirements of the modern information environment and be able to improve and adapt its services to the requirements users on the one hand and technological imperatives on the other².

In the 1990s, there was an increased interest in archives at the international level, which is explained by the following reasons: the archival service, which continues the trend of attracting new users beyond the usual scientific clientele; a new climate of openness which means that the responsibility is now on authorities to justify the unavailability of records, and on researchers to justify their requests for access; the existence of a strong commercial pressure in Europe for easier access to information in order to reduce the advantage of the United States in that field; and finally, the re-independence of the states in Eastern Europe caused demands for the return of archival materials and suddenly made available fascinating archival sources. Providing information to those searching for

¹ Lekić. Archives, – P. 196–197.

² Vlatka Lemić. Archives and the Internet – new possibilities for the availability and use of archival material, *Archivves herald*, – 45. 2002. – 208 p.

potential sources, primarily historians, and how to research them, is also one of the ways archives attract new attention and emphasize their importance¹.

One of the ways to protect cultural heritage is the digitization of archival material. Digitization represents the recording of archival material in electronic form, that is, the transfer of archival material that is not in electronic form to electronic form. This phenomenon will change the traditional form of historical research, and it is part of the Action Plan of the European Union, which was agreed at the meeting in Lund, Sweden in 2002. In simpler terms, digitization of archival material is its scanning and depositing of scanned documents in a computer or on some other data carrier. One of the important advantages of digitization is the fact that in this way original documents are better preserved and the degree of their use is reduced, and the work in the archives is significantly simplified and shortened. However, the survival of digital documents is much less certain than the traditional way of storing archival material. Digitization of archival material is still far from the stage where it is not necessary for a historian to visit the archive for the purpose of historical research².

The Internet, a global computer network that interconnects users and computer networks in the world with the idea of instant and always open access to information, provides historians with the opportunity to have instant access to information through search engines, databases and other available sources. Most archival institutions in the world have their own network stations, where the institution itself and the material stored in it are usually presented.

¹ Vlatka Lemić. Archives and the Internet – new possibilities for the availability and use of archival material, *Archives herald*, – 45. 2002. – 209 p.

² Miloš Marsenić, Dalibor Ćelezović, Saša Stanojević. Digitization of archival material in Serbia, – P. 79–80.

On almost all pages, at least part of the material is presented in digital form. To a large extent, special types of materials are also available on the Internet, such as: collections of photographs, posters, maps, etc. The tendency is to create local and national networks of archival institutions and associations and networks that include information on the structure of all cultural institutions (archives, libraries, museums, native collections) of an area or at the national level¹. An example of the digitization of materials created during a long period of one institution is the digitization of documents of the news agency Tanjug. The Tanjug materials were handed over to the archives of Yugoslavia, and after that the digitization of this fund was started².

One of the more interesting segments of the activity of the contemporary archive is the organization of exhibitions of archival documents, which include professionally and artistically designed public presentations of archival material, thematically focused on an important historical issue. The variety of valuable and interesting documentary sources stored in the archive enable the creation of exhibitions that are of interest to a wider audience. An example of successful work in this field of archival activity is the Historical Archive of Kraljevo, which now traditionally organizes valuable and interesting thematic exhibitions of documents kept in the funds and collections of this institution. We are talking about exhibitions that are excellently prepared in a professional and technical sense and which until now, as a rule, have been visited by professionals and a wider audience. Their importance goes beyond the scope of

¹ Vlatka Lemić. Archives and the Internet – new possibilities for the availability and use of archival material, – P. 216–217.

² Marko Radovanović. “Digitalization of the Photo-Archive ‘Tanjug’ Photo Archive: Content and Condition of the Material”. Archive, – Vol. 18. – No. 1/2 2017. – P. 21–36.

archival activities and affects the improvement of education, museum offerings and the overall culture of the city of Kraljevo. The exhibition “Kingdom of Serbia and Kraljevo 1882–1903” organized on the occasion of the 140th anniversary of the proclamation of the Kingdom of Serbia and the name of the city of Kraljevo, can be included among the more important events marking these jubilees. It covered the period of Obrenović’s reign from the proclamation of the kingdom on February 22, 1882 until the May Revolution. In that period, Kraljevo (which received its name on April 19, 1882) also developed¹.

Most of the exhibited documents were recorded from the funds and collections of the State Archives of Serbia, among which the following are particularly valuable: Law on the Proclamation of Serbia as a Kingdom, Belgrade, February 22, 1882, Law on the Coat of Arms of the Kingdom of Serbia, Belgrade, June 20, 1882, Decree of King Milan And about changing the name of the town Karanovac to Kraljevo and others. The archive material of the Historical Archive of Kraljevo refers to urban topics, topics from the history of education, the church and various aspects of the life of the population. A particularly valuable part of the exhibition were the photographs that offered the visitor the opportunity to familiarize himself with the appearance of the city itself, the architecture and spas in the area. They also show the citizens of Kraljevo, their way of dressing, everyday life and other segments of civic culture. The authors of the exhibition managed to respond to a demanding and complex task, to choose materials that best provide a picture of the “Kingdom of Serbia and Kraljevo 1882–1903”, as well as to document it

¹ Далибор Елезовић. ПРЕДГОВОР, у: Милојевић, Весна, Каталог изложбе Краљевина Србија и Краљево: 1882–1903: Поводом 140 година од проглашења Краљевине Србије и имена Града Краљева (Краљево: Историјски архив, 2022).– р. 1.

all with a scientific apparatus, accompanied by adequate technical equipment¹. The exhibitions organized by the Archives of Yugoslavia recently represented a unique opportunity to present archival documents to the public – testimonies of the past, on the basis of which a state was created and disappeared, rulers and regimes, ideologies and systems changed, diplomatic negotiations were conducted, wars began and ended, foreign and domestic politics were conducted. At those exhibitions, students of history could see extremely important documents that are not in their textbooks. Older visitors, contemporaries of certain events, were reminded of past times by the exhibited documents².

Contemporary archives also organize open days that serve to popularize archival collections and the work of archival departments. The program of the day may include methodological consultations on current issues of archive work: on procurement, on issuing archival certificates, on receiving research papers, on organizing current office work in archives, on preparing material for handing over to the state archive, and the like.

Conclusion. If we start from what history as a science is and what is the subject of its study, and knowing that it is based on the study of historical sources, it is not difficult to conclude that for a historian, the archive is his second home. From a wide range of historical sources, the largest number of them, primarily written sources, which have the greatest importance for historical science, are kept in archives. Archives also store historical sources that are

¹ Далибор Елезовић. ПРЕДГОВОР, у: Милојевић, Весна, Каталог изложбе Краљевина Србија и Краљево: 1882–1903: Поводом 140 година од проглашења Краљевине Србије и имена Града Краљева (Краљево: Историјски архив, 2022).– р. 1.

² Nada Petrović. “Cultural and Educational Mission of the SCG Archive in 2008”. *Archive*,– Vol. 9.– No. 1/2. 2008.– P. 143.

the product of modern technological development. Archives, as state institutions, are created as a result of the French bourgeois revolution and the transformation of society that followed it, which all contributed to the emergence of a change in relation to the study of the past of human society, i.e. to approach it in a scientific way. For this reason, there will be a need to approach the preservation of “traces from the past” in an organized manner, and thus archives will be created, in the modern sense of the word, and historians will play a crucial role in their institutionalization.

The modern archive today has an administrative, cultural and scientific function, and when using the material, the historian must follow the clear rules provided by the law and other regulations. Among the scientific functions, we highlighted the valorization of archival material, information activities in the light of technological development, and we pointed to one positive example of successfully organizing exhibitions of archival material. Valorization of archival material is the evaluation of documents in registry material. Historical valorization usually follows archival valorization. There are three criteria for valorization, namely: content value of the document; historical and social circumstances and conditions in which the documents were created; external and other features of the document.

The aim of the modern archival information system is to provide the most favorable, rational and efficient conditions for the use of archival materials for scientific, cultural, educational, operational and other needs. The rapid development of electronics has brought such novelties to human society that even more complex human activities without the use of computers are unthinkable today. Modern information technologies are among the most important factors in the development of the archive service. Digitization of archival materials with the aim of making the materials as accessible as possible to users

while using all the advantages of the Internet, as a global computer network, are the challenges that modern society has put before the archival activity, but we are still far from the fact that a single historian can seriously deal with his science without visiting the archives.

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CURRENT SITUATION OF EXTERNAL QUALITY ASSURANCE OF STUDENT PREPARATION IN HIGHER EDUCATION INSTITUTIONS IN LINE WITH THE LABOR MARKET DEMAND

Abstract. All educational institutions operating in the Republic of Azerbaijan, regardless of their subordination, organizational form and ownership, they must undergo external quality assurance process, accreditation¹. Thus, the accreditation of educational institutions forms a legal basis for them to provide students with the state recognized legal document and to operate in the next 5 years². According to the international experience, the assessment criteria determined by the competent institutions for external quality assurance of higher education institutions, determine the internal quality assurance policy, action directions and action plan of higher educa-

¹ Decision of the Cabinet of Ministers of the Republic of Azerbaijan on amending Decision – No. 167 of the Cabinet of Ministers of the Republic of Azerbaijan dated September 28, 2010. “Rules for the accreditation rules of educational institutions”.

² Law of the Republic of Azerbaijan on Education.

tion institutions. Also, it is possible to see the approaches of most countries to quality assurance from their accreditation criteria.

Keywords: Higher education institution, labor market, quality assurance, accreditation.

Introduction

According to “Education Law” of the Republic of Azerbaijan, the quality level of student preparation of educational institutions is determined by the competitiveness of their graduates in the national and international labor market, their role in the social and economic development of the country¹. Also, the quality level of education arises from the requirements related to socio-political, socio-economic, scientific and cultural development at each historical stage and is evaluated accordingly by the body (institution) determined by the relevant executive body and as a legal entity in the Republic of Azerbaijan the activity of the state-registered, licensed and accredited educational institution is provided with legal guarantees².

According to the Decree of the President of the Republic of Azerbaijan dated December 29, 2019, the competent institution in the direction of external quality assurance assessment of educational institutions operating in Azerbaijan is Education Quality Assurance Agency³. In order to implement the effective organization of the activity of higher education institutions, “Rules for Accreditation of Educational Institutions” approved by the decision of the Cabinet of Ministers of the Republic of Azerbaijan dated December 14, 2020 in a new edition and relevant rules

¹ Law of the Republic of Azerbaijan on Education.

² Ibid.

³ The Charter of the Agency for Quality Assurance in Education approved by Decree – No. 907 of the President of the Republic of Azerbaijan dated December 29, 2019.

regulates the external quality assurance rules of educational institutions operating at all levels of the education in the Republic of Azerbaijan, regardless of their organizational form, subordination, ownership¹.

In the aforementioned accreditation rules, it is mentioned that the quality assurance of student preparation of educational institutions consists of two parts, internal and external quality assurance. According to the relevant legislation, internal quality assurance is an internal management assessment system that serves to ensure the compliance of the activity of the educational institution with the state educational standards, the creation of an efficient and modern learning environment in the educational institution and the continuous development of its activity based on self-analysis, but external quality assurance is the process of evaluating the effectiveness of its internal quality assurance system².

After the approval of the aforementioned rules, the accreditation, which is the external quality assurance of higher education institutions, consists of two parts, institutional and program accreditation and each part is evaluated by means of evaluation criteria³. Institutional accreditation assessment evaluates the strategic development, quality assurance, teaching and learning, internationalization, infrastructure, scientific research and management. However, during program accreditation, the efficiency of the institution's educational program implementation is evaluated according to predetermined evaluation criteria.

¹ Decision of the Cabinet of Ministers of the Republic of Azerbaijan on amending Decision – No. 167 of the Cabinet of Ministers of the Republic of Azerbaijan dated September 28, 2010. “Rules for the accreditation rules of educational institutions”.

² Ibid.

³ Ibid.

According to the accreditation rules, the establishment of an internal quality assurance system of student preparation in line with the requirements of the labor market is noted as one of the obligations taken by the higher education institutions from the point of view of external quality assurance. Therefore, higher education institutions should establish internal quality assurance system and then external quality assurance should assess its compliance with the accreditation criteria.

Methodology

The purpose of the analysis is to study the directions which the recommendations given to higher education institutions for the last 8 years during the accreditation process for the student preparation in line with labor market demand. During the scientific research, an analysis of the external quality assurance assessment results of higher education institutions was carried out within the framework of the accreditation rules and criteria and the qualitative research method was used as the basis for the analysis. So, on the basis of the Final Reports prepared as a result of the accreditation assessment, the accreditation assessment results of 34 higher education institutions that have been accredited in the last 8 years and the recommendations given to the institutions after the accreditation assessment were categorized and analyzed. Final reports were obtained from Education Quality Assurance Agency. Accreditation results of 34 HEIs out of 51 higher education institutions have been analyzed and sampling number is sufficient for the generalization.

External Quality Assurance According to Azerbaijan Legislation

The process of external quality assurance, which is the main driving force of internal quality assurance, is a powerful tool for assessing student preparation process compliance with labor market

requirements¹. External quality assurance is an important driving force for the enhancement of the quality of higher education institutions, as well as useful for internal quality control activities and in terms of accountability to the public². Thus, external quality assurance of higher education emerges as a factor that increases the quality of education, because one of the main goals of accreditation is to create a competitive environment among higher education institutions and provide better educational services to students and their families. Another goal of accreditation in higher education is to raise the quality of the educational service provided in higher education institutions to a certain standard and to train skilled and qualified graduates in their fields³.

As it can be seen, accreditation of higher education institutions has many benefits, including trust, in addition to providing information about the accredited institution to the public and choosing between similar institutions during the decision-making process⁴. Even if we look at the history of the first appearance of the concept of the quality assurance, we will see that the emergence of quality assurance as a separate field in the management of higher education coincides with the emergence of the first accreditation organizations in the United States at the end of the 19th century. After 1990, quality assurance systems across Europe began to develop using different models and approaches. Thus, in Western European coun-

¹ Quality Assurance and Labour Market Responsiveness in Higher Education: Final English National Report / D Lain A Maginn, – London, 2003. – P. 86.

² From Tools to an Internal Quality Assurance System University of Duisburg-Essen / Christian Ganseuer and Petra Pistor, – Germany, 2016. – P. 53.

³ Mushtagov A. Quality Assurance System and Accreditation Factor in Quality Assurance in Higher Education Institutions, – Baku, 2021. – P. 10.

⁴ Ibid. – P. 12.

tries, the trend was towards a more self-regulatory approach, while in most Central and Eastern European countries, a more centralized model of the quality assurance system was used¹.

It is necessary to have an external quality assurance system based on systematic and measurable criteria to assess the efficiency of student preparation and internal quality assurance system in accordance with the requirements of the labor market. Thus, the external quality assurance of educational institutions operating at all levels of education, regardless of their subordination, organizational form, and ownership, operating in Azerbaijan is regulated by the “Rules for Accreditation of Educational Institutions” approved by the Cabinet of Ministers of the Republic of Azerbaijan’s decision. According to the relevant rules, internal quality assurance is defined as an internal management assessment system that serves to ensure the compliance of the educational institution’s activity with state educational standards, the creation of an efficient and modern learning environment in the educational institution, and the continuous development of its activity based on self-analysis. Also, in the relevant legislation, external quality assurance is defined as the process of evaluating the quality level of the educational institution’s activity and the effectiveness of its internal quality assurance system.

In order to ensure the implementation of the rules of accreditation of educational institutions in the Republic of Azerbaijan, accreditation criteria has been approved by the Collegium of the Ministry of Science and Education of the Republic of Azerbaijan².

¹ Professional Higher Education in Europe: Characteristics, Practice Examples and National Differences / Camilleri Anthony F., Delplace Stefan Frankowicz, Marek Hudak Raimund, Tannhäuser, Anne-Christin, – Germany, 2014. – P. 62.

² “Evaluation Criteria for Institutional Accreditation of Higher Education Institution”. Approved by the Decision of the Board of the Ministry of Science and Education of the Republic of Azerbaijan.

Accreditation Criteria are measures for evaluating the activity of the educational institution that provides education at the relevant educational level and the compliance of the implementation of educational programs at the relevant educational level with the state educational standards. As in the international practice, educational institutions should adopt the accreditation criteria as the main measurement tool when establishing the internal quality assurance system, as well as when determining the internal quality assurance evaluation criteria of student preparation according to the requirements of the labor market.

Current Situation of External Quality Assurance of Higher Education Institutions in Azerbaijan

According to previous accreditation criteria, during the accreditation assessment of higher education institutions within the framework of external quality assurance, normative-legal guarantee of the institution's activity, management, content and structure of training for educational programs, organization of the teaching process, quality of training for educational programs, staffing, scientific research activities, international cooperation, material and technical base, social conditions and financial provision directions were taken into account. At the same time, one of the main goals of the accreditation evaluation process in the framework of external quality assurance is to determine the conformity of the activity of the higher education institution with its status. For this purpose, higher education institutions are evaluated by experts on 25 relevant criteria in accordance with the minimum indicator determined according to their status.

As a result of the accreditation evaluation of higher education institutions within the framework of external quality assurance, the Accreditation Commission provides appropriate recommendations to the institution based on the deficiencies found, and the

implementation of the recommendations until the next accreditation period is mandatory for the institution. In accordance with the relevant legislation and the Education Quality Assurance Agency's own Charter, monitoring the implementation of the recommendations given to the higher education institutions after the accreditation assessment is part of the Agency's authority.

During the last 8 years, after the accreditation assessment, 34 (67% of all higher education institutions (including special purpose ATMs) accredited higher education institutions were analyzed based on the recommendations given by the respective Accreditation Commissions based on the prepared Final Reports. According to the given recommendations, 9 of the analyzed higher education institutions are private, 1 is specially formed higher education, 3 are branches, 8 are part of other Committees or Ministries. During the last 8 years, after the accreditation assessment, the recommendations given by the Accreditation Commission to the accredited institutions as a result of the assessment were divided into categories according to the following criteria:

Table 1. – Regarding accredited higher education institutions

HEIs	Number	Ratio
Private	9	26%
State	13	38%
Specially formed	1	3%
Branch	3	9%
Performing under other Committees and Ministries	8	24%

Based on the analysis of the above table, it can be said that among the recommendations given to the higher education institutions by the relevant Accreditation Commissions, the recommendations in the following areas prevail:

1. Preparing and approving the strategic development plan accordingly;

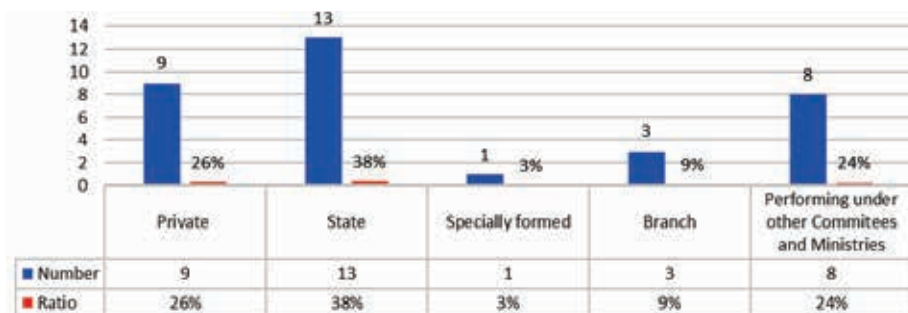


Figure 1. Regarding accredited higher education institutions

Table 2. – Regarding the recommendations given to HEIs after the accreditation assessment

Recommendations	HEIs (number)	Ratio
Preparation and approval of the strategic development plan	14	41.18
Improvement of strategic management	11	32.35
Establishment of Quality Assurance Center or respective Department	5	14.71
Improvement of the quality assurance system	9	26.47
Development of the student support system	5	14.71
Building a student-centered system	2	5.88
Consideration of labor market requirements	13	38.24
Improvement of alumni trace system or graduate career planning	13	38.24
Application of the differential evaluation system	11	32.35

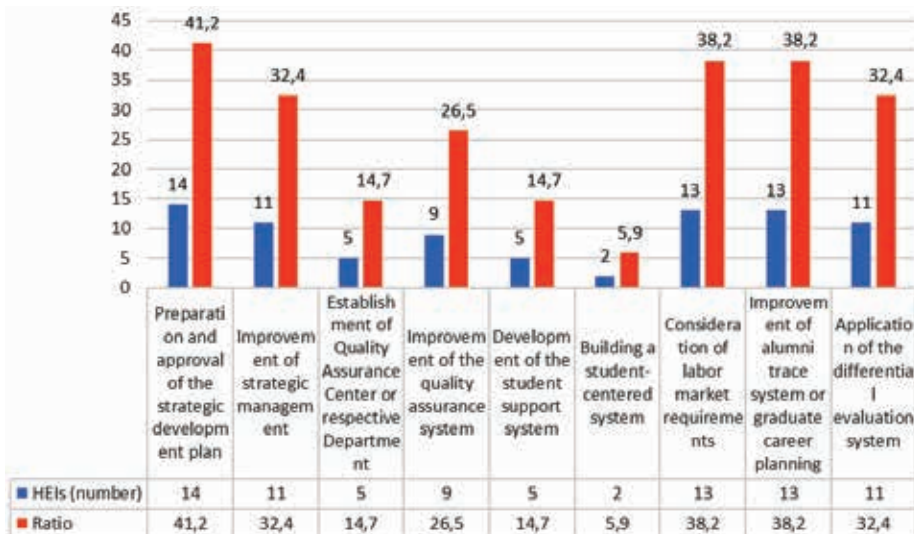


Figure 2. Regarding the recommendations given to HEIs after the accreditation assessment

2. Improvement of strategic management;
3. Establishing a quality assurance center or respective department;
4. Improving the quality assurance system;
5. Consideration of labor market requirements;
6. The presence or improvement of the career planning and tracking system of graduates;
7. Implementation of the differential evaluation system.

Conclusion

Based on the results of the accreditation evaluations conducted in higher education institutions operating in the Republic of Azerbaijan during the last 8 years and the results of the analysis of the recommendations given by the Accreditation Commissions to the institution based on the shortcomings and deficiencies found after the assessment, we can say that it is needed to improve strategic management in institutions, establish effective internal quality assurance

system and there is a need to improve and create a student-oriented learning environment.

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Section 3. Pedagogy

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“POSITIVE AND NEGATIVE ASPECTS OF THE USE OF COMPUTER GAMES IN THE EDUCATIONAL PROCESS”

Abstract. This article analyzes the advantages and disadvantages of using computer games in preschool and school education and also in raising a child. The author of the study conclude that computer games have a number of advantages over traditional games. These include increased interactivity, dynamism and didactics.

However, they also have significant drawbacks. These include the development of a strong limited worldview in the child, the negative psychological impact on the child, the reduction in the necessary interpersonal communication for socialization, and the decrease in the importance of intergenerational communication.

Educators and psychologists, teachers and adults should monitor children's computer game habits to mitigate any negative effects. This is because games can have a “significant impact” on a child's life and education.

Keywords: preschool education, school education, computer games, traditional games.

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«ПОЛОЖИТЕЛЬНЫЕ И ОТРИЦАТЕЛЬНЫЕ АСПЕКТЫ ПРИМЕНЕНИЯ КОМПЬЮТЕРНЫХ ИГР В ОБРАЗОВАТЕЛЬНОМ ПРОЦЕССЕ»

Аннотация. В данной статье анализируются достоинства и недостатки применения компьютерных игр в дошкольном и школьном образовательном процессе. Автор исследования приходят к выводу, что компьютерные игры имеют ряд преимуществ перед традиционными играми. К ним относятся повышенная интерактивность, динамичность и дидактичность.

Однако, они имеют и существенные недостатки. К ним относятся развитие у ребенка сильного ограниченного мировоззрения, негативное психологическое воздействие на ребенка, сокращение необходимого межличностного общения для социализации и снижение важности межпоколенческого общения.

Педагоги и психологи, учителя и взрослые должны следить за привычками детей к компьютерным играм, чтобы смягчить любые негативные последствия. Это связано с тем, что игры могут нанести «существенный отпечаток» на жизнь и образование ребенка.

Ключевые слова: дошкольное образование, школьное образование, компьютерные игры, традиционные игры.

На сегодняшний день, в условиях развития информационного общества культура социума подвергается изменениям.

Меняются технологии, которые требуют трансформации механизмов социализации личности.

Новые технологии создают новые социальные отношения. Внедрение информационных технологий, во все области, снижает потребность людей в личном общении. Цифровизация революционизирует мир. Это резко меняет основные социальные структуры и требует более глубокого понимания того, как приспосабливаться к постоянно меняющимся социальным нормам. Новые поколения людей должны освоить этот процесс, чтобы процветать в цифровом обществе.

Можно отметить, что человек, как не только социальное, но и биологическое существо, хорошо адаптирован к традиционным формам социализации, к одному из которых и относится игра как ведущая форм деятельности ребенка.

Цифровизация образования приводит к необходимости дополнения традиционных игр играми компьютерными. Возникает противоречие между данными формами, результаты разрешения которого скажутся на физическом и психическом здоровье будущих поколений. Чтобы принять необходимые меры во избежание возникновения негативных последствий информационной социализации детей (дошкольного и школьного возраста), необходимо проводить исследования и мониторинги игровой деятельности детей за компьютером.

Игра является неотъемлемым атрибутом социализации личности на всех ее этапах. Благодаря различным формам данного субъекта, ребенок, в любом возрастном промежутке, повышает ее уровень.

Игра, как социальное явление имеет становление в духовной культуре народа. Как часть культуры, впитывает в себя специфику и особенности эпохи, культуры этноса, в рамках которого она зарождается и развивается.

Современные точки зрения на природу игры позволяют взглянуть на данный феномен несколько иначе. Например, В. В. Костецкий отмечает: «История культуры и история игры имеют разную хронологию», что игра как явление не свойственна ранним цивилизациям, в которых образ жизни не позволял выделять время для нее. Игра есть продукт развития цивилизации, и содержание игр меняется вместе с изменениями культуры, сохраняя определенные традиции.

Для понимания основных философских, психолого-педагогических и других понятий игровой деятельности и игры человека необходимо оценить, какие понятия используются в современных методах воспитания и обучения. Скорее, к ним относятся игры как метод обучения и воспитания детей. В дополнение к этому, дети используют свое время, играя, чтобы узнать о культуре, творчестве, выстроить модели поведения, развить навыки самооценки и самооценки и другие важные понятия.

Игры также помогают детям дошкольного возраста, адаптироваться к социальным условиям, активизировать свое сознание посредством творчества и развивать другие важные навыки, которые они могут использовать в своей будущей жизни.

Новые игры появляются по мере неформального развития новых культурных явлений. Это приводит к изменениям в том, как люди общаются друг с другом. Новые правила жизни и игры вытекают из информационной культуры и становятся определяющей чертой ее социальной структуры.

Существуют различные точки зрения ученых на все более популярные компьютерные игры. Эти игры нравятся как маленьким детям, так и взрослым, что делает их неотъемлемой частью информационного века.

Многие исследования подтверждают положительное влияние компьютерных игр на развитие личностных способностей

детей. В частности, эти исследования демонстрируют, как компьютерные игры помогают детям развивать логическое и математическое мышление.

Разработчики компьютерных игр помогают дошкольникам улучшить свои коммуникативные и когнитивные навыки, используя свои игры, пока они работают над визуально-образным мышлением.

Также, они являются наиболее привлекательными, динамичными, интерактивными дидактическими средствами, нежели привычные материальные средства обучения.

В дошкольном образовании можно встретить обширное применение компьютерных игр. С их помощью, ребенок познает мир, исследует что-то новое. Далее, дошкольник повышает свою готовность к будущему обучению, улучшает речь, развивает ее компоненты (например, грамматику), разрабатывает сосредоточенность, творческий аспект, самостоятельность и сотрудничество со взрослыми. Еще, они вызывают изначально большой интерес, своим многообразием и яркими красками.

Их основная суть в образовательном процессе в том, чтобы ребенок смог самостоятельно отыскать варианты и способы решения задач, которые стоят перед ним. В отличие от других методов обучения, компьютерные игры развивают еще и воображение, потенциал, имеющийся у ребенка.

Для педагогов – это оптимизация процесса обучения, эффективность любой деятельности. Целесообразность и продуктивность очевидны.

Можно отметить, что проводимые исследователями педагогические экспертизы и анализы компьютерных игр демонстрируют, что далеко не все игры, предназначенные для развития детей дошкольного возраста, можно применять как дидактическое или методическое средство. В частности, называются такие

недостатки некоторых из них, как несоответствие методикам образовательных программ, низкое качество самой игры, несоответствие возрастным особенностям ребенка. Однако такие недостатки могут выявить только специалисты. Но, компьютерные игры становятся сегодня объектом воспитания не только в дошкольной организации, но и в семье.

Деятельность в компьютерных играх, может оказать положительное или отрицательное влияние на психику ребенка. Также, рассматриваемые игры привлекательны и изменчивы, что приводит к тому, что у ребенка развивается нездоровая привязанность к ним.

Необходимо заметить, что детей трудно отвлечь от настольных игр, игр на улице или пребывания в компании сверстников, когда они весело проводят время.

Многие исследователи считают компьютерные игры вредными для психики ребенка школьного возраста. Это беспокойство связано с опасными сценами в игре, которые вызывают у ребенка тревогу и страх.

В образовательном процессе школьников, компьютерные игры имеют достаточно серьезное значение. Обычно, они имеют правильную структуру, целевое назначение, а опыт и знания, приобретенные благодаря им, хорошо применимы на практике. Именно эти характеристики имеют отличительную особенность компьютерных игр, применяемых в учебных процессах, от остальных.

Компьютерные игры, применяемые в образовательном аспекте, также имеют мотивацию, социальную направленность. Рациональное применение оказывает только положительную динамику. Например, симулирование виртуальной реальности (виртуальная лаборатория для уроков химии/биологии). Благодаря описанному применению в образовании, школьники с пользой проведут время и повысят свой кругозор.

Можно отметить, что, работая с указанными играми, ребенок совершает действия, которые «легко исправить» и они не наносят вред окружающей среде.

Сравнение традиционных игр и компьютерных игр часто приводит к схожим сюжетным линиям. Это, к сожалению, приучает детей к «нездоровым отношениям» и распространяется на их повседневную жизнь. Взрослые дети участвуют в коллективных дворовых играх с симуляцией насилия. Например, военные игры. Участники разыгрывают примерные сюжеты и изображают насилие посредством захвата, допросов и пыток.

Не секрет, что дети, заигрываясь, могут переходить черту дозволенного поведения. Кроме того, общение разновозрастных детей в одной компании способствует не всегда тому, что ребенок перенимает только положительные нормы поведения и ценности.

В наш век инновационных технологий сложно представить свою жизнь без компьютеров, телефонов, игровых приставок и тому подобному. Эти вещи есть у многих, и сейчас бывает, что они служат не только для работы, но и для развлечений, а игра на компьютере – их особый вид.

Некоторые игры помогают в жизни, уча и развивая разные качества, однако, таких мало. К тому же, часто случается, что чрезмерное время, проведенное за играми, вызывает не просто зависимость, но и психические расстройства или даже различные болезни.

Благодаря компьютерным играм, можно развить скорость реакции, внимательность и мелкую моторику у детей любого возраста. Однако такой эффект может быть не от всех игр – к сожалению, многие игры приносят только отрицательные моменты в воспитании ребенка.

Рассматривая уже детей школьного возраста и уровень их игр, отмечаем, что в них часто встречается пропаганда курения, алкоголизма, наркомании, насилия и даже жестокости,

в дополнение, они вызывают психическую зависимость и нервные срывы. Также портится зрение, а при игре по ночам сбивается биологический режим. После длительного проведения за компьютером часто бывает сильная усталость, появляется повышенная раздражительность, увеличивается рассеянность, а порой могут возникнуть даже галлюцинации.

Вдобавок к этому, ребенок также начинает неосознанно имитировать поведение компьютерного персонажа.

Игры требуют много времени, и с этим связано отсутствие оперативного общения, оторванность от общества и даже замедление интеллектуального развития, поэтому могут начать развиваться комплексы.

В целом, развитие зависимости от компьютерных игр является серьезным психическим расстройством, которое наряду с прочими аналогичными заболеваниями требует лечения и наблюдения у врача. Люди, у которых оно есть, проводят гораздо больше времени в виртуальном мире, чем в реальном мире. К сожалению, и дети, и взрослые могут стать зависимыми.

Сравнивая возможные негативные последствия традиционных и компьютерных игр, следует отметить, что разницу можно видеть по нескольким направлениям.

Для начала, развивающая роль игры. Компьютерные игры превосходят в данном плане традиционные по дидактическим возможностям. Однако при этом, следует строго учитывать психолого-педагогические особенности применения компьютерных игр относительно возрастных особенностей ребенка.

Далее, коммуникативная роль игры. Здесь компьютерные игры предоставляют широкие возможности для моделирования социальных взаимодействий, которыми должны овладеть дошкольники. Однако, их серьезный недостаток в том, что они не учат живому общению между реальными субъектами.

Дети привыкают к моделям отношений, а не к их реальной актуализации.

Отмечаем и мировоззренческую роль игры. Формируют мировоззрение и компьютерные, и традиционные игры. Но у компьютерных игр имеется явное преимущество – они более доступны в современном мире, нежели игры со сверстниками.

Компьютерные игры требуют серьезной экспертизы со стороны психологов и педагогов, прочих специалистов. Традиционные игры проверены временем, но также требуют контроля участия в них детей со стороны взрослых. Компьютерные игры невозможно исключить из социализации детей. Чтобы она проходила без негативных последствий, необходим постоянный контроль со стороны взрослых субъектов социализации.

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Section 4. Psychology

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FOREIGN LANGUAGE LEARNING APTITUDE CONSTRUCT: ITS MEASUREMENT AND APPLICATION FOR INTENSIVE FOREIGN LANGUAGE TRAINING CANDIDATE SELECTION PROCESS AT UZBEKISTAN MINISTRY OF DEFENCE

Abstract. Taking into account significant monetary and temporal resources required for organization and conduct of intensive foreign language training at Uzbekistan Ministry of Defence, it is of vital importance that such a training be undergone by suitable (in terms of their cognitive abilities) candidates. One of the most important factors influencing the eventual success of a candidate's foreign language training is his or her foreign language learning aptitude. The present paper deals with the basic issues pertaining to measurement of this individual cognitive difference as well as to the opportunities that its application might provide the stakeholders with in terms of improvement of the existing intensive foreign

language training course candidate selection process at Uzbekistan Ministry of Defence.

Keywords: professional selection, foreign language aptitude, language aptitude test, Modern Language Aptitude Test.

Information-communication technology development and significant reductions in the amount of time and money required for a transfer of an individual from one location to another entail the exponential growth in the number of personal and professional contacts among individuals and contribute to the growth of importance of foreign language learning. Based on some estimates¹, more than half of the world population speaks at least one foreign language.

In some cases, an individual acquires one or several languages within the framework of his or her bi-/multilingual family or bi-/multilingual community. In others, an individual is provided with a formalized foreign language training as a part of his or her academic training (be it school, college, or university). Formalized foreign language training, in its turn, can be organized in non-intensive or intensive training formats.

Non-intensive foreign language training presupposes that an individual learns a foreign language as one of many elements comprising curriculum of the educational institution in which her or she is enrolled for formal academic training purposes. Non-intensive foreign language training is provided to school and university students, as well as to cadets and trainees of both military and civilian educational institutions of the Republic of Uzbekistan.

Intensive foreign language training in the Republic of Uzbekistan is provided by a limited number of specialized centers, among which is “Partnership for Peace” Training Center of the Armed

¹ Grosjean F. *Bilingual: Life and Reality*. Cambridge,– Massachusetts: Harvard University Press, 2010.

Forces of the Republic of Uzbekistan (hereinafter referred to as Uzbekistan PfP). Intensive foreign language training format, it should be emphasize, significantly complicates already complex and multi-component foreign language learning process¹.

Uzbekistan PfP intensive foreign language training system is based on its United States counterpart initially created in order to deal with the issue of the lack of military specialists sufficiently proficient in foreign languages in 1940 s.

One of the most important characteristics of any intensive foreign language training course is its duration (at least six months). During this time all the trainees are virtually separated from their places of service. Yet, “there has been found no way of training program duration reduction beyond a certain critical point that would still guarantee attainment of satisfactory results”²

Due to the duration of such “separation” of the trainees from their military service duties, it is important to do our best to make sure that the greatest number of trainees achieve the most desirable of the results upon their completion of the intensive foreign language training. Among possible ways that can be used to such an end are application of valid candidate selection procedures followed by high quality training proper provided by appropriately qualified instructors.

Uzbekistan PfP seemingly solved the problem of intensive foreign language training candidate selection in 2011, when a specialized aptitude test battery was designed for precisely this purpose. However, over the past decade we have managed to accumulate sig-

¹ Ortega L. *Understanding Second Language Acquisition*.— London: Hodder Education, 2009.

² Carroll J.B. “The Prediction of Success in Intensive Foreign Language Training,” *Train. Res. Educ.*,— Vol. 64. 1962.— P. 87–136.

nificant amounts of data that make it possible for us to suggest that this battery can and must be improved.

It behooves us to acknowledge the fact the most significant attention to the issues of intensive foreign language training candidate selection was paid between 1953 and 1958 when at Harvard University there was conducted a specialized research into this very issue. The results of the research would be published by John Bissel Carroll in the article format titled “The prediction of success in intensive foreign language training” in 1962.

The author pays a special attention to the fact that IQ cannot be used as a valid predictor of intensive foreign language training success, since above a certain threshold level the variability in foreign language learning aptitude become too significant. This idea of foreign language aptitude being an independent construct underlies the entire body of research conducted after the publication of this seminal article.

In terms of the practical application of the results of the research, Carroll designed a specialized instrument that he thought made it possible to measure certain cognitive capabilities required for quick enough foreign language training success attainment. It was Modern Language Aptitude Test (MLAT), a test battery whose application still yields results considered valid for intensive foreign language training selection process by various organizations (including International Monetary Fund and Foreign Service Institute).

Carroll conceptualized the foreign language aptitude as a multicomponent construct comprising four core elements: ***phonetic coding ability*** (the ability to encode aurally perceived materials in such a way as to have an opportunity to decode, identify and reproduce it within a short period), ***grammatical sensitivity*** (the ability to work with linguistic forms and their application in natural utterances), ***rote memory for foreign language materials*** (the ability to

remember associations between lexical units in native and foreign language within a short period), **inductive language learning ability** (the ability to make educated guesses about the possible linguistic forms, rules and models based on the novel linguistic material with which an individual is provided with minimal supervision). Each of those components either directly or indirectly is reflected in the five sections of MLAT: *Number Learning*, *Phonetic Script*, *Spelling Cues*, *Words in Sentences*, *Paired Associates*. It should be noted that MLAT at the moment does not comprise any tasks that would directly assess the inductive language learning ability, since the developers thought that its measurement would require a significant amount of time.

Some of Carroll's theories on FLA have been incorporated into the test battery used by the Uzbekistan MoD to identify intensive foreign language training candidates. The creation of the battery demonstrates acknowledgement of the fact that some Uzbekistan MoD service members possess a specialized aptitude or collection of talents for learning foreign languages. This acceptance, however, should not be interpreted as indicating that the test taker is (un)able to learn a foreign language per se; rather, it should be seen as indicating that the test taker is (un)able to produce satisfactory results while adhering to the limitations imposed by the entire intensive foreign language training system.

Unfortunately, as we have already demonstrated¹, for the purpose of choosing candidates for the intensive foreign language training, the Uzbekistan MoD currently uses a foreign language test battery that has four subtests, three of which are primarily used to measure IQ. Since foreign language aptitude is a construct linked to but different from the test taker's general intelligence, the results

¹ Zverev I. "Uzbekistan MoD Foreign Language Aptitude Test: A Critical Evaluation," *Filol. Masal.* – Vol. 29. – No. 2. 2019. – P. 138–151.

of IQ tests shouldn't be used for the purposes for which the test battery is intended.

A new foreign language aptitude test may be developed to supplement the current one rather than replace it in order to identify the best candidates for rigorous foreign language training, taking into consideration the expanding demand for service personnel who are fluent in foreign languages.

The test will need to be developed using best practices followed by creators of tests of a similar nature around the world, the findings of previous research, and scientific consensus regarding the FLA construct's structure.

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Section 5. Sociology

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DISKUSSION ALS BEDINGUNG FÜR DAS ETHOS DER WISSENSCHAFT

Die Argumentationsforschung hat sich in den letzten Jahrzehnten zu einem eigenständigen wissenschaftlichen Forschungsfeld entwickelt. Diese wissenschaftliche Wende war eine Gemeinschaftsleistung von Philosophen, Spezialisten auf dem Gebiet der formalen und informellen Logik, Sprachanalytikern, Wissenschaftlern, die sich mit Kommunikationsproblemen befassen, sowie Vertretern anderer Wissenschaftsbereiche.

Auf diese Weise ist die Argumentationstheorie ein aktiv entwickelndes interdisziplinäres wissenschaftliches Forschungsgebiet zu den effektivsten Beziehungen und nicht-logischen Methoden der Überzeugung im Kommunikationsprozess. Die moderne Rechtfertigungstheorie kombiniert Komponenten der Logik, Linguistik, Psychologie, Soziologie, Philosophie, Rhetorik, Ethik und anderer wissenschaftlicher Forschung. Der wichtigste Argumentationspunkt in der Wissenschaft ist die Verwendung spezieller sprachlicher Mittel, die ausgehend von der natürlichen Sprache durch

spezielle Definitionen verfeinert werden und ein System wissenschaftlicher Terminologie bilden. Die Entdeckung neuer Gebiete und wissenschaftlicher Wahrheiten im Prozess der kreativen Suche erfordert neue Sprachtechniken und Begriffe für ihre Fixierung und Akzeptanz durch die wissenschaftliche Gemeinschaft.

Argumentation ist ein unverzichtbarer Bestandteil dialogischer Strukturen¹. Sie bestimmt die Wirksamkeit jedes Dialogs. Keine neue Bestimmung wird von der wissenschaftlichen Gemeinschaft widerspruchlos akzeptiert. Gleichzeitig wurde festgestellt, dass es eine Vielzahl von Argumentationsmöglichkeiten gibt und jede von ihnen ihre eigene, inhärente Beweiskraft hat.

Argumentationsfähigkeiten beeinflussen maßgeblich das Schicksal von Ideen und haben sogar wissenschaftliche Interessen. So werden Diskussion, Dialog und wissenschaftliche Auseinandersetzung zum wichtigsten Mittel zur Lösung drängender Probleme in Wissenschaft, Wirtschaft, Politik, zu einer Form der Kommunikation zwischen wissenschaftlichen Schulen und Gemeinschaften, Völkern und Behörden, Nationen und Parteien, Gläubigen und Ungläubigen.

Die Wissenschaft des Argumentierens und die Kunst des Argumentierens selbst werden seit der Antike Eristik genannt. Bereits im antiken Griechenland wurde dank der Bemühungen von Sokrates eine Tradition geboren, den Streit als einen Weg zur Erkenntnis der Wahrheit zu betrachten. Sokrates nannte diese Art eristische Dialektik. Aphorismus „Wahrheit wird in einem Streit geboren“ Überzeugungen, wenn der Streit ist dialektisch, durchgeführt nach der Technik des Sokrates (enthält Zweifel, Induktion und Definitionen)².

¹ Lisanyuk E.N. Argumentatsiya i ubezhdenie (Argumentation and persuasion), – Nauka, SPb., RUS. 2015.

² Blazhevich N.V., Selivanov F.A. Eristics: Eine Reihe von Vorlesungen. – Tjumen, 1999. RUS.

Der Begriff „wissenschaftliche Eristik“ kann in zweierlei Hinsicht interpretiert werden. Im weiten Sinne kann wissenschaftliche Eristik als eine Form der Manifestation von Wertbeziehungen (Konsens und Dissensus) Subjekte wissenschaftlich-kognitiver Tätigkeit im Prozess der Suche und Behauptung der wissenschaftlichen Wahrheit. Im engeren Sinne Wörter wissenschaftliche Eristik — Form der gemeinsamen Forschung durch die Akteure der Erkenntnis der Beweise und Widerlegung (Argumentation) die problematischen Ansichten, die in der Wissenschaft entstanden sind, mit dem Ziel, die wahren Bestimmungen auszuwählen und zu bestätigen. Die Teilnehmer an wissenschaftlichen Streitigkeiten stützen sich auf wissenschaftliche Methoden und Kriterien, die von dieser wissenschaftlichen Gemeinschaft in dieser Phase der wissenschaftlichen Entwicklung übernommen werden.

In konstruktiven wissenschaftlichen Diskussionen spielt die Tatsache eine wichtige Rolle, dass die Teilnehmer an der unbedingten Wahrheit der eigenen Ansichten zweifeln. Teilnehmer an konstruktiven Auseinandersetzungen konzentrieren sich darauf, Beweise für die Zuverlässigkeit ihrer eigenen Aussagen zu finden, Schwächen in ihren eigenen Konzepten zu finden und Theorien.

Die Aufgabe der Wissenschaftseristik ist die Erlernung der Bedingungen und Regeln für die Führung produktiver wissenschaftlicher Auseinandersetzungen. Kenntnisse über die Arten wissenschaftlicher Auseinandersetzungen, ihre Bedingungen und Verhaltensregeln gehören zur eristischen Kultur des Wissenschaftlers¹. Außerdem in einer eristischen Kultur Wissenschaftler schließt seine Wertorientierungen und Grenzen ein, von denen er sich in Auseinandersetzungen leiten lässt. Die eristische Kultur legt nahe, dass ein Wissenschaftler Respekt vor den Überzeugungen anderer

¹ Marchenko O. I. Rhetorik als Norm der humanitären Kultur. – M., 1994
RUS; Moore B. N., Parker R. Critical thinking. NY: Mc Graw-Hill, 2009.

Menschen zeigen muss, vor der Persönlichkeit des Gegners, um Unzulässiges abzulehnen Tricks, unhöfliche Art zu argumentieren.

Unter Berücksichtigung der Gründung einer Kultur wissenschaftlicher Auseinandersetzungen können drei Wertprinzipien ihm zugeschrieben werden: Das Prinzip der Gleichberechtigung Sicherheit, dezentrisches Richtungsprinzip und Prinzip Angemessenheit. Das Prinzip der gleichberechtigten Sicherheit verbietet die Verwendung von beleidigenden und demütigenden Gesprächspartnern. Das Prinzip der dezentrischen Ausrichtung ist darauf ausgelegt, die Teilnehmer wissenschaftlicher Streitigkeiten in der Lage zu sein, Probleme mit zu prüfen und zu analysieren Positionen der anderen Seite. Das Prinzip der Angemessenheit setzt voraus, dass die Teilnehmer des wissenschaftlichen Streits das wahrnehmen, wovon sie sprechen.

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