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HUMANITIES AND SOCIAL SCIENCES: MODERN TRENDS IN A CHANGING WORLD

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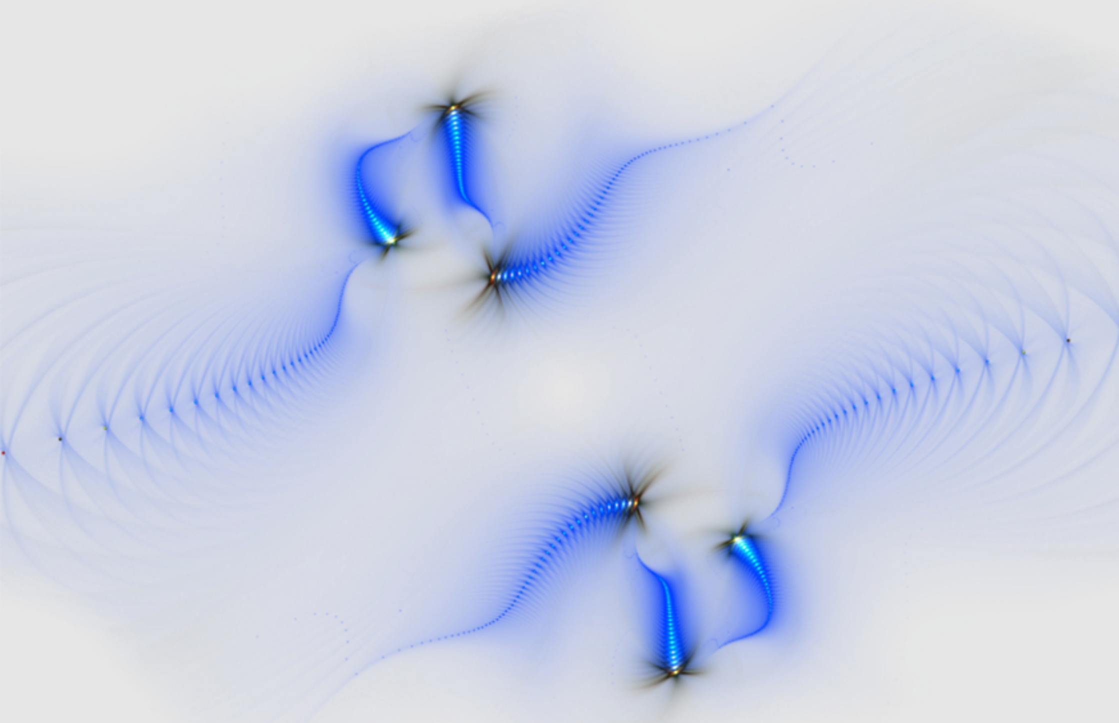

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Section 1. Economics

Orujaliyev Ramiz (Elkhan),
Student at the Faculty of Economics and Management
Nicolaus Copernicus University, Torun, Poland

A RESEARCH REVIEW OF HUMAN RESOURCE EFFICIENCY AND EMPLOYEE MOTIVATION

Abstract. The main objective of organizations in both manufacturing and service sectors is to produce goods and services that society needs. Nowadays, the high level of quality of goods and services and the success of an organisation, along with the latest technology and equipment, are based on the right decisions, and the right and appropriate decisions depend on employees with professional knowledge and skills.

Currently, one of the most common problems in both the private sector and public institutions is the lack of qualified staff, lack of accurate staff evaluation indicators, and lack of motivation. In this regard, research is being conducted in the service sector to improve efficiency, effectiveness, quality and productivity.

The main purpose of the study is to highlight the importance of employee performance appraisal in public bodies and the application of motivational mechanisms, to assess the main motivating factors, to make suggestions based on the information obtained by analysing the characteristics necessary for an effective performance appraisal system in public bodies, salary, participation in decision-making, work evaluation in parallel with career opportunities, etc. to show that such indicators as, have a significant impact on the motivation of employees in public bodies, and to demonstrate that such indicators have a significant impact on the motivation of employees.

The research method is the analysis of written sources on labour evaluation and motivation mechanisms applied in the countries of the world, international experience. In addition, several institutions studied the mechanisms of appraisal and motivation in the public sector in Azerbaijan, and analysed the expected applications for future periods.

The research highlights key motivational tools, including economic, psychosocial, and organizational/administrative factors, and advocates for inclusive, transparent appraisal systems to enhance organizational productivity and cohesion.

Keywords: *human resources, performance, motivation tools, labour productivity.*

Introduction

Publication of the first book on human resource management in 1917 and the research of Hawthorne had significant influence on development management human resources at that time, and thus began the "era of human relations" (Barutçugil, 2002).

The Y theorem, developed by D. McGregor in his 1960 book, The Human Side of Enterprise, is the cornerstone of modern improved human resource management and is of great value in terms of what he saw 30 to 40 years ago.Although human resource management was developed to some extent in the 1970 s, the importance of individual integrity became merely an administrative approach that improved and gained value in the 1980s. The concepts of leadership and leadership were replaced by the concept of leadership and respect for human social and individual needs came to the fore. Achievement in Japan, the general concept of quality and applications that allow employees to participate in management in In the 198 0s and 1990 s, in contrast, he developed the idea that the key element of productivity and achievement of the enterprise is even its only source (Bohlander, Snell, Sherman, 2011).

Today, human resource management has become a function of emphasising the strategic importance of human beings, thinking, imagining, commenting, evaluating as a creative and special element. Human resource management has brought to the forefront the concept of internal dynamics of the enterprise. management that integrates and moves the human factor, which is the source of internal dynamics, towards the achievement of goals.

Although the application of management in HRM is procedure dependent, it is flexible and indexed to the organisation's HRM needs. New approaches such as culture have emerged as innovations in the transition to HRM. Thus, unlike the structure of personnel management, which only takes into account the activities of personnel related to the organisation or enterprise, the organisation of any personnel problems, education, development, performance appraisal, career planning. The transition to modern human resource management, that is, HRM, where strategies are implemented, is no longer limited to the human resources department, but a structure that ensures coordination with the entire enterprise. Human resource management can be defined as the field of science that carries out policy making, planning, organising, directing and supervising activities related to the provision, recruitment and development of the necessary human resources to gain competitive advantage in an enterprise. The main objective of human resource management is to ensure the success of employees and hence the success of the enterprise. Human resource management is aimed at increasing the efficiency and strength of the enterprise, and this strength is the ability to achieve the company's goals, using all available resources. "Achieved result" means the continuation of the enterprise, its growth, profitability, competitiveness, adaptation to new conditions. To achieve these results human resource management objectives:

increase efficiency, improve the quality of working life, increase legal compliance, gain competitive advantage (Bohlander, Snell, Sherman, 2011).

The first step in establishing a performance appraisal system in an enterprise is to define the goals and objectives of the existing system and the expectations of the appraisal system. In this regard, the place and importance of measurement in Excellent Labour Appraisal System. In an effective labour appraisal / performance appraisal system (Jahangirli, 2014):

a. High quality measurement systems should be designed and maintained.
b As part of performance improvement, established measurement systems must be integrated, understood and adopted with business strategies.
c. It should be realised that measurement and evaluation are an integral and indispensable part of the management process.

Performance management and performance appraisal are sometimes used interchangeably, but they are different concepts. Performance management is a continuous, fluid and comprehensive approach that maximizes communication and dialogue between the business, the team and the individual. Performance appraisal is a more limited approach as it involves senior managers who appraise their subordinates once a year.

How is performance management carried out in an organisation? The simplest part of the process is the performance appraisal or evaluation. Performance appraisal is not the only element in performance management. There are other important categories in the performance management process: strategic planning, job analysis and design, training and development, employee motivation and compensation (Cetin, Esra, 2013).

The performance management process begins by identifying the strategic goals the business needs to achieve in order to make a profit and remain competitive. Managers then determine how employees work to achieve these goals. Managers see the "big picture," focus all individual efforts, and implement the necessary applications to make the enterprise more efficient. Performance criteria related to continuous feedback and strategy are two hallmarks of performance management. The system cannot be called a performance management system if it does not provide feedback to improve effort and if it does not instruct to improve performance. If the performance management system does not provide input or benefits to employees to achieve the objectives of the company, it is still impossible to speak of a performance management system.

Methodology

During the research various methods of primary data collection were used: observation, questionnaire survey; methods of comparative-statistical analysis, economic analysis, planning and forecasting, analysis and generalisation of normative documents and practical materials were used.

It is clear that observation (that is, the deliberate, purposeful understanding of economic events and processes in real form) and the collection of facts that take place in reality.

The study will be conducted by several methods, the first of which is the analysis method. This is one of the most widely used research methods. The methods of analysis in the research work are designed to study in more detail the process of improving organisational and procedural aspects of financial control in enterprises.

Research model

There are three main differences between performance management and performance appraisal (Canman D., 2000):

1. Performance management is not a period of time where an employee's performance is reviewed once or twice a year. Performance management is about providing feedback for continuity of continuous, daily or weekly improvements.

2. Performance management is always done in the direction of goal achievement. Performance is constantly reviewed and the strategic goals of the company are compared with the performance of the employees and the team. The main objective here is to ensure that each employee's goals are at the same level as the company's goals.

3. Performance management is concerned with how changes can be made to enable employees and teams to perform through constant reassessment. Examples include additional training, changes in work procedures or the development of new incentive plans.

In general, labour evaluation objectives are classified into two types: administrative and development-oriented (Bohlander, Snell, Sherman, 2011).

a. Administrative purposes;

From an administrative perspective, appraisal programmes provide the inputs used for HRM activities. For example, research shows that labour evaluation is most commonly used in wage decisions. Practice "performance-based pay" has been introduced in all enterprises. Labour evaluation is also directly related to many other personnel management functions: decisions on promotion or advancement, dismissal and transfer. Information from labour evaluation can also be used in personnel planning.

b. Development Goals;

From an individual development perspective, appraisals provide feedback that is important for discussing strengths, weaknesses, and improving performance. Regardless of an employee's performance level, the appraisal process addresses any potential problems and sets new goals for high performance. New approaches to performance appraisal emphasise training programmes as well as employee development programmes. According to the developmental approach, the manager's goal should not only be to evaluate past performance, but also to develop work behaviour.

Analyses

The main purpose of motivation, known as driving people, is to make employees work willingly, efficiently and effectively. Managers use various motivational tools to increase employee motivation. However, when using motivational tools, it is also necessary to take into account individualised and organisational differences. When selecting the means of motivation, it should also be determined taking into account the employee's personal qualities, life expectations, level of education, position in the organisation, and the benefits of organisational effectiveness. Otherwise, there is no point in motivating employees with rewards that do not meet their needs.

Motivational tools used in motivational strategies in enterprises are as follows(Burak Arzova, 2001):

a) Economic motivators.

b) Psychosocial motivators.

c) Organisational and administrative motivators.

d) Economic motivators

Among the motivational factors, economic incentives are more effective than other means. Economic incentives include: wages, security, bonuses, social assistance.

Wages from economic instruments play a very big role. Wages are one of the reasons why a person comes and stays in an enterprise. F. W. Taylor said that high wages are the first factor that motivates a person. High performing establishments can give employees higher salaries, bonuses, perks apart from salary. This gives the employee confidence and increases the sense of attachment and belonging (Akçakaya, 2012).

– Security and social benefits

Research shows that job security and social benefits are at the forefront of employee motivation. Taking measures against various risks in companies and workplaces is an important tool for motivating employees. It is true that today these measures are legally binding, i.e. these measures are more protective of employee rights than incentives. Nevertheless, companies have the opportunity to use these measures as a means of motivation, making them even more useful. Compared to other companies, any company that provides better pension conditions, better health guarantees, paid or unpaid leave, etc., without any complaints. This makes employees more satisfied with their jobs and feel more confident. Although such measures cause financial hardship to the company, they have a direct impact on improving employee performance.

– Awards

When managers see the performance they expect from employees, they can reward them with monetary rewards. These rewards will be even more effective if they are tailored to their needs. Significant innovation, creative thinking, skills, high productivity, low volatility, and other positive factors are good reasons to reward. Using such incentives is useless unless it is fair or discriminatory, otherwise it can be detrimental to the business and employees. Research shows that emotional factors play a greater role in employee attachment to a company or enterprise than material factors. Because of this, companies that want to increase employee motivation use various reward methods. For example, let us look at the motivation methods used by foreign companies (Semerci, A. S. 2005).

- "Google": serves restaurant staff from 11 cuisines in different countries;
- "Admiral Group": special comfort rooms have been created for employees to help relieve stress through computer games;
- "Virgin Mobile": organises a birthday party for employees every month;
- "Colgate" and "Palmolive": provides flexible working hours 3 months in advance to help retirees avoid stress.

b) Psychosocial motivators.

The means of psychosocial motivation include (Burak Arzova, 2001)

Ability to work freely, position and prestige, respect for personal life, recognition, participation in society, punishment, adaptation.

– Ability to work freely

The ability to work independently and take initiative is one of the issues that most employees value in order to satisfy their self-esteem or to ensure their personal development. If a person develops in a free environment, they consider themselves a valued member of a group, a team. They are concerned about excessive control and pressure on employees. The desire for freedom in working life is a quality inherent in human nature. Employees worry about being instructed and interfere in everything. Therefore, in companies with strict managers who adopt the concept of centralised management, employees are inefficient and seek new jobs at the earliest opportunity.

– Value and reputation

Many people try to gain respect in an organisation/enterprise, to be valuable to the enterprise, to have a voice, to be strong and ahead of the curve, in short, to gain social standing. Because a person's trust in colleagues, supervisors and subordinates is an important motivation tool for him. Having a certain position and prestige in the enterprise gives a person an advantage and respect both in the family and around him.

The prestige that an employee wants in the workplace has triggered a desire to be pointed out, praised, respected and approved of by others because of the need for value. However, the influence of such motives varies from person to person. For example, working for a well-known company gives an employee a certain status in society. When the employee is integrated into the company, he/she takes pride in the company's success, which gives him/her an incentive (Ağasaf, 2007).

Appreciation is very simple, but it is an important motivating factor. In many cases people just want to be noticed for what they do, and when they don't, they lose motivation. In this case, a simple, very proper country can make a big difference. Being grateful to a person means being able to distinguish them from that group and appreciate them. But it is not advisable to speak too much and insincerely.

One of the most common mistakes our managers make during appraisals is that low performing employees are not regulated and removed. Keep in mind that high performing employees are demotivated because they are or are not receiving the same level of pay or other benefits as the group in question, and in many cases this causes them to leave the job.

Research on the value of psychosocial factors has shown that in the social environment to which people belong, praise is sometimes more important than reward in the eyes of all.

Status in Latin means "standing" and indicates a person's position in society. For employees, having status is a sign of respect. Employees take pride in their work with the respect they see around them and this motivates them (Canan, Esra, 2013).

– Respect for personal exercise

For an employee to be effective, problems in his or her personal life outside of work must be positive. Therefore, managers must be tolerant of employees' problems and be willing to help them succeed. Respecting privacy, treating employees as trusted friends in solving their problems, and helping them to take advantage of opportunities increases the desire to work and perform.

– Punishment

Punishment is a negative approach to prevent unpopular behaviour. If an employee is late for work, lazy, fails to fulfil his/her duties or interferes with the work of others, the manager may warn, penalise or even dismiss the employee. However, punitive mechanisms must be designed so that their impact is not negative. When applying punishment mechanisms, leaders must know exactly what behaviour they want to change and properly regulate the degree and method of punishment. Excessive discipline, threats and punishments in business life are not an element of motivation, but rather a means of deterring motivation (Hamza, Yaşar, 2009).

c) Organisational and administrative means

These tools include: goal setting, delegation of authority, educational opportunities, career advancement opportunities, creating a competitive environment, and improving physical working conditions.

– Target setting

In order to achieve the goals set for each department in the company, the goals of the employees in that department must first be defined. To motivate the employees, they must first specify the goals that they can achieve. Because no one can work effectively without a goal. Goal setting is the way to success, development and promotion.

High but realistic goals should be chosen and changes should be made to those goals, employee needs should be met to achieve them, failures should be penalised and success should be rewarded (Cahangirli, 2014).

– Delegation of authority

Delegation of authority is particularly important in bureaucratic organisations with a broad hierarchical structure in terms of administrative efficiency and cost reduction. When delegating authority to an authorised person, the following 4 key elements must be provided: additional information about the enterprise, authority and power to make important decisions, reward for effort, and information about the position through training. In the absence of one of these elements, the expected benefits will not be achieved. Increasing the authority and prestige of the authorised person will increase motivation in the performance of duties. Creativity is also unlocked when employees use their chosen methods in the performance of their duties (Akçakaya M, 2012).

– Participation in decision-making

Involving employees in administrative decision-making has always been an important motivating factor. In addition to motivating the employee, consulting with the employee in decision making has advantages for the company. Thus, employees know a certain job better than the manager.

In this regard, decisions should be taken in consultation with staff members, taking into account their suggestions, and staff participation in administrative matters should be ensured.

– Learning Opportunities

The success of a company depends on the development of its employees, and development is also possible through education. A company's need for new knowledge stems from the need to increase efficiency. The ability of companies to adapt to innovation and development is possible through the acquisition of new knowledge and skills by employees and to be more productive and successful in the company. Because every course and seminar increases productivity and motivates staff.

– Creating a competitive environment

One of the means of motivation is competition. Competition encourages people to work harder, produce and innovate. Competition is a tool that does not feel the drudgery of work and gives dynamism. The main reason why a person competes is the need for respect, recognition and fulfilment.

– Open communication channels

Having a communication system in place is one of the basic conditions for creating an ideal motivation system in organisations. Communication, which ensures that orders and messages, thoughts and information are disseminated within the company, influences and directs employee behaviour. Having an effective communication system means that employees can communicate closely with each other without team-work, share information with each other and get support and help from each other in solving problems (Bohlander, Snell, Sherman, 2011).

For a communication system to be effective, two key features must be considered. Managers who want to maintain good relations with employees must remember that communication is a circular process, not a straight line. It is important to have both vertical and horizontal channels of communication. Communication channels such as messages sent through electronic databases, radio and video broadcasts within the company, meetings, negotiations, billboards, posters and other written materials are used to convey information from top to bottom. Bottom-up information is provided through applications, organisational appraisals, open door policies, personal information systems and staff meetings (Burak, 2001).

Result

The main objective of all businesses and organisations is to increase productivity and efficiency and to achieve this, businesses and organisations must effectively manage human resources to increase employee productivity and provide motivation. The need for an effective performance appraisal system that would ensure citizen satisfaction in parallel with providing quality services at a lower cost has come to the forefront. This concept is based on the application of certain rules and laws to bring the public sector system closer to the private sector in terms of increasing the productivity of the private sector over the public sector.

Thus, suggestions for improving productivity in government agencies, for improving performance appraisals in the public sector, and for agencies and employees to achieve their goals:

– The system should include everyone without discrimination and employees should be an active part of the system. Using methods such as questionnaires and meetings, it is useful to learn the views of employees and take them into account in decision-making.

– The system should be transparent and employees should be informed of the progress and results of the system.

– Fair and objective performance appraisal systems will increase staff confidence in the organisation and management and will form the basis of organisational cohesion.

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Section 2. Management

Zamira Sinaj,
Department of Business Faculty of Economy
University "Ismail Qemali" Vlore
Kosova, Albania

Msc. Mjaftesa Sulaj,
Manager in the American "Target" Company

START – UP AND MANAGING AN AGRICULTURAL BUSINESS IN ALBANIA

Abstract. Founding new businesses in agricultural sector in Albania has a number of advantages for the country's economy. Such advantages can be combined according to two key criteria: firstly, the country's agricultural sector is powerful and promising in terms of its significant part in the country's GDP, the creation of a considerable number of jobs and export potential. Secondly, small businesses are a source of innovation and generally contribute to the growth of the country's economy. However, for the founders of new businesses (start-ups) in Albania there are a number of difficulties, the identification and outline of minimisation ways which is a relevant study subject in terms of the positive effect of the elimination of such difficulties both for business owners and for the country's economy as a whole. Thus, the study purpose is to outline the problems of start-ups in the agricultural sector of Albania and to suggest ways to solve these problems at the state level and at the level of individual businesses in the terms of determining the most promising development directions. During the study, the following methods were used: analysis and synthesis, economics and statistics analysis, the method of establishing cause-and-effect relationships and graphic methods. As a result of the conducted study, the main characteristics of the start-ups ecosystem both in general and in Albania in particular are outlined. The main problems connected with the access of budding entrepreneurs to financing were identified. The main legislative aspects connected with start-ups and the steps taken by the government to improve the business climate in the country are characterised. The main statistical characteristics of start-ups in Albania were revealed. The importance of the country's agricultural sector for its economic development and the main difficulties connected with its functioning are determined. In the study conclusion, a generalisation of the main problems and promising development directions of start-ups in Albania is provided. The practical significance of the study is in the outline of directions for improving the government's policy regarding the support for new businesses development, as well as the most promising directions of start-ups operation in Albania in the agricultural sector.

Keywords: *entrepreneurship ecosystem, innovation, investors, financing, bank credit, organic products*

Introduction

A newly created business or a project that has just begun to implement its ideas into life is often defined as a "start-up" in scientific and reference literature. Start-ups are a promising direction in the economy, because they provide a significant part of the gross domestic product (GDP) in both developed and developing economies, and also create new jobs. In addition, start-ups are the source of many innovations and new ideas, and are more flexible and adaptable than large companies (Honjo et al., 2022). Such well-known organisations as Amazon, Facebook, Microsoft, Apple, Google that without exaggeration have changed and continue to change the world, were founded just like start-ups (Musta & Meka, 2021).

However, founding a new business is always a high-risk business, the success of which depends on numerous factors of both internal and external origin. The risks and various barriers to founding and managing start-ups are significant in both developed and developing countries. However, in the latter, the list of difficulties can be expanded due to the imperfection of state policy regarding business support, inefficiency of tax and credit policy, unregulated competition, high level of legal offenses and corruption, inaccessibility of innovative technologies for certain regions, insufficient education level, etc.

Albania as a country at the stage of development, to one degree or another is characterised by the mentioned barriers to establishing and managing new business. However, along with a number of difficulties for development, the country also has significant advantages. One of the most important ones is the presence in Albania of a large part of the young population that is best adapted to rapid changes, ready to accept innovations and has the potential to produce and implement new ideas, in particular in the entrepreneurship area (Kruja & Kadiasi, 2020). Most start-ups in Albania are created in the area of ICT, education, as well as e-commerce. Such more traditional areas of operation as the agro-industrial sector are less popular among young entrepreneurs (Boshnjaku & Caro 2020). At the same time, the agro-industrial complex of Albania in general has a high potential: it provides a significant part of GDP and creates jobs for almost half of the working population (Kosta et al., 2022), plays an important role in the export of certain products types, its development is facilitated by climatic and geographical conditions.

Taking into account the importance of Albania's agro-industrial sector for the growth of the country's economy and the great potential of start-ups in economic development, the study that combines these two aspects is important and modern. Albanian start-ups in the agriculture area have both great potential due to the large part of youth in the country and the industry's prospects, as well as a number of difficulties, mostly connected with insufficiently effective state policies. Therefore, it is important and relevant to study the content and causes of such problems, as well as to determine ways to reduce or eliminate them.

Most researchers focus on the problems of the imperfect legal framework (Kacollja et al., 2021), as well as limited access to financing from investors and bank credits (Konomi, 2022). However, the list of real problems is much wider (Gjoka & Duka, 2021), and their solution is not only in changes in state policy, but also may depend on the founders of the business themselves, because the success of start-ups largely depends on the availability of ideas and talent among its managers. It follows from this that the solution to existing problems is among other things, in the correct choice and justification of promising directions for the development of start-ups in the agricultural sector. A successful choice of direction can not only be a key success factor of the start-up idea itself, but also solve the financing problem by getting potential investors interested in a detailed disclosure of the developed strategy.

Thus, the purpose of the study is to outline the problems of start-ups in the agricultural sector of Albania and to suggest ways to solve these problems at the level of the state and at the level of individual businesses in terms of determining the most promising development directions.

Materials and methods

In the course of the study, the following scientific methods were used: analysis and synthesis, to study of theoretical and legislative aspects of the problem; economics and statistics analysis, to determine the structure and dynamics of the studied indicators; the method of establishing cause-and-effect relationships, when determining problems connected with the founding and management of a start-up in the agro-industrial sector, their causes and promising development directions of start-ups; graphic methods, for visualisation of the obtained results.

The complex nature of the study requires its division into several interrelated stages. At the first stage, the main characteristics of the start-ups ecosystem in its general understanding, as well as the key features of the start-up ecosystem of Albania, were studied. The main constituent elements that should be present in any start-ups system, the components of such system in terms of the list of the main participants of the system, as well as the main characteristics that should be characteristic of starting businesses, were determined. The features of Albanian start-ups in the agricultural sector were noted.

The second stage outlines the access of Albanian start-ups to financing. The problems and limitations connected with the access of budding entrepreneurs to financial resources were identified. The main investors types who may wish to invest in the new businesses development were outlined. The statistical characteristics of financing sources for new businesses in Albania were determined.

At the third stage, the legislative aspects of start-ups in Albania were outlined. The main state steps, measures, and draft laws adopted in the recent period with the aim of improving the business climate in the country were characterised.

The fourth stage is devoted to a detailed study of the start-ups statistical characteristics. The general start-ups characteristics in Albania were disclosed in terms of the part of men and women in the total number of start-up founders, their age, the period of business operation, registered businesses, etc. It is specified separately for how many years existing start-ups have been operating in the country. The distribution of start-ups is provided in the context of the question of what new each specific business brings to the economic system. The study of the start-ups industry affiliation, determination of the industries shares in which the number of start-ups is the largest deserves special attention. It is also important to outline the main difficulties faced by start-ups in Albania.

The fifth stage outlines the statistical data and problems of the agro-industrial sector in Albania. Statistical data were given on the production of field crops in Albania, cereals grown in the country by species, fruit tree production in 2004–2021. Information on the production of organic products in Albania in 2019–2021, as well as the area of cultivation of organic plants, is disclosed. In addition, data on the number of agricultural machinery in the country in 1998–2021 were provided. The problems of the agro-industrial sector were characterised in terms of the absence of proper state support for the sector.

The sixth stage defines barriers and prospects for start-ups in the agricultural sector. At this stage, the analysis conducted in the article is generalised and summarised, and the key problems of establishing and managing a new business in the agricultural sector, in the author's opinion, were identified. Prospective directions and advantages for such business development were also outlined. The obtained results were analysed in comparison with the studies of other authors, other problems and prospects of start-ups in the agricultural sector were outlined.

Results

The start-ups ecosystem in Albania

A start-up can be considered as any newly created project or business (Musta & Meka, 2021) or a company that has just started working (Honjo et al., 2022). The innovative direction and flexibility of start-ups contribute to their adaptability to the current rapid changes in the economic environment. Despite the associated risks that are characteristical for new businesses, start-ups play an important role in economic growth.

The new world economy is characterised by the widespread emergence of so-called start-up ecosystems. The level of their success as a whole, as well as the level of success of individual units of the ecosystem, is different, and their generation of economic value is steadily increasing every year (Forbes, 2019). Scientists distinguish various links and components of start-ups ecosystem, but the key components of such system are the elements presented in Figure 1.

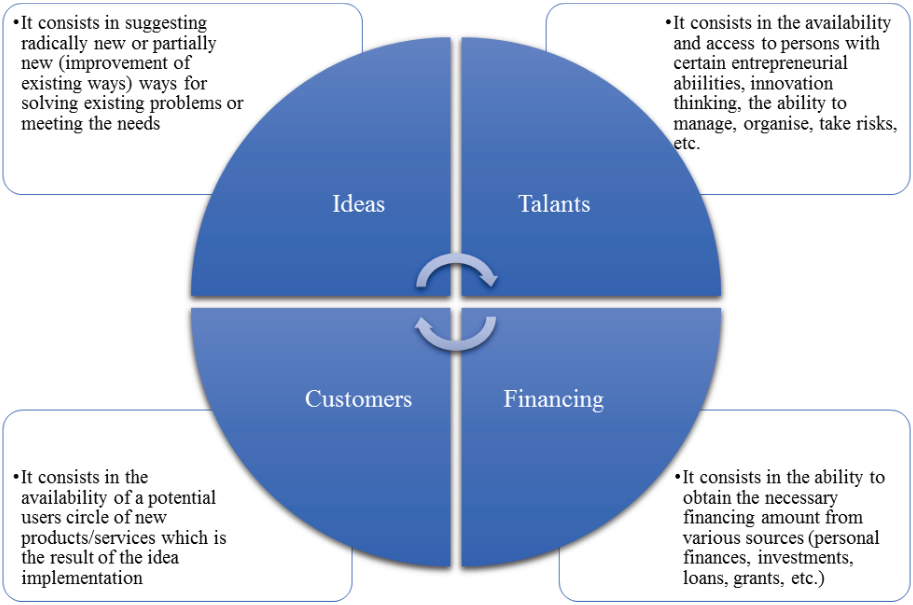

Figure 1. The main components of the start-up ecosystem
(prepared by the author according to (Musta & Meka, 2021))

In addition, the start-up ecosystem can be considered in terms of separate components within which the elements defined in Figure 1 are generated. Such components can include:

– incubators – specially created programs, the purpose of which is to find and nurture talents and generate ideas;

– entrepreneurs – a category of people who have the necessary skills, abilities and talents (strategic, analytical, administrative, organisational, marketing, innovative, communication, etc.) to create a start-up;

– mentors – individuals with leadership abilities, as well with the necessary knowledge that they can pass on to entrepreneurs that aiming to create a start-up. Such knowledge should direct future start-up leaders by adjusting their strategy and providing recommendations to prevent common mistakes;

– investors – at each stage of development, the business needs financing, which can be provided both by external investors, loans, grants, etc., and by the entrepreneurs themselves by investing their own or family funds;

– universities – the main purpose of education should not be providing ready-made solutions in business, but developing an entrepreneurial thinking in future specialists with consolidation of the necessary theoretical knowledge regarding fundamental concepts and processes in the economy;

– corporations – they can use start-ups to find non-trivial solutions to traditional problems, thereby providing them with additional chances for development;

– events and associations – certain events during which start-ups are presented and promoted. The purpose is to find interested investors;

– government – it plays an important role in the development of the start-up system through the adoption of laws, programs, grants favourable to the opening and operation of new businesses (Musta & Meka, 2021).

In addition to the listed components of the start-up ecosystem, it is advisable to distinguish the main characteristics of a start-up itself, which ideally should be characteristic of new businesses. The availability in itself of these characteristics is not yet a guarantee of success, which depends on many factors, but their experienced and talented application contributes to increasing the vital operation of new companies. In the opposite case, these characteristics can generate a number of challenges, an inappropriate response to which threatens losses or even the termination of the start-up's operation. Thus, the necessary characteristics of a start-up include:

– innovativeness – the ability to offer new solutions or improve existing ones to increase the efficiency of certain products/processes, meet the needs of modern users;

– the ability to accept risk – it consists in the readiness to accept potential and existing risks, which includes a thorough analysis of risks, the search for opportunities to prevent or mitigate them, the elimination of the risk' consequences that was realised, recovery after the realisation of the risk and any other measures and procedures that contribute to the effective functioning of business in conditions of constant threat of risks;

– proactivity – unlike reactive ones, proactive business not only reacts to changes, but also makes adjustments to the internal and external environment. In particular, a proactive business is characterised by the desire and readiness to compete on the market, not only in response to the competitors actions, but by getting ahead of them through the new ideas introduction, etc.;

– autonomy – the ability to work independently, which applies both to the business as a whole and to its individual employees;

– competitive aggressiveness – it can refer to both reactive and proactive business operation, however, both of them are aimed at gaining an advantage over competitors, in particular, in providing innovative or higher-quality services or manufactured goods than competitors, in managing more effective service, optimisation internal procedures in the company and communication with employees, etc.;

– cooperation – it consists in establishing relationships with educational institutions, the government, competitors in the industry, which ensures an effective exchange of knowledge and talent, opens up new opportunities for business, for example, regarding financing or taking advantage of government programs, etc. (Kruja, 2020).

Studying the start-up ecosystem of Albania, it can be noted that it has the mentioned components and characteristics. The main factors for the development of the Albanian ecosystem are a successful idea and appropriate financing. As for good ideas, they are mostly generated in the area of technology start-ups, which is due to the relative ease of ideas implementation in this area, as well as lower risks. However, this cannot be said about the agricultural sector: even with a good idea, its implementation can be associated with greater difficulties, risks and, in case of failure, more tangible losses for the company. Regarding financing, it can be stated that this issue is the most problematic for Albanian start-ups. There is a lack of investors that leads to difficulties in attracting adequate financing (Musta & Meka, 2021; Konomi, 2022). In the next study subsection, the problems and ways of financing for Albanian start-ups are discussed in detail.

Access to financing

Starting a new business is always a risky business not only for its founders, but also for individuals and institutions that are its potential investors. Success chances depend on numerous factors that are difficult to calculate, therefore, most often start-ups are financed by investing the founders' own funds, their family or friends. The practice of using second-lien mortgage loan on property is also common. At the initial stage, start-ups rarely attract the attention of venture capital investor, and therefore the founders' main hopes are focused on receiving government grants or financing from other special programs. At the development stage, such barriers as lack of founders' experience, inability to accurately assess prospects, low income, etc. also do not play in favour of investing in a start-up. Founders often do not have access to long-term crediting, so at this stage they tend to use credit alternatives such as leasing, factoring, various financial platforms, etc. Only after the company has built a track record and at the same time, increased its operation transparency, it can receive a long-term credit (Kacollja et al., 2021).

When a start-up has the opportunity to attract the attention of venture capital investors or private equity funds, the way to obtaining financing is simplified and shortened. However, for this it is necessary that, firstly, such investors are present and active in a specific start-up ecosystem, and, secondly, the start-up should have a well-thought-out and promising business plan or strategy that could interest venture capital investors, make them to believe in the long-term growth of new business. In general, the presence of venture capital investors in the ecosystem plays a positive role in the development of new businesses and stimulates entrepreneurship. An important player in the ecosystem is the state, which by providing grants and stimulating entrepreneurship through the adoption of favourable laws, also has a significant impact on the development of start-ups, which, in turn, positively affects growth and innovation in the economy (Musta & Meka, 2021).

Summarising the abovementioned, the following main types of investors can be identified (Figure 2).

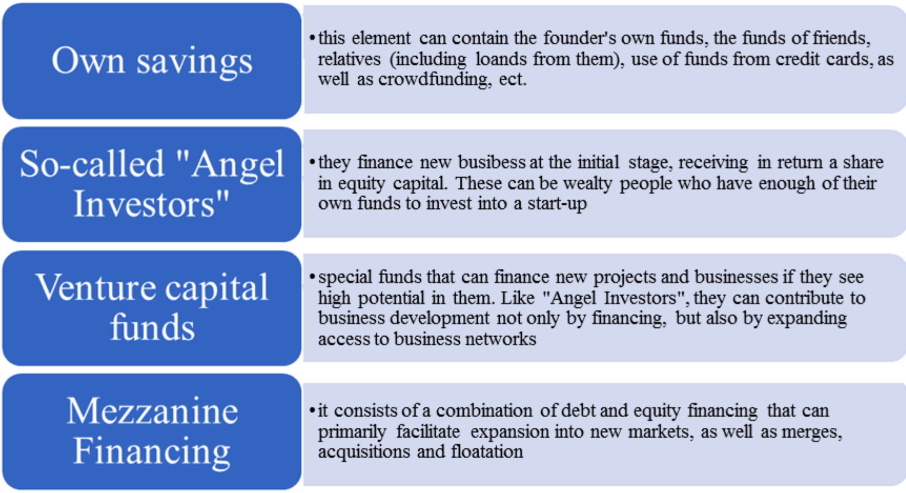

Figure 2. The main types of investors in start-ups (summarised by the author according to (Musta & Meka, 2021))

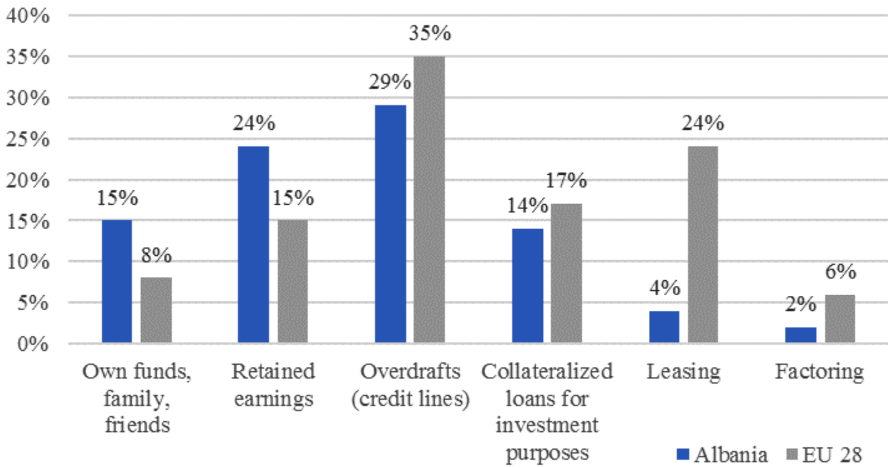

Figure 3. Main finacing sources for Albanian start-ups (prepared by the author according to (Kacollja et al., 2021))

For start-ups in Albania difficult access to financing is one of the most important barriers to growth and development (Kacollja et al., 2021). Figure 3 shows the main financing sources for start-ups in Albania. For comparison, Figure 3 also shows data for the 28 countries of the European Union (EU) as a whole (average value). As it can be seen from the figure, the main financing source for Albanian start-ups is overdrafts, second is undivided profits, and third is own savings. In addition, the number of start-ups using their own savings for financing in Albania is almost twice as high as this indicator in the EU. The same applies to the use of undivided profits, in Albania this financing type is used 9% more often than in the EU. A significant difference is also noted in the use of leasing, it is used in the EU six times more often than in Albania (24% and 4% of start-ups use leasing in Albania and the EU, respectively). Such results confirm the availability of more limited access of Albanian start-ups to external financing compared to EU countries.

Legislative aspects of start-ups

As it was defined above, one of the key players in the start-up ecosystem both in the world countries and in Albania in particular, is the state. Over the past fifteen years, the Albanian government has taken a number of steps to improve the business climate.

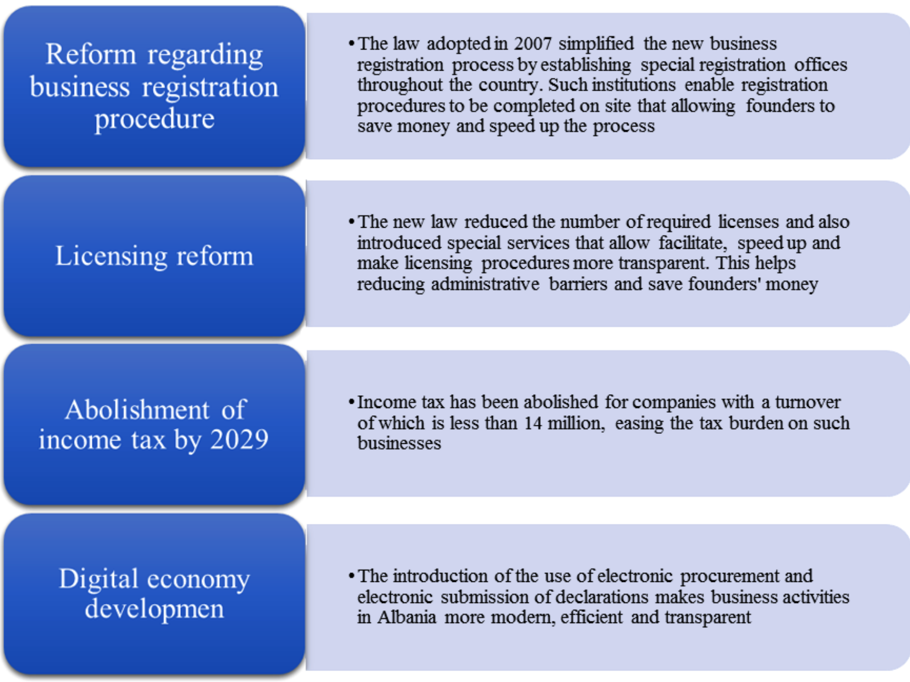

Figure 4. Key reforms of the Albanian government regarding the business climate improvement in the country (summarised by the author according to the data (Gjoka & Duka, 2021))

Measures have been taken to reduce administrative barriers, as well the implementation of the European Charter of Local Self-Governement has begun (Gjoka & Duka, 2021; Cungu & Swinnen, 2018). Key reforms are provided in Figure 4.

The reforms shown in Figure 4 are important steps for the the start-up ecosystem development in Albania, but currently it is still imperfect and requires additional government decisions to stimulate the establishment and development of new businesses, in particular to improve their access to financing.

Start-ups statistical characteristics

Determining the main characteristics of start-up ecosystems allows moving to the actual data study on Albanian start-ups, in particular to the statistical information. Thus, Figure 5 shows the percentage of start-ups based on their most general characteristics.

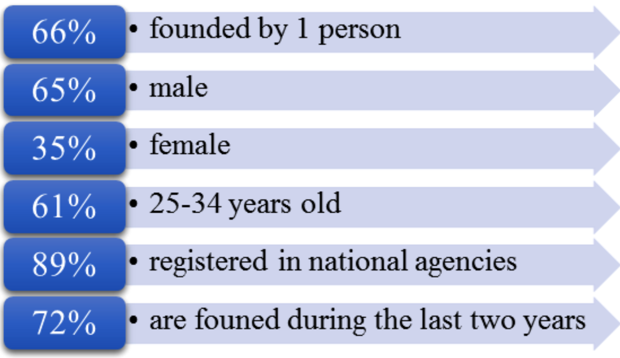

Figure 5. General start-ups characteristics in Albania (prepared by the author according to data (Boshnjaku & Caro 2020))

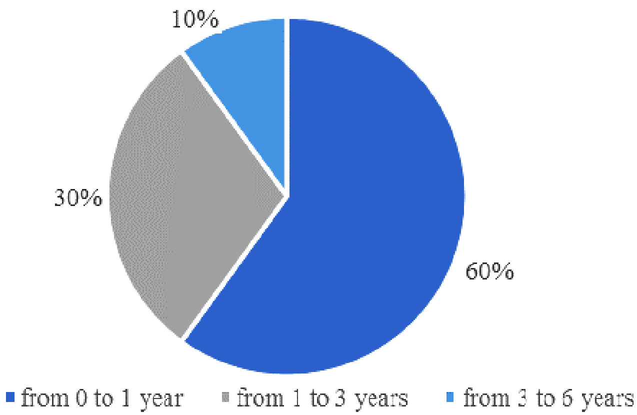

Figure 6. Years of start-ups operation on the market (prepared by the author according to (Kruja & Kadiasi, 2020))

Therefore, most start-ups in Albania are founded by individuals. The majority of founders are men, which updates the study on barriers to establishing new businesses for women (Gjoka & Duka, 2021). Most of the founders are young people aged from 25 to 34. A big part of start-ups is registered in national agencies. The fact that more than 70% of new businesses were founded within the last two years attracts special attention. This may indicate that a large number of start-ups were unsuccessful and could not sustain their operation for a longer period of time. The study by Kruja & Kadiasi (2020), in which 30 respondents among start-up entrepreneurs were interviewed, also proves that only 10% of businesses manage to survive on the market for more than three years (Figure 6).

Also, in the work of Kruja & Kadiasi (2020), the respondents' answers to the question of what is new in their business are provided. Entrepreneurs were given four possible answers: innovative idea, problem solution, new way of doing something, and the technology used. Researchers have found that most new businesses implement new ideas in the market that simultaneously solve certain problems using new technologies.

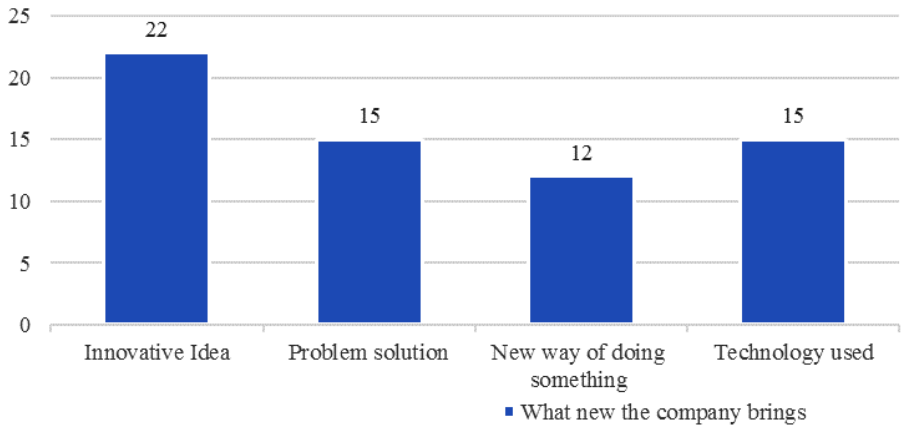

Figure 7. What is new business brings (prepared by the author according to (Kruja & Kadiasi, 2020))

Regarding the start-ups distribution by industry direction the following statistical characteristics were found (Figure 8).

Therefore, the majority of start-ups operate in the information and communication technologies (ICT) area, in second place new solutions in the education area, in third place e-commerce. As it was mentioned above, start-ups connected with information technologies are the most widespread and promising in terms of relative simplicity of idea implementation, greater cost savings, as well as the relevance of information technologies due to the modern environment requirements. In the context of the study topic regarding agricultural business start-ups, it is appropriate to note that their popularity is significantly lower (4.7%) compared to ICT start-ups (18%). It may be due to the difficulty of promoting new ideas in such a traditional area as agriculture, as well as the need for greater financial investment in equipment, premises, etc.

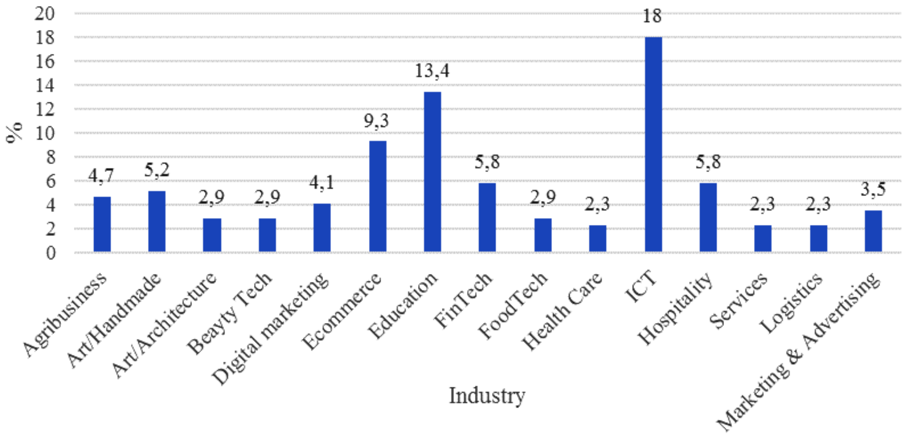

Figure 8. Distribution of start-up by industry (prepared by the author according to (Boshnjaku & Caro 2020))

Figure 9 shows the main difficultioes faced by start-ups in Albania.

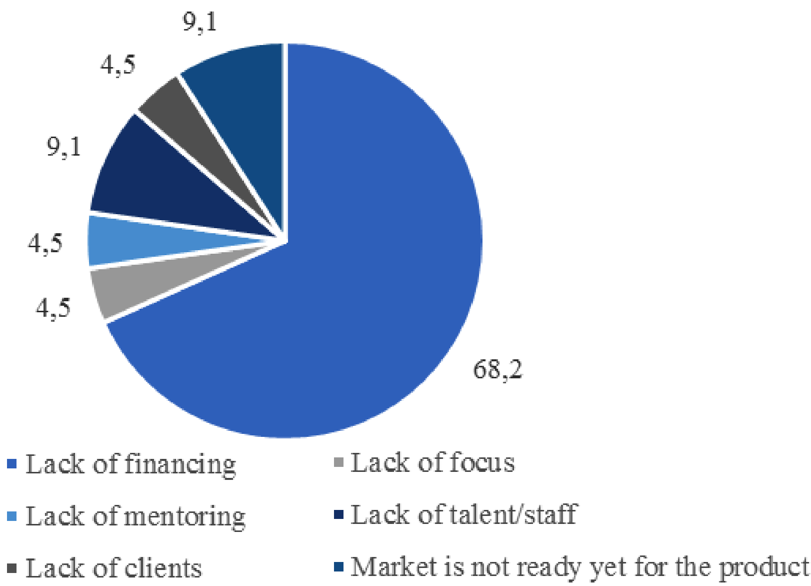

Figure 9. The main problems faced by start-ups in Albania (prepared by the author according to the data (Boshnjaku & Caro 2020))

The information provided in Figure 9 confirms the previous results that the main problem of start-ups in Albania is the lack of financing. The next most significant difficulties are lack of talent or staff and market unreadiness for the offered product.

Despite all the existing problems, Albania's ecosystem is quite promising in the innovation area. It ranks 20th place in the regional ranking among start-ups in Eastern Europe and 75th place in the world ("Albania Startup Ecosystem Overview", 2022).

Statistical data and problems of the agricultural industry of Albania

Determing the aspects connected with start-ups in Albania as a whole allows moving to the study of the specifics and problems of establishing new business in the agricultural sector. First of all, it is advisable to determine the main characteristics of the agro-industrial sector of Albania to identify problems and promising directions for start-ups in it.

Agriculture is one of the most important industries in Albania. This industry provides one fifth of the country's GDP and approximately 50% of employment. The area of agricultural land is more than 40% of the land. A third of the country is washed by two seas, which makes it possible to use the coastal regions for growing vegetables, fruit trees and other products in favourable conditions on fertile land. The Alpine part of the country is suitable for growing medicinal and aromatic plants (Kruja, 2020b).

The total area of agricultural land in Albania is 687.6 square kilometers for 2020. This is about 23.92% of the total country area. There is some decrease in the agricultural area compared to 1998 (24.31%) (INSTAT, 2022). Figure 10 shows the production of field crops for the period from 2004 to 2021 in tons.

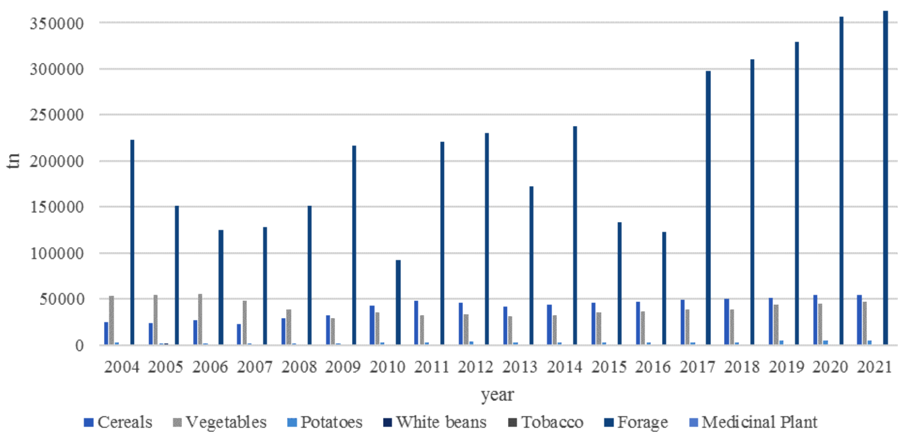

Figure 10. Production of field crops in Albania in 2004–2021 (tons)
(prepared by the author according to (INSTAT, 2022))

As can be seen from Figure 10, the largest volumes and growth over a certain period are characteristic of feed production. There was also a noticeable increase in the production of cereals. Figure 11 shows the composition of cereals grown in Albania by species.

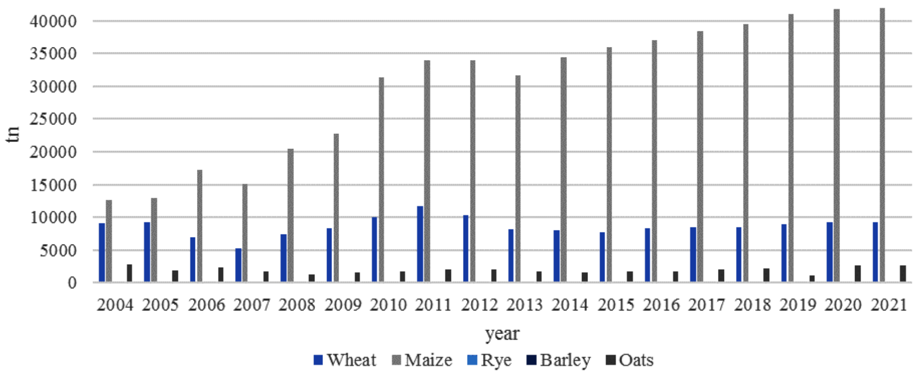

Figure 11. Cereals grown in Albania by species in 2004–2021 (tons) (prepared by the author according to (INSTAT, 2022))

Among the cereals grown in Albania, corn has the largest volume and growth. Much lower volume values are characteristic of wheat and oats. The cultivation of fruit trees also plays an important role in the agriculture of Albania (Figure 12).

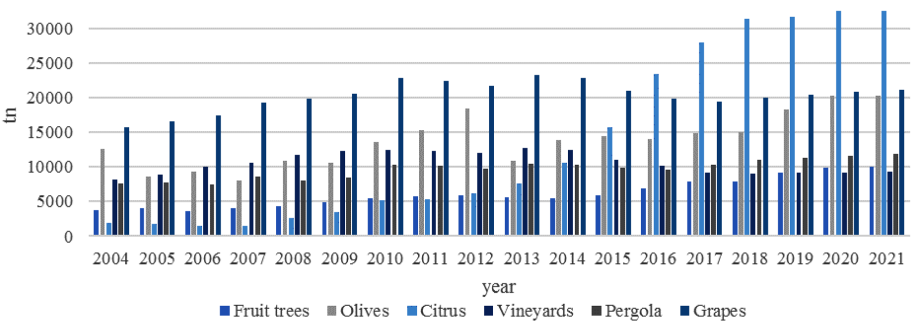

Figure 12. Production of fruit trees in Albania in 2004–2021 (tonnes) (prepared by the author according to (INSTAT, 2022))

As it can be seen from Figure 12, the largest volumes of fruit trees production were characteristic of grapes until 2015, and since 2016 the priority belongs to citrus trees. The volume of oil production is also increased significantly.

Over the past years (2019–2021), there has been a trend towards growth in the cultivation of organic products (Figure 13).

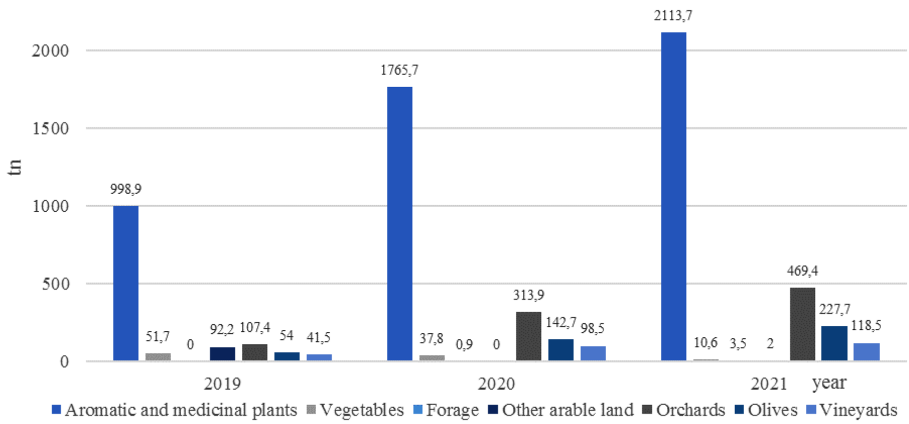

Figure 13. Organic products in Albania in 2019–2021 (tons) (prepared by the author according to (INSTAT, 2022))

As it can be seen from Figure 13, the cultivation of aromatic and medicinal plants has more than doubled over the past three years and is the leader among cultivated organic products. There are also significant growth trends in organic fruit trees, olives and vineyards. According to statistical data, the area of arable lands intended for the cultivation of all mentioned organic products has also almost doubled over the past three years, from 677.6 ha in 2019 to 1207.5 ha in 2021 (Figure 14).

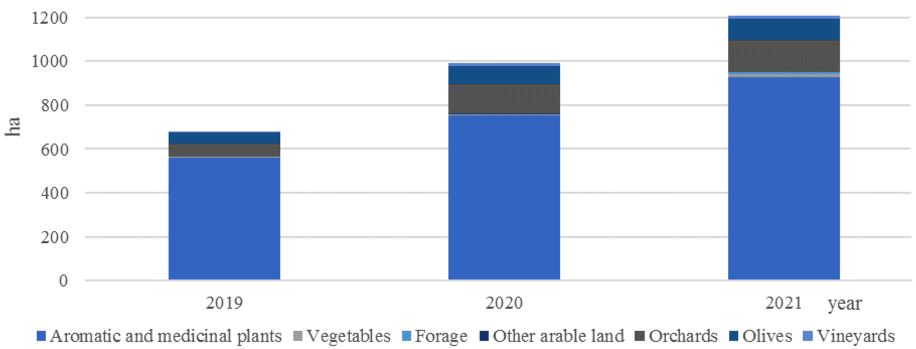

Figure 14. The area of cultivation of organic products in Albania in 2019–2021 (ha) (prepared by the author according to (INSTAT, 2022))

Among the machinery used in the agro-industrial complex of Albania, autocombines, fresa, cultivators, sowing machinery, minitractors, mowers, tractors with wheels and tractors in chains are most often used (Figure 15).

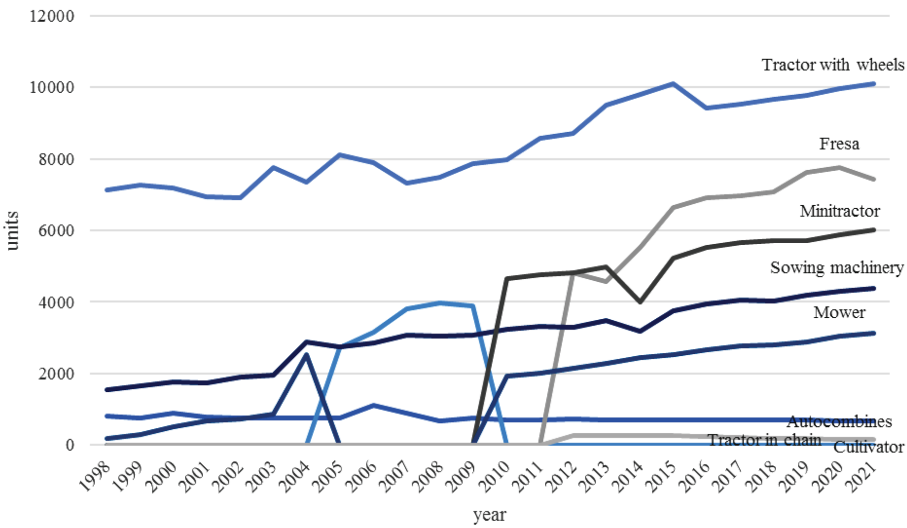

Figure 15. The number of agricultural machinery in Albania in 1998–2021 (units) (prepared by the author according to (INSTAT, 2022))

It should also be noted that Albania has good export potential. The country's agricultural exports continue to grow and reach 365 million dollars by 2022. This indicator shows a 10% increase compared to 2019 (Albania – Country Commercial Guide, 2021).

However, despite the high importance of the agro-industrial complex for the country's economy, state support for manufacturers is extremely low. Budget support reporting is characterised by low transparency, also the agricultural policy is also inherent by low planning quality. Subsidies for manufacturers are inadequately provided, which reduces the competitiveness of agriculture in Albania in domestic and foreign markets (Kruja, 2020b; Gecaj et al., 2018).

Discussion

Analysing the abovementioned in terms of making a decision to start and manage a new business in the agricultural sector, it is possible to draw the following conclusions regarding possible problems that accompanying such decision:

– limited access to financing in the absence of own funds to start a new business;

– low interest of investors in investing into new businesses, insufficient incentives for investment;

– the difficulty of promoting new ideas in such traditional area as agricultural business and the higher cost of such promotion compared to such areas as, for example, ICT;

– the need to purchase expensive agricultural equipment and land lease;

– lack of state support;

– lack of qualified personnel and relevant skills among employees.

However, the conducted analysis also allows making conclusion that start-ups in the agricultural business area are a promising direction of operation. Prospective directions for opening a start-up in the agricultural sector include:

– the agro-industrial complex in Albania is an important sector of the economy, and the country's government continues to take steps to stimulate its development;

– the country's climate is favourable for growing many types of plants that should attract the attention of investors to this area;

– there is a free niche for start-up businesses in the agricultural sector, because the existing production volumes do not satisfy all the country's domestic needs, causing the need for significant volumes of imports. New businesses can use this opportunity until large foreign manufacturers enter the country's domestic market;

– organic agriculture is developing rapidly in the country. This innovative direction can be interesting for new businesses due to the ever more increasing demand for organic products;

Albania has significant export potential. Its products, such as medicinal and aromatic plants, animal feed, etc., are in high demand in the world.

It can be concluded that starting a new business in the agricultural business area in Albania has both its risks and a number of advantages. In general, the advantages are significant and in the author's opinion, outweigh the disadvantages, because they contain such necessary characteristics for successful business in the agriculture area as a favourable climate, unoccupied niches in the area, importance for the country's economy. It is possible to reduce the identified difficulties by implementing a more effective state policy in the development area of the agro-industrial sector and providing support to entrepreneurs.

The author's conclusions are confirmed by the studies of other academic economists. Thus, Konomi (2022) notes that the legal framework regarding start-ups in Albania is imperfect, because the very concept of "start-up" is absent in it. In addition, the relationships between the government, the science sector and the private sector are not established. As the main disadvantage, the researcher distinguish the absence of a clear strategy of Albanian start-ups, but also notes their potential, given that start-ups can give a lot to the Albanian market before foreign giants enter it. As improvement measures of the business climate in Albania, the scientist recommends increasing support for businesses from the state, easing crediting procedures by banks, and also creating favourable conditions for Angel Investors, for example, through fiscal incentives.

Gjoka & Duka (2021) also note the high potential of Albanian business in the agricultural sector, which, however, is not fully used. The reasons are the strategy imperfection, structural disadvantages, insufficient amount of know-how in business.

Among other things, the researchers distinguish insufficient financial literacy of the population and education of workers in the area, the presence of an informal sector, an inefficient transport system and corrupt practices as disadvantages. These factors especially affect small businesses in the agricultural sector. Summarising the above-mentioned, scientists provide a barriers rating of business operation in Albania, presented in Table 1.

Table 1. Barriers rating of business operation in Albania

Barrier	Rating
High level of taxes	1
Limited access to financing	2
Difficulties in obtaining credits, high credit rates	3
Bureaucratic complexity	4
The need for social insurance contribution	5
Isufficient efficiency of state administration and judicial proceeding	6
Substandard infrastructure	7
Increased pressure on business	8
High energy carriers prices	9
Insufficient stimulation	10
Big number of necessary licenses	11
Unfair competition	12
Lack of cooperation between the government and the private sector	13
Foreign competitors	14
Customs difficulties	15
Restricted access to emerging markets	16
Corruption and offenses in the area	17

Source: (Gjoka & Duka, 2021)

As it can be seen from Table 1, the most significant difficulties to business operation identified in the article – limited access to financing and credits – rank second and third places in the scientists' ranking. High level of taxes takes first place – a barrier that was not considered in the study. The taxation problem in the agricultural sector is also considered in the work of Guri et al. (2020) where it is stated that taxation in the agricultural sector is generally used to improve agricultural productivity in the country and help small and fragmented farmers. Such help should be implemented, in particular, through the provision of tax benefits to certain businesses categories.

Kacollja and others. (2021) specify the problems connected with legislation. Researchers note that there are differences between the definition of small and medium-sized businesses in the legislation and the way they are defined by banks based on existing risks. This fact complicates the collection and analysis of information on businesses crediting. Agro-industrial sector of Albania is dominated by small and medium-sized businesses, which, despite their strong contribution to the economy, increases the informality level. And even though there is a tendency to increase the number of registered businesses in the country, many of them still do not declare taxes. But as it was noted in the article, the number of registered businesses reached 89% in 2020, so it can be confirmed that there is a generally positive trend in this area.

In this article, the export issue of agro-industrial products of Albania as a promising direction in the country's economy was clarified. However, in separate studies, the difficulties that exist on the way to the exports development are also distinguished. Thus, Muça et al. (2018) also note an increase in the share of agro-industrial exports, and note that manufacturers in Albania face certain constraints due to small farm areas, the availability of the informal sector, and state policies. Small size and fragmentation are identified by researchers as the main barriers to the development and improvement of the productivity of the agro-industrial sector.

Kruja (2020 b) provides the following recommendations for overcoming problems in the agricultural sector, especially for small businesses: the state should ensure the development of transport infrastructure, access to main utilities, stimulate the introduction of ICT, develop a network of special laboratories for testing of products, ensure compliance of products with international and national standards. In addition, cooperation between the scientific sector, students, companies, private sector and the state is necessary.

Schwab (2018) summarises recommendations for improving the efficiency of agro-industrial complex of Albania with the following statement: Albania's policy for increasing competitiveness should include improving of the manufacturing process at the same time as improving product quality, as well as stimulating investment in business development and increasing innovation activity.

In this article, innovation was considered as a factor, the availability of which is necessary and obvious when it comes to start-ups (even in such traditional area as agriculture). However, in some studies, the need to introduce innovations in business is considered as a separate problem, because the innovations success depends on numerous factors. Thus, Mulliri et al. (2021) note that in recent years digitalisation has reached a significant level in agriculture area, but in Albania there is a so-called "digital divide": in low income areas as well as in villages, new technologies may not be available. To spread their use in such territories, it is necessary to develop infrastructure and local institutions, improve access to the Internet and special platforms.

Conclusions

As a result of studying the theoretical frameworks of start-up ecosystems, their main components and key components were identified, as well as the start-ups characteristics necessary for effective work were identified. It was determined that the determining factors for the development of start-ups in Albania are the idea and proper financing. Most often, good ideas are generated in the information technology sector, while in the agro-industrial sector it is much more difficult to promote new idea. In addition, Albania has problems with access of young entrepreneurs to financing.

The article determined that the main problems connected with the access of budding entrepreneurs to financing include: unwillingness of venture capital investors to finance start-ups at the initial stage due to uncertain business prospects, insufficient number and activity of venture capital investors in the start-up ecosystem, limited access of young entrepreneurs to long-term financing. Thus, the main sources of financing for Albanian start-ups include overdrafts, undivided profits and own savings. Most often, at the initial stages of operation, the founders work only at the expense of their own funds or loans from relatives or friends.

The study of the state policy regarding start-ups and Albanian legislation in this area allows stating that the state has taken a number of steps to improve the business climate in the country. However, the state policy regarding support of start-up businesses still needs to be improved, in particular with regard to improving access to financing, as well as ensuring cooperation between the state, scientific institutions and private business.

The study of the statistical characteristics of start-ups in Albania, among other things, allowed establishing that more than 70% of start-ups were founded during the last two years. This may indicate that a big part of start-ups did not succeed and could not survive longer than this term. The largest share of start-ups work in the area of ICT, education and e-commerce. Only 4.7% of start-ups operate in the agricultural business area.

According to the study results of the agro-industrial sector of Albania, it was determined that the sector plays an important role in the country's economy, provides a significant share in the GDP and provides about half of the population with jobs. During the study of start-ups operating in the agricultural sector, it was established that the main difficulties to starting and managing a startup in this area can be: the difficulty of promoting new ideas in such traditional area as agriculture; high cost of equipment, the need to pay rent; lack of state support; insufficient qualification of personnel; limited access to financing. Promising directions for the development of start-ups in the agricultural sector are: the prospects of the agro-industrial sector of the country as a whole; favourable climate; availability of a free niche in the sector; development of organic agriculture; country export potential.

A promising direction of further studies is to determine the potential of founding a new business in the organic agriculture area, outline the strategy and evaluate the prospects.

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Section 3. Pedagogical science

Chokin Yerzhan Sanzharovich,
Senior lecturer
Military Engineering Institute of Radio Electronics and Communications, Almaty Republic of Kazakhstan
Chokina Makhpal Kanatbekovna,
English teacher, teacher researcher
Secondary school No. 121, Almaty Republic of Kazakhstan
Kurmanova Gulfiya Amirbekovna,
English teacher, teacher researcher
Secondary school No. 121, Almaty Republic of Kazakhstan

INTERACTIVE LEARNING IN HIGHER PROFESSIONAL EDUCATION

The competence-based approach to the organization of the educational process requires the teacher to change the learning process: its structure, forms of organization of activities, principles of interaction of subjects. This means that priority in the work of a teacher is given to dialogical methods of communication, joint search for truth, and diverse creative activities. All this is realized through the use of interactive teaching methods.

The word "interactive" came to us from the English word "interact". "Inter" is "mutual", "act" is to act.

Interactivity is the ability to interact or be in a conversation, dialogue mode with someone (a person) or something (for example, a computer).

The educational process is organized in such a way that almost all students are involved in the process of cognition, they have the opportunity to understand and reflect on what they know and what they think. The peculiarity of interactive methods is a high level of mutually directed activity of the subjects of interaction, emotional and spiritual unity of the participants.

In comparison with traditional forms of teaching, the interaction of the teacher and the student is changing in interactive learning: the activity of the teacher gives way to the activity of the trainees, and the task of the teacher becomes to create conditions for their initiative.

During the dialogue training, students learn to think critically, solve complex problems based on the analysis of circumstances and relevant information, weigh alternative opinions, make thoughtful decisions, participate in discussions, communicate with other people. To do this, paired and group work is organized in the classroom, research projects, role-playing games are used, documents and various sources of information are being worked on, creative work is being used.

The listener becomes a full participant in the educational process, his experience serves as the main source of educational knowledge. The teacher does not provide ready-made knowledge, but encourages participants to search independently and performs the function of an assistant in the work.

Interactive forms of classes:

- arouse students' interest;
- encourage everyone's active participation in the learning process;
- appeal to the feelings of each student;
- contribute to the effective assimilation of educational material;
- have a multifaceted impact on students;
- provide feedback (audience response);
- form students' opinions and attitudes;
- they form life skills;
- contribute to behavioral change.

Note that the most important condition for this is the personal experience of the teacher's participation in interactive training sessions. They can only be learned through personal participation in a game, brainstorming, or discussion.

Classification of interactive teaching methods

The concept of interactive learning provides for several forms/models of learning:

1) **passive** – the listener acts as the "object" of learning (listens and watches);

2) **active** – the listener acts as the "subject" of learning (independent work, creative assignments, term papers/projects, etc.);

3) **interactive** – interaction, equal partnership. The use of an interactive learning model involves modeling life situations, using role-playing (business) games, and solving problems together. The dominance of any participant in the educational process or any idea is excluded. From the object of influence, the student becomes the subject of interaction, he himself actively participates in the learning process, following his own individual route.

All interactive learning technologies are divided into non-simulation and simulation.

Non-simulation technologies do not involve the construction of models of the phenomenon and activity under study.

Simulation technologies are based on simulation or simulation-game modeling, i.e. reproduction in learning conditions of processes occurring in a real system.

Modern pedagogy is rich in a whole arsenal of interactive approaches, among which the following can be distinguished:

- creative tasks;
- work in small groups;
- educational games (role-playing games, simulations, business games);
- use of public resources (invitation of a specialist, excursions);
- social projects and other extracurricular learning methods (competitions, interviews, films, performances, exhibitions);
- study and consolidation of new material (interactive lecture, work with visual aids, video and audio materials, "student as a teacher", "everyone teaches everyone", mosaic (openwork saw), use of questions, socratic dialogue);
- testing;
- warm-ups;
- feedback;
- distance learning;
- discussion of complex and controversial issues and problems (take a position, scale of opinions, POP formula);
- problem solving ("decision tree", "brainstorming", "case analysis", "ladders and snakes");
- trainings.

The main methodological principles of interactive learning:

- careful selection of working terms, educational, professional vocabulary, conditional concepts (glossary development);
- a comprehensive analysis of specific practical examples of professional activities in which the student performs various role functions;
- maintaining continuous visual contact with all students;
- performance of the moderator (moderator) function at each lesson by one of the students, who initiates and orients the discussion of the educational problem (the teacher in this case acts as an arbitrator);

Mandatory conditions for the organization of interactive learning:

- trusting, positive relationship between the teacher and the students;
- democratic style;
- cooperation in the process of communication between the teacher and the students;
- relying on the personal ("pedagogical") experience of students, including vivid examples, facts, images in the educational process;

- the variety of forms and methods of presenting information, forms of activity of students, their mobility;
- the inclusion of external and internal motivation of activities, as well as mutual motivation of students.

Interactive forms of learning provide high motivation, strength of knowledge, creativity and imagination, sociability, an active lifestyle, team spirit, the value of individuality, freedom of expression, an emphasis on activity, mutual respect and democracy.

The effectiveness of interactive learning:

- development of active cognitive and mental activity;
- involving students in the process of learning, mastering new material not as passive listeners, but as active participants;
- development of analytical and critical thinking skills;
- strengthening motivation to study disciplines, curriculum;
- creating a favorable, creative atmosphere in the classroom;
- development of students' communicative competencies;
- reducing the share of traditional classroom work and increasing the volume of independent work;
- development of skills and knowledge of modern technical means and information processing technologies;
- formation and development of skills and abilities to independently find information and determine the level of its reliability;
- the use of such forms of control as electronic tests (current, boundary, intermediate), allows for clearer administration of the educational process, increase the objectivity of the assessment of knowledge, skills and competencies of students;
- interactive technologies ensure constant, rather than occasional (scheduled) contact between the student and the teacher.
- active use of technical means, including handouts and didactic material in the form of tables, slides, educational films, videos, video clips, video equipment, with the help of which the studied material is illustrated;
- the teacher's constant maintenance of active intra-group interaction, the removal of tension in the relationship between the participants, the neutralization of "acute" steps and actions of individual groups of students;
- prompt intervention of the teacher in the course of the discussion in case of unforeseen difficulties, as well as in order to clarify new provisions of the curriculum;
- intensive use of individual tasks (home control tasks of a self-diagnostic or creative nature, etc.);

- organization of a spatial environment – a “playing field”, which should contribute to the emancipation of students;
- playing game roles taking into account individual creative and intellectual abilities;
- training in decision-making in conditions of strict time limits and the presence of an element of uncertainty in information.

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Kanatkyzy Ainura,
master's student

Ontagarova Dinar Rahimovna,
candidate of Pedagogical Sciences, assistant professor
NJSC " University named after Shakarim of Semey "

FORMATION OF METASUBJECT SKILLS IN CHEMISTRY LESSONS

Abstract. This article examines the features of the formation of meta-subject skills in students in the process of studying chemistry, in the context of the transition to new standards in education. The conducted research proves the effectiveness of the developed methodology and its positive role when included in the educational process.

Keywords: *state educational standard, meta-subject skills, meta-subject results, universal learning activities*

In the context of modernization of the education system, the school has become acutely faced with and currently remains the problem of students' independent successful acquisition of new knowledge, skills and competencies, including the ability to learn.

Qualitative changes in the learning process are aimed at developing in students a systematic understanding of the world around them, a clear understanding of the existing relationships in natural and man-made systems. One of the sections of the second generation standards is devoted to planned results, which determine not only subject, but also meta-subject and personal results. In this regard, the purpose of studying chemistry is to create conditions for students to have a holistic understanding of the world and the role of chemistry in creating a modern natural science picture of the world.

Chemistry is the science of nature. In nature, chemical, physical and biological phenomena are interconnected. In the basic curriculum, these phenomena are studied separately, thereby breaking the connections between them. To solve this problem, the school should provide for the implementation of the principle of meta-subjectivity (Gromyko Yu. V., 2000), which implies and opens up new opportunities in expanding and deepening the content of interdisciplinary connections. Active use of connections between subjects in the learning process contributes to students' mastery of meta-subject skills in operating knowledge from different academic disciplines. The principle of metasubjectivity also involves teaching general techniques of mental activity, which are reproduced when working with any subject material.

Using a meta-subject approach through performing various tasks is possible in various lessons, including chemistry lessons. By completing such tasks, students acquire natural science literacy, namely, develop skills in research and practical activities; gain experience in solving problematic, non-standard, creative problems. Thus, meta-subject chemical results include the ability to create, apply and transform signs and symbols, models and diagrams to solve educational and cognitive problems. In this case, mastering the language of chemistry, belonging to the group of subject results, is part of the meta-subject result indicated above.

The formation of meta-subject skills of students in the chemistry course of a basic secondary school is a complex process that requires a special organization of pedagogical conditions. As practice shows, teaching a chemistry course in a general education school does not ensure the development of meta-subject skills in schoolchildren. Based on the analysis of the research problem, the pedagogical conditions for the formation of meta-subject skills of students in chemistry lessons were identified. Clear identification and systematic diagnosis of the level of formation meta-subject skills with the help of special tasks is a necessary didactic condition for their achievement by each student.

When making thematic planning for a chemistry course (Approximate basic educational program. 2011), it is necessary to clearly present the position of each lesson in the overall system, clarify its role in solving the assigned educational tasks and achieving meta-subject results that can be identified by traditional means of control, i.e. through various tasks.

Thus, in lessons that form concepts about solutions (Approximate basic educational program. 2011), students must improve the following meta-subject skills: know the concept of "electrolyte", the properties of electrolyte solutions; based on the diagrams in the text of the paragraph, explain the essence of the process of electrolytic dissociation and the role of water in it; learn to choose the level of difficulty within your capabilities, work on trust, keep track of time, independently operate a modular program, compare the results of your work with your goals.

Mastery of these skills contributes to the development of students' general educational ability to characterize the basic methods of studying natural science disciplines: observation, experiment, modeling. This requires the purposeful work of the teacher and systematic independent work of students to master ways of solving educational cognitive problems, the ability to explain the composition and properties of substances, and establish connections between observed phenomena and processes. Consequently, it is necessary to create a system of didactic tasks for mastering chemical content, ensuring the possibility of implementing a set of universal learning activities (UAL) at each stage of mastering.

In the chemistry course we are developing, an attempt has been made to build such a system of didactic tasks aimed at using generalized methods of activity and students creating their own products in mastering knowledge. For this purpose, their typology was introduced and methodological features were determined, tasks of each type were compiled, used to work with the content of the paragraphs. Among them, we used contextual tasks, situational tasks, creative tasks and case technology. When completing such tasks, students demonstrate the following EUD: they set a goal, plan ways to achieve the goal, use various methods of searching for information, and also learn to act in conditions of uncertainty: to make a series of conclusions based on the information found.

To conduct a pedagogical experiment, two groups of 8th grade students of 25 people each studying chemistry at a basic level were formed: an experimental group (EG) and a control group (CG). Experimental work in them was characterized by an orientation towards various pedagogical conditions:

- in the CG, traditional forms of lessons were conducted, corresponding to the content of the main educational program and the calendar-thematic planning of the chemistry course;
- in the EG a set of pedagogical conditions was implemented. Meta-subject lessons were conducted using a system of didactic tasks on school course topics chemistry as a means of developing meta-subject skills.

To check the formation for meta-subject skills of students, we proposed individual and frontal questioning, questioning, problem solving, corresponding to the topic “Solutions” of the 8th grade chemistry course of a basic secondary school. The tasks are composed of questions that differ in their purpose. The work includes test tasks for choosing an answer, as well as tasks that require additional calculations and detailed documentation of the solution in a notebook. Each work contains tasks that check the formation of a certain group of UUD, as well as the level of formation meta-subject skills in general.

Contextual analysis of tasks for each group of universal learning activities made it possible to identify the strengths and weaknesses of students’ achievements. Each UUD group was represented in the integrated diagnostic work with several tasks testing different types of UUD. Students in the control and experimental groups show fairly high results (above 50%). The level of task completion by students from the EG for each criterion is slightly higher than that of students from the CG. Results of diagnostics of the level of formation meta-subject chemical skills allowed us to conclude that the majority of students are at a low level of success.

At the end of the study of the topic “Solutions”, a test was carried out in the experimental and control groups, containing a system of didactic tasks specially developed by us. The distribution of students by levels of success in the CG and EG is as follows: the number of students at a low level of success in the CG is 25% greater than in the EG; the number of students with a basic level in the EG is 16% higher than in the CG; and at a high level in the EG — 9% more than in the CG.

Analyzing the results we obtained, we came to the conclusion that the proposed didactic conditions are effective for developing meta-subject skills in schoolchildren.

It should also be noted that when working with a system of didactic tasks, students learn to apply subject knowledge in non-standard situations close to real life. Therefore, increasing the level of success when working with contextual, situational, creative and case tasks leads to an increase in the level of formation meta-subject skills.

The results we obtained in the control and experimental groups during the experimental work allow us to conclude that the formation of students' meta-subject skills proceeds more effectively when implementing a system-activity approach, the formation of students' meta-subject skills through the use of non-standard tasks in the educational process in chemistry, as well as when observing complex of pedagogical conditions for the functioning of this model.

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Rybalchenko Yulia Sergeevna,
Postgraduate student of the Surgut State University,
Surgut, Russian Federation

SOCIALIZATION OF THE STUDENT'S PERSONALITY IN THE NEW PEDAGOGICAL REALITY

Abstract. This article examines the main factors and the process of socialization of the student personality in a dynamically changing pedagogical environment, including the main aspects of the problems of implementation of socialization, proposed forms and ways of solving this issue.

Keywords: *socialization, personality, process, education, student*

At present, a global change is taking place in all spheres of Russian science, including pedagogy. Today pedagogy concretizes its subject, adjusting to modern realities includes the process of socialization. The modern global focus on accelerating the dynamics of socialization processes contributes to the formation of a different type of future-oriented community (M. Mead, I. S. Kohn), a new philosophy of other models of the educational process is emerging.

Since ancient times, all spiritual values are based on the traditions and experience of ancestors, providing the generation of young people with the experience of their elders. In modern realities, in the huge flow of information, the enrichment of the achievements of ancestral experience is slow, this is due to the dynamics of society's development in the field of information, technology and social economy. Today, the center of concentration of cultural potential is modern reality. The solution of any life problem is aimed at the innovative achievement of science, technology, including the opinion of respected contemporaries, rather than the traditions of their peoples. Modern realities of the world are covered by the whirlwind of global information, technical, social, political changes, the range and speed of development of which are not comparable with the historical period of the past time (Nikandrov N. D.,2000)

The information leap in the form of telecommunications, computers and the Internet makes life realities for modern students accessible and permeable. Resources in the form of information, which previously had to be extracted and conquered, have become accessible and understandable even to children without the intervention and mediation of teachers, parents and mentors. It is not for nothing that we have to face various worldly situations at every period of our life journey. Modern youth is faster than adults in mastering technical, economic, political and financial innovations, which in most cases determine life in the country and the world. That is why the practice of interaction with young students requires a different form of education, which will be created in cooperation with adults. Today there are no ready-made solutions based on the internalized baggage of existing knowledge, skills and abilities. A modern student has to make decisions independently, bear responsibility for them, solve all life situations as creative ones. Readiness for this kind of creativity and responsibility cannot arise independently, they are formed only in the conditions of the process of education and active socialization. Thus, the training of higher education students takes into account their individuality, creativity and ability to orient themselves in the future: the ability to anticipate, fantasize and flexibly move into new actions even in uncertain situations.

n the system of higher education, the educational process prescribes "what a student should be", he/she is not accepted by the system as he/she is. Instead of nurturing virtues, there is a struggle with personality flaws, aimed at "eradicating" vices. That is why the socialization of the young generation as a subject area of pedagogy today comes to the forefront, because the development of personality occurs throughout the life cycle, and its basis is formed in the period of students (A. G. Asmolov, B. L. Wolfson).

The institute of socialization of student youth today becomes the mass media, they are the most powerful tool for the formation of voluntary-coercive behavior. Modern education is impossible without intentionally nurtured qualities of the subject of socialization, able to resist social manipulation, remaining himself.

Socialization as a mechanism of reproduction of society in the educational process today carries radical changes aimed at a quality-oriented personality (Wagner I. V. Volosovets T. V., 2017). The educational system undoubtedly strives to succeed behind the realities of the ongoing life of the student's personality, who live "here and now", not the past or the future. To fulfill these conditions, it is necessary to take into account the social life of the personality, the constructed organization of socializing influences to choose their own position (Shemshurin A. A., 2017).

The purpose of education of personality in higher education is directed to bring up the subject of his own life, to recognize the uniqueness of each his social rights and freedom (J. A. Comenius, C. Helvetius, N. G. Chernyshevsky, K. D. Ushinsky,). We must necessarily take into account that education is a part of directed involvement in the life activity of an individual through the process of socialization. Introducing the older and younger generation to socio-cultural values in various situations of education, the spiritual and subject area is enriched, the practical environment for socialization is determined, which is filled with real life content (Serikov V. V., 1999).

Pedagogy, as a science, in its processes of pedagogical process, reveals the structure of socialization, its connection with the holistic mechanism of personal education, ways, methods, organizational forms of students' involvement in social relationships.

Theoretical aspects of socialization problems are formed of several components. First of all, socialization is used to be perceived as a compilation of culture from the generation of generations, as a kind of social mechanism, covered by the impact of the surrounding world and the organization of upbringing. Secondly, socialization is unity, multiplicity, discordance and autonomy, rather than a rigid system of actions of factors, institutions and bodies of social development. Thirdly, socialization is interpersonal communication, without which it is impossible to form a personality and penetrate its picture of the world. In the fourth case, socialization is the acquisition by the individual of norms, values, attitudes, stereotypes developed by society, as a result of which a system of internal regulation is formed. And, finally, social activity is the creativity of self-realization of personality, transformation of self, activity of personality.

Based on the proposed conclusions, socialization can be presented in the form of a scheme: socialization – education – self-education.

Socialization implies not just the conscious mastery of already prepared models and ways of social life, but the very ways of interaction with the spiritual and material culture of development, adaptation to society, development of one's own social experience, values, and lifestyle.

Upbringing is a system of purposeful, organized pedagogical interrelation of adults and youth between themselves and young people.

Self-education is an independently realized activity of the student, aimed at improving the qualities of personality, which is qualified by the realization of himself as an acting subject of social development.

Information culture, change, speed of its content, as well as ways of communication establish conditions in which the means of education are any facts of the student's personal life, exactly those that generate explicit experiences, but at the same time show the need to express individual competence, experience, social skill. The technology of comprehension of social roles and the elaboration of individual "events of social experiences" enables the individual to experience and perceive the action of the subject of social development (Marcinkovskaya, T. D., 2012).

For the educational process of personality it is necessary to take into account the very procedure and specificity of social education in pedagogical context, using some criteria: the criterion of goal-setting (understanding of the goals of education, expansion of views on the student's life self-determination, self-realization of his/her abilities depending on the needs of society); the criterion of connection of socialization with a specially established pedagogical process; the criterion about the search for new educational content.

Socialization of the student's personality in the educational process of "Surgut State University" takes place through activities that contribute to the development of motivation and adequate self-esteem of the student: intellectual (participation in university, city and district conferences and Olympiads), moral (debates, work of student self-government bodies), gender (organization of a series of meetings for boys and girls "talking about important things"), national (holding events introducing the traditions of other nationalities), professional (organization of events introducing the traditions of other nationalities). The teacher plays the role of adviser, consultant, who brings innovations in the process of socialization, assists in adaptation, for better formation of personality of each person.

Modern education should involve young people in the real reality from school and help them to fully develop during the student period, many activities that were considered purely adult: consumption of mass-media services, extreme sports, participation in consumer markets, etc. are already part of the socialization layer and give young generations a certain social experience, that is why today there is an acute issue of "quality education" (Arseniev A. C., 2001). Quality education is manifested not only in high education, thinking system, economic, legal, information, business culture, but in how graduates have the experience of life in the education system, how they are socialized. "Education is what remains after everything we have been taught is forgotten", Albert Einstein correctly noted that it is the socialization of students through the education system, in modern realities, gives the opportunity to show their experience and skills gained during the period of education in practice, making a huge contribution to the development and formation of our state.

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Section 4. Philology and linguistic

Schusuvan Kritsada,
Ph.D. in Linguistik,
Dozent am Lehrstuhl für russische Philologie,
Universität Thammasat, Bangkok, Thailand

SUBSTANTIVISCHE ZUSAMMENSETZUNG IM DEUTSCHEN: SUBSTANTIV + SUBSTANTIV UND ÜBERSETZUNGSPROBLEME DER ZUSAMMENGESETZTEN SUBSTANTIVE IN SPRACHEN MIT UNTERSCHIEDLICHEN SPRACHSTRUKTUREN (AM BEISPIEL DER ÜBERSETZUNG AUS DEM DEUTSCHEN INS RUSSISCHE UND THAILÄNDISCHE)

Zusammenfassung. Dieser Artikel widmet sich der Feststellung der durch Zusammensetzung von Substantiven gebildeten Komposita im Deutschen sowie den Übersetzungsproblemen, die sich in Bezug auf derartig gebildete Substantive in Sprachen mit unterschiedlichen Sprachstrukturen ergeben (am Beispiel des Russischen und Thailändischen). Der Artikel betrachtet diese Probleme aus der Sicht des linguistischen Modells für den Übersetzungsprozess. Es wird auch eine Analyse der Übersetzung der durch Zusammensetzung gebildeten Substantive ins Thailändische und Russische im Vergleich zu den ursprünglichen Varianten der auf die gleiche Weise gebildeten Substantive im Deutschen durchgeführt. Die Aktualität der Studie liegt in der Tatsache, dass das Problem der substantivischen Zusammensetzung Substantiv + Substantiv im Deutschen sowie deren Übersetzung auch eines der am häufigsten auftretenden Probleme beim Erlernen der deutschen Wortbildung und deren Übersetzung in Sprachen mit unterschiedlichen Sprachstrukturen ist. Gegenstand der Forschung ist der Wortbildungsprozess eines bestimmten Wortbildungstyps und die linguistischen Modelle für die Übersetzung, wenn die durch die Struktur Substantiv + Substantiv gebildeten Komposita in Sprachen mit unterschiedlichen Sprachstrukturen übersetzt werden. Die Neuheit der vorgeschlagenen Studie besteht in einer vergleichenden Analyse der Möglichkeiten, die durch die Struktur Substantiv + Substantiv

gebildeten Komposita (Substantive) in Sprachen mit unterschiedlichen Sprachstrukturen zu übersetzen. Darüber hinaus umfasst diese Studie drei Forschungsbereiche im Zusammenhang mit der Linguistik: Wortbildung, Translatologie und vergleichende Sprachwissenschaft. Die praktische Bedeutung der Studie besteht darin, eine Methodik für Wortbildungs- und Übersetzungsstudien in Sprachen mit unterschiedlichen Sprachstrukturen zu entwickeln. Die Methode der vergleichenden Modellierung in dieser Studie kann auf eine Vielzahl von Analysen im Bereich der vergleichenden Sprachwissenschaft angewendet werden.

Schlüsselwörter: *Zusammensetzung, Bindeelement, Grundwort, Bestimmungswort, Strategie der Übermittlung modifizierter Informationen, Taktik der pragmatischen Adaptierung*

1. Einführung

Unter Zusammensetzungen oder Komposita versteht man Wörter, die ohne zusätzliche Ableitungsmittel aus zwei oder mehreren selbständig vorkommenden Wörtern gebildet sind. Dabei stellt der erste Bestandteil – abgesehen von den wenigen Kopulativkomposita und Vergleichskomposita des Typs 'Himmelskuppel', der sich wie eine Kuppel wölbt – das Bestimmungsglied dar, während der zweite das Grundwort (die Basis) ist, das die Wortart der gesamten Zusammensetzung festlegt (Duden, 1998).

Sprach // bau

Bestimmungswort // (Grundwort)

„Dieser Sachverhalt ist gemeint, wenn man sagt, dass Zusammensetzungen eine binäre (=zweigliedrige) Struktur haben. Beide Teile sind an sich auch selbst als Wörter verwendbar (wortfähig), im Kompositum aber nicht umstellbar [...] – weil das Grundwort die Wortart, d.h. die grammatischen Eigenschaften des Kompositums, und die semantische Grundkategorie [...] bestimmt – und nicht voneindander trennbar (von den trennbaren Verbbildungen abgesehen), vereinigt durch einen Betonungsbogen aus Haupt- und Nebenakzent. Im heutigen Deutsch ist es gewöhnlich außerdem durch die Zusammenschreibung" (Duden, 1998).

Auch umfangreichere Komposita lassen sich in der Regel auf zwei Bestandteile (Konstituenten) zurückführen.

Sprachstruktur – Struktur einer Sprache

Meinungsaustausch – Austausch der Meinung

Landeswohnungsbauföderung – Wohnungsbauföderung des Landes/ durch das Land

Unter Berücksichtigung des gebildeten *„Wohnungsbauförderungsgesetz"* kann man die Menge von Bestimmungswörtern beim Zusammensetzungsprozess Substantiv + Substantiv festlegen. In diesem Fall sind *Wohnung// Bau // Förderung* die Bestimmungswörter und *Gesetz* ein Grundwort. Deswegen ist es davon auszugehen, dass das Bestimmungswort häufiger mehrgliedrig als das Grundwort ist. Die Mehrgliedrigkeit des Grundwortes findet sich jedoch vor allem in Zusammensetzungen, deren Zweitglieder vielgebrauchte Komposita sind, z. B. *Reise//schutzversicherung*.

Es ist weiterhin zu bemerken, dass unter den germanischen Sprachen, die dem flektierenden Sprachtyp folgen, Zusammensetzungen grundsätzlich aus einer Gruppe von zwei Wörtern bestehen, von denen nur das zweite flektiert wird (Meillet-Printz A., 1909).

Entsprechend der obigen Erklärung kann die Struktur der mittels Zusammensetzung Substantiv + Substantiv gebildeten Komposita (Substantive) im Deutschen betrachtet werden. Die Grundlage dieser Studie bilden Arbeiten aus verschiedenen Bereichen der Sprachwissenschaft, nämlich der deutschen Wortbildung (Barz & Fleischer, Meillet-Printz, Stepanowa, Motsch, Heidolph) und der Übersetzungswissenschaft (Sdobnikow, Komissarow, Koller u.a.). Das Ziel dieser Studie ist es daher, solche zusammengesetzten Substantive im Deutschen zu analysieren und typologisch zu klassifizieren, Modelle zu erstellen, um deren Übersetzung ins Russische und Thailändische weiter zu vereinfachen, Übersetzung mithilfe geeigneter Theorie, Strategien, Taktiken und Methoden durchzuführen und die Formen der übersetzten zusammengesetzten Substantive in Sprachen mit unterschiedlichen Sprachstrukturen zu vergleichen.

Als Hauptergebnis wird die Hypothese vorgeschlagen, dass Ähnlichkeiten oder Kongruenzen in den Formen von zusammengesetzten Substantiven im Deutschen häufiger mit den ins Russische übersetzten zusammengesetzten Substantiven auftreten als mit den ins Thailändische übersetzten. Dies lässt sich darauf zurückführen, dass Deutsch und Russisch Flexionssprachen mit ähnlichen Sprachstrukturen sind, während Thailändisch als isolierende Sprache eine unterschiedliche Struktur aufweist.

2. Typen und Modelle der mittels Zusammensetzung Substantiv + Substantiv gebildeten Komposita (Substantive)

Bei der Klassifikation der mittels Zusammensetzung Substantiv + Substantiv gebildeten Komposita (Substantive) achtet man auf den strukturgenetischen Typ, aus dessen Sicht man sich auf eigentliche und uneigentliche Zusammensetzungen bezieht.

Uneigentliche Zusammensetzungen sollten als solche komplexen Substantive betrachtet werden, deren erste Komponente mit Hilfe eines Bindeelements mit der zweiten verbunden wird: *-(e)s-*, *-(e)n-*, *-e-* oder *-(e)er*, z.B. *Tageslicht, Hirtenknabe, Pferdestall, Kindergarten*.

Eigentliche Zusammensetzungen sind einfache Zusätze. Im Deutschen sind Phrasen mit einem grammatisch nicht veränderten Attribut in schriftlichen Denkmälern nicht zu beobachten, aber die entsprechenden zusammengesetzten Wörter finden sich bereits in den ältesten Entwicklungsperioden, z. B. *nordwint, tagestern*. Neben der historischen Entwicklung der germanischen Sprachen kann man die eigentlichen Zusammensetzungen mit dem Modell Substantiv + Substantiv ohne Bindeelemente treffen, *z. B. Vaterland, Haustier, Hausmieter u.s.w.*

Bei der Konstruktion uneigentlicher Zusammensetzungen erscheint das *Bindeelement -er- (Wörterbuch)* zunächst als Schöpfer des Pluralgenitivs. In der gegenwärtigen deutschen Sprache erfüllen die Bindeelemente -(e)s- und -(e)n- tatsächlich nicht mehr ihre frühere semantische Funktion, d.h. die Funktion des Genitivindikators. Es gibt also uneigentliche Zusammensetzungen, die keine genitiven Beziehungen ausdrücken, wie zum *Beispiel Jägersmann, Hirtenknabe, Lieblingsbuch* (die Komponenten sind in Art des Widerspruchs miteinander verbunden), und uneigentliche Zusammensetzungen, deren Bestandteile durch eine Genitivbeziehung verbunden sind, z. B. *Vaterhaus, Wasserfall, Flussarm u.s.*w. (Stepanowa M. D., 1953).

Schließlich kann man eine Reihe von parallelen eindeutigen Formationen nennen, von denen einige eigentliche Zusammensetzungen und andere uneigentliche Zusammensetzungen sind, z. B. *Lokomotivführer – Lokomotiv<u>en</u>führer, Waldrand – Wald<u>es</u>rand, Schiffbau – Schiff<u>s</u>bau, Herzbruder – Herz<u>ens</u>bruder u.s.w.*

Entsprechend dem Vorstehenden kann die Struktur von gebildeten Substantiven nach den folgenden Modellen bestimmt werden.

Modell 1 $_{\text{einfache Form}}$. Eigentliche Zusammensetzungen

Bestimmungswort ohne Bindeelement + Grundwort, *z. B. Mutter + Sprache = Muttersprache; Heitmat + Land = Heimatland.*

Modell 2 $_{\text{einfache Form}}$. Uneigentliche Zusammensetzungen

Bestimmungswort mit Bindeelement + Grundwort, *z. B. Kind + <u>er</u> + Bücherei = Kinderbücherei; Liebling + <u>s</u> + Beschäftigung = Liebling<u>s</u>beschäftigung.*

Modell 3 $_{\text{komplexe Form}}$. Eigentliche Zusammensetzungen

Zwei oder mehrere Bestimmungswörter ohne Bindeelement + Grundwort, *z. B. Sprach + Bau + Steine = Sprachbausteine; Gebärmutter + Hals + Krebs = Gebärmutterhalskrebs*

Modell 4 $_{\text{komplexe Form}}$. Uneigentliche Zusammensetzungen

Zwei oder mehrere Bestimmungswörter mit Bindeelement + Grundwort, *z. B. Gesundheit+ <u>s</u> + Erziehung + <u>s</u> + Kurs = Gesundheit<u>s</u>erziehung<u>s</u>kurs*

Modell 5 $_{\text{gemischte komplexe Form}}$. Eigentliche und uneigentliche Zusammensetzungen

Zwei oder mehrere Bestimmungswörter mit und ohne Bindeelement + Grundwort, z. B. *Gesetz + Gebung + <u>s</u>+ Verfahren = Gesetzgebung<u>s</u>verfahren*

Zusätzlich zur Feststellung der Strukturen von Zusammensetzungen aus Substantiv + Substantiv sollte die semantische Beziehung der Konstituenten im substantivischen ersten Glied berücksichtigt werden, um in einem weiteren Schritt der Studie eine Übersetzung in eine Sprache mit unterschiedlichen Sprachstrukturen zu ermöglichen. Die Angabe semantischer Beziehungen zwischen den unmittelbaren Konstituenten ist natürlich nur bei mehr oder weniger motivierten Konstruktionen möglich. Eine Systematisierung der auftretenden Kombinationsmöglichkeiten wird – wie heute vielfach angenommen wird – erleichtert, wenn man nicht nur das Kompositum und die syntaktisch äquivalente Wortgruppe für sich betrachtet, sondern auch das zugrunde liegende semantische Verhältnis in einem Attributsatz ausdrückt (Motsch, W., 1970; Heidolph, K.-E., 1961). Es ist dabei notwendig, einige verallgemeinerte Verben zu suchen, die dem Satz hinzugefügt werden können, und es wäre möglich, eine entsprechende Klassifizierung unter Berücksichtigung dieser Verben und des Satzgliedscharakters der beiden Konstituenten des Kompositums im Satz vorzunehmen. Unter diesem Gesichtspunkt kommt z. B. W. Motsch zu einigen Typen von Substantiv + Substantiv-Komposita:

(1) Subjekt tut etwas mit Objekt. Hier sind wieder verschiedene Untergruppen möglich, z. B. erstes Glied Subjekt, zweites Glied Objekt *(Pferdewagen – Wagen, den das Pferd zieht)*, erstes Glied Objekt, zweites Glied Subjekt *(Droschkenpferd – Pferd, das eine Droschke zieht)*, erstes Glied Lokalangabe, zweites Glied Objekt *(Strandanzug – Anzug, den man am Strand trägt)* u.a.

(2) Subjekt erzeugt Objekt. Auch hier gibt es entsprechende Untergruppen, z. B. erstes Glied Subjekt, zweites Glied Objekt *(Bienenhonig – Honig, den die Biene erzeugt)*, erstes Glied Objekt, zweites Glied Lokalangabe *(Brotfabrik – Fabrik, in der man Brot erzeugt)* u.a.

(3) X ist ein Teil von Y. Hierher Bildungen wie *Automotor*, *Pferdekopf* u.a.

(4) X befindet sich + lokale Präposition. Hierher Bildungen wie *Feldstein, Waldblume, Wandbild*. Die Schwierigkeiten dieser Klassifizierung liegen u.a. bei der Nichtberücksichtigung der Idiomatisierungstendenz; schon *Waldblume* ist ja nicht dasselbe wie *Blume im Walde! (*Motsch, W.,1970; Fleischer W., 1976). Nach Fleischer/Barz "kann die Bedeutung von Wortbildungsmodellen substantivischer Determinativkomposita, die besonders produktiv sind, abgeleitet werden. A = Erst-, B = Zweitglied" (Fleischer W., 2007; Raepsaet S., 2008–2009).

1. LOKAL
   a) "B" befindet sich in "A", z.B. *Bankguthaben*
   b) "B" vollzieht sich in "A", z.B. *Büroarbeit*
   c) "B" stammt von "A", z.B. *Land-, Seewind*
   d) "B" führt zu "A", z.B. *Kellertreppe*

2. TEMPORAL, "A" nennt Zeitpunkt/ -raum von "B", z.B. *Morgenfrühstück, Tagesfahrt*

3. FINAL
"B" ist für "A" geeignet/ bestimmt
   a) "A" = Ort, z.B. *Strandanzug*
   b) "A" = Gegenstand/Material, z.B. *Fensterglas*
   c) "A" = Lebewesen, z.B. *Damenkleid*

4. KAUSAL , "A" ist Ursache von "B", z.B. *Schmerzensschrei*

5. KOMPARATIV

a) "A" gleicht "B", z.B. *Beifallssturm*
b) "B" gleicht "A", z.B. *Goldorange*
6. POSESSIV "A" besitzt "B", z.B. *Gemeindewald*
7. ORNATIV, "B" ist versehen mit "A", z.B. *Deckelvase*
8. PARTITIV, "B" ist (obligatorisch) Teil von "A", z.B. *Buchrücken*
9. INSTRUMENTAL, "A" ist Mittel für "B", z.B. *Wasserkühlung*
10. MATERIAL, "B" besteht aus "A", z.B. *Lederschuh*
11. KONSTITUTIONAL , "B" wird von/aus "A" gebildet, z.B. *Blumenstrauß*
12. ADHÄSIV, "B" gehört zu "A", z.B. *Vereinsmitglied*
13. AGENS
a) "A" erzeugt "B", z.B. *Bienenhonig*
b) "B" erzeugt "A", z.B. *Stückeschreiber*
c) "B" tut etwas mit "A", z.B. *Obstverkäufer*
14. PATIENS, mit "A" wird etwas getan, z.B. *Kohleabbau*
15. PROZESSUAL, mit "A" vollzieht sich etwas, z.B. *Druckabfall*
16. THEMATISCH, "A" ist Thema von "B", z.B. *Bedeutungslehre*
17. GRADUATIV
a) "A" vergrößert bzw. verkleinert "B", z.B. *Riesenskandal, Zwerghuhn*
b) "A" indiziert Nichtvollständigkeit, z.B. *Teilbetrag*

3. Zusammensetzung Substantiv + Substantiv und Übersetzung

Aufgrund der Tatsache, dass der Fokus auf der Übersetzung zusammengesetzter Substantive liegt, werden einige grundlegende Aspekte der Übersetzung angewendet, wie zum Beispiel die entsprechenden linguistischen Modelle für die Übersetzung, mögliche Übersetzungstaktiken usw.

In diesem Fall wurde versucht, eine freie Übersetzung zu verwenden, wobei der Originalinhalt der Ausgangssprache (AS) immer verzerrt wurde und wichtige Hinweise im Text eingearbeitet wurden. Diese sollten jedoch nicht zu einer Verletzung der Normen der Zielsprache (ZS) führen (Сдобников В. В., Калинин К. Е., Петрова О. В. 2019), *z. B. Gravitationsgesetz* – закон всемирного тяготения. Tatsache ist, dass man auf das Thema der Übersetzung nur von der mittels Zusammensetzung Substantiv + Substantiv gebildeten Substantiven eingeht. Daher sollte bei der Übersetzung zunächst die Analyse der Struktur der Substantive im Hinblick auf die in der Einleitung dargestellten Daten erfolgen. Das Modell zur Analyse von Strukturen kann wie folgt festgelegt werden:

1. Trennung aller Substantive und Bindeelemente in Zusammensetzung voneinander

(1) Geldverlegenheit ← Geld + Verlegenheit
(2) Wasserversorgung ← Wasser + Versorgung
(3) Meeresfrüchte ← Meer + es + Früchte

2. Übersetzung aller einzelnen Lexeme ohne Berücksichtigung von Bindeelementen

(1) Geldverlegenheit ← Geld + Verlegenheit; деньги + затруднение; เงิน [ŋɤn] + ภาวะขัดสน [p^{h}aː wáʔ k^{h}àt sŏn]

(2) Wasserversorgung ← Wasser + Versorgung; вода + снабжение; น้ำ [náːm] + การแจกจ่าย [kaːn tɕɛ̀ːk tɕàːj]

(3) Meeresfrüchte ← Meer + ~~es~~ + Früchte; море + фрукты; ทะเล [t^{h}áʔ leː]+ ผลไม้ [p^{h}ŏn lá máːj]

Es ist wichtig zu beachten, dass alle übersetzten Lexeme, z. B. *(1)* เงินภาวะขัดสน [ŋɤːn p^{h}aː wáʔ k^{h}àt sŏn], *(2) водаснабжение;* น้ำการส่งผ่าน [náːm kaːn sòŋ p^{h}àːn] *(3) морефрукты;* ทะเลผลไม้ [t^{h}áʔ lá p^{h}leː máj] sich auf wörtliche Übersetzungen beziehen, die gegen die Normen der Zielsprachen verstoßen. Daher sollte ein weiterer Übersetzungsvorgang in Betracht gezogen werden. Außerdem ist es wichtig zu beachten, dass neu gebildete Wörter in ihrer Bedeutung von den Grundwörtern oder Bestimmungswörtern abweichen können. So «steht beispielsweise im „Deutsch-Russisch-Russisch-Deutschen Wörterbuch" von „Falsche Freunde des Übersetzers": auf Russisch «Немецко-русском и Русско-немецком словаре» «Ложных друзей переводчика» folgendes: der Meister – мастер, aber: der Baumeister – архитектор, der Bühnenmeister – заведующий постановочной частью, der Hausmeister – дворник, привратник, der Herdmeister – горновой, der Zahlmeister – казначей, начальник финансового довольствия – in diesem Fall ist das Grundwort «мастер» bei der Übersetzung nicht gefunden» (Gottlieb K. G. M., 1972; Gorshkova T. V., 2014).

3. Überblick über Übersetzung und geeignetes linguistisches Übersetzungsmodell

Bei der Übersetzung zusammengesetzter Substantive wird die Theorie zur Bestimmung der Äquivalenzstufe eines der gebräuchlichsten linguistischen Übersetzungsmodelle bzw. eine der gebräuchlichsten Übersetzungstheorien verwendet.

Die Bestimmung der Äquivalenzstufe ist laut Komissarow ein Modell der Übersetzungstätigkeit, das auf der Annahme basiert, dass Äquivalenzbeziehungen zwischen ähnlichen Ebenen von Texten der Ausgangs- (AS) und der Zielsprache (ZS) hergestellt werden. Die Grundlage dieses Modells besteht darin, eine Reihe aufeinanderfolgender Ebenen im Textinhalt zu unterscheiden, die sich in der Art der von der Quell- an den Rezeptorsprachbenutzer übertragenen Informationen unterscheiden (Kommissare V. N., 1973; Kommissare V. N., 1990). W. Koller schlägt unter Berücksichtigung der Übersetzung den Begriff der Äquivalenz vor, bei dem die Betonung auf der doppelten Bindung liegt: „die Bindung an den Ausgangstext und die Bindung an die kommunikativen Bedingungen auf der Empfängerseite. Im Zusammenhang betrachtet, ist Äquivalenz in der Differenz – oder eher: Äquivalenz trotz Differenz – das Grundproblem und die praktische Herausforderung der Übersetzung (Koller W. 2004; Ptáčníková V. 2008). In diesem Kontext behandelt er die Äquivalenzrahmen oder Bezugsrahmen der Übersetzungsäquivalenz, die wieder doppelt gerichtet sind: einmal auf die Ausgangssprache und Textwelt und zum anderen auf die Zielsprache und Textwelt in ihrem kommunikativen Zusammenhang. Er präsentiert fünf solche Bezugsrahmen, die den entsprechenden Äquivalenztypen zugeordnet werden können:

I. den außersprachlichen Sachverhalt, der in einem Text vermittelt wird: denotative Äquivalenz;

II. die im Text durch die Art der Verbalisierung vermittelten Konnotationen bezüglich Stilschicht, soziolektaler und geographischer Dimension, Frequenz u s w.: konnotative Äquivalenz;

III. die Text- und Sprachnormen, die für bestimmte Texte gelten: textnormative Äquivaqlenz;

IV. den Empfänger, an den sich die Übersetzung richtet und der den Text auf der Basis seiner Verstehensvoraussetzungen rezipieren können soll: pragmatische Äquivalenz;

VI. bestimmte ästhetische, formale und individualstilistische Eigenschaften des ausgangssprachlichen Textes: formal-ästhetische Äquivalenz [Ibidem].

Bei der Übersetzung von zusammengesetzten Substantiven lege ich jedoch besonderen Wert auf die Äquivalenztypen I und II, weil sie nach ihren Merkmalen bei der Übertragung der Semantik sprachlicher Einheiten gleichwertig sind.

Bei der Rückkehr zu ins Russische und Thailändische übersetzten Lexemen sollten neue übersetzte Lexeme verwendet werden, die denotative oder konnotative Äquivalenzen übertragen. Daher habe ich Folgendes:

(1) Geldverlegenheit: деньги + затруднение = затруднение с деньгами; เงิน [ŋɤn] + ภาวะขัดสน [pʰaː wáʔ kʰàt sǒn] = ภาวะขัดสนทางการเงิน [pʰaː wáʔ kʰàt sǒn tʰaːŋ kaːn ŋɤːn]

(2) Wasserversorgung: вода + снабжение = водоснабжение; น้ำ [náːm] + การแจกจ่าย [kaːn tɕɛ̀ːk tɕàːj] การแจกจ่ายน้ำ [kaːn tɕɛ̀ːk tɕàːj náːm]/ การประปา [kaːn pràʔ paː]

(3) Meeresfrüchte: море + фрукты = морепродукты; ทะเล [tʰáʔ leː] +-ผลไม้ [pʰǒn lá máːj] = อาหารทะเล [ʔaː hǎːn tʰáʔ leː]

Offensichtlich sind die ins Russische und Thailändische übersetzten zusammengesetzten Substantive keine zusammengesetzten Substantive mehr, sondern erscheinen im Russischen in Form von Wortverbindungen mit einer Präposition: *затруднение с деньгами, und im Thailändischen in Form einer Zusammenrückung:* ภาวะขัดสนทางการเงิน [pʰaː wáʔ kʰàt sǒn tʰaːŋ kaːn ŋɤːn] umgewandelt. Es ist zu beachten, dass das ins Russische übersetzte *водоснабжение* den Status der Zusammensetzung mit dem Interfix -o- (o anstelle von a) beibehält und im Thailändischen die Form der Zusammenrückung การแจกจ่ายน้ำ [kaːn tɕɛ̀ːk tɕàːj náːm]/ การประปา [kaːn pràʔ paː] weiterhin verwendet wird. Im Beispiel (3) zeigt das zusammengesetzte Substantiv

„Meeresfrüchte“ im Deutschen eine Bedeutungsänderung, die sich von der Bedeutung des Ursprünglichen unterscheidet. Dieses gebildete Substantiv vermittelt die Mutationsbedeutung. Daher sollten das übersetzte zusammengesetzte Substantiv bei der Übersetzung ins Russische: *морепродукты* und ins Thailändische*:* อาหารทะเล [ʔaː hǎːn tʰáʔ leː] diese Mutationsbedeutung bewahren. In diesem Zusammenhang behält das ins Russische übersetzte zusammengesetzte Substantiv den Status der Zusammensetzung mit dem Interfix *-o-* (*o* anstelle von *a*) bei und im Thailändischen – die Form einer Zusammenrückung.“

Es ist auch wichtig zu betonen, dass die Grundwörter bei der Betrachtung der Struktur der übersetzten zusammengesetzten Substantive im Thailändischen den Bestimmungswörtern bezüglich der Zusammenrückungsstruktur vorausgehen.

Als nächstes beschäftige ich mich mit dem Problem der Übersetzung der mittels Zusammensetzung Substantiv + Substantiv gebildeten Komposita (Substantive) in Modell 3 $_{\text{komplexe Form}}$, Modell 4 $_{\text{komplexe Form}}$ und Modell 5 $_{\text{gemischte komplexe Form.}}$ Der Übersetzungsvorgang sollte wie für andere Zusammensetzungsmodelle $_{\text{einfache Form}}$ wiederholt werden, z.B.:

1. Rechtsschutzversicherungsgesellschaften

Recht + Schutzversicherung + s + Gesellschaften

Recht + (Schutz + Versicherung) + s + Gesellschaften

2. Recht + (Schutz + Versicherung) + ~~s~~ + Gesellschaften

Право + (защита + страхование) + общество

สิทธิตามกฎหมาย [sìt tʰíʔ taːm kòt mǎːj]+ (การคุ้มครอง [kaːn kʰúm kʰrɔːŋ] + การประกัน [kaːn pràʔ kan]) + สำนักงาน[sǎm nák ŋaːn]/สมาคม [sà maː kʰom]/บริษัท [bɔː ríʔ sàt]

3. Rechtsschutzversicherungsgesellschaften

страховые компании, представляющие правовую защиту

บริษัทประกันที่เสนอการให้การคุ้มครองสิทธิตามกฎหมาย [bɔ̀ʔ ríʔ sàt pràʔ kan tʰîː sěː nɔː kaːn hâj kaːn kʰúm kʰrɔːŋ sìt tʰíʔ taːm kòt mǎːj]

Nach dem Übersetzungsprozess von Zusammensetzungsmodellen 3, 4 oder 5 kann man feststellen, dass das deutsche zusammengesetzte Substantiv seine Form im Russischen und Thailändischen umwandelt – von der Zusammensetzung zum Abgeleiteten mit einem Relativpronomen: который (oder die Partizipform) bzw. ที่ [tʰîː], die zusätzliche Informationen über das angegebene Objekt ausdrücken. Im Thailändischen sind jedoch die Einheiten der Substantive immer durch Zusammenrückung miteinander verbunden.

Bei der Übersetzung von den mittels Zusammensetzung Substantiv + Substantiv gebildeten Komposita (Substantiven) habe ich versucht, Übersetzungstaktiken und -methoden anzuwenden, siehe Beispiele in Tabelle 1.

Tabelle 1. Übersetzungstaktiken und Übersetzungsmethoden in Sprachen mit unterschiedlichen Sprachstrukturen

Übersetzungs-taktik	Übersetzungs-methode	Beispiel	Übersetzung
Explikationstaktik der impliziten Informationen	Beschreibende Übersetzung	Zivildienstver-trauens-mann-gesetz	(1) закон, регулирующий выбор представителя гражданской службы или социального обеспечения. กฎหมายว่าด้วยการเลือกข้าราชการหรือตัวแทนพลเรือนด้านประกันสังคม [kòt mǎːj wâː dûaj kaːn lɯ̂ːak kʰâː râːt kaːn rɯ̌ː tuːa tʰɛːn pʰon rɯːan dâːn pràʔ kan sǎŋ kʰom]
Taktik der Ver-einfachung von terminologischen Einheiten	Ersetzen des ursprünglichen Begriffs durch sein Synonym (Term-Doublet)	Mongolenfleck	ปาน [paːn] пятно
Taktik der pragmatischen Adaptierung	Auswahl des für Kommu-nikations-situ-ation geeigneten Sprachstils	Wasserversor-gung	การแจกจ่ายน้ำ [kaːn tɕɛ̀ːk tɕàːj náːm]– Umg. การประปา [kaːn pràʔ paː]– Offiz.
	Reduzierung der Redundanz, Hinzufügen der Abkürzungen der Umgangsspra-che – Redundanz wird in Form einer Fußnote erläutert.	Rindfleisch-etikettierungs-überwachungs-aufgabenüber-tragungs-gesetz	กฎหมายเกี่ยวกับเนื้อโค (RkReÜAÜG) [kòt mǎːj kìːaw kàp nɯ́ːa kʰoː]

Wie ich anhand der Tabelle gezeigt habe, werden für die Übersetzung verschiedene Übersetzungsstrategien und -methoden verwendet, um das Ziel der Übersetzung zu erreichen. Nach Meinung des Autors werden bei der Übersetzung in verschiedene Sprachen zusätzlich zur Berücksichtigung der Kommunikationssituation verschiedene Übersetzungsstrategien und -methoden verwendet, z. B. die Taktik der pragmatischen Adaptierung. Diese wird bei der Übersetzung des zusammengesetzten Substantivs „Rindfleischetikettierungsüberwachungsaufgabenübertragungsgesetz“ ins Thailändische: กฎหมายเกี่ยวกับเนื้อวัว [kòt mǎːj kìːaw kàp nɯ́ːa wuːa]/ กฎหมายว่าด้วยการมอบหมายหน้าที่ในการควบคุมดูแลการติดฉลากเนื้อวัว [kòt mǎːj wâː dûaj kaːn mɔ̂ːp mǎːj nâː tʰîː naj kaːn kʰûːap kʰum duː lɛː kaːn tìt tɕʰà lâːk nɯ́ːa wuːa] (RkReÜAÜG) + Erklärung der Abkürzungen als Fußnote verwendet und kann auch in der Übersetzungsnorm des offiziellen Dokuments in Thailand erscheinen und weithin akzeptiert werden.

Es gibt oft Fälle, in denen es nicht möglich ist, ein adäquates Äquivalent für ein deutsches zusammengesetztes Substantiv in anderen Sprachen mit unterschiedlichen Sprachstrukturen als Zielsprachen zu finden. Dann sollte auf die Explikationstaktik (beschreibende Übersetzung) zurückgegriffen werden. Das Wesen dieser Taktik besteht darin, dass anstelle eines zusammengesetzten Substantivs eine Interpretation gegeben wird und ein zusammengesetztes Substantiv bei der Übersetzung in die Zielsprachen bzw. ins Russische oft einem ganzen Satz entspricht. In diesem Fall sollte auf die Quellen verwiesen werden, die die Interpretation dieses zusammengesetzten Substantivs enthalten, und dann, falls kein Äquivalent vorhanden ist, die Explikationstaktik verwendet werden (Galanza L. P., 1966).

Die Taktik der Vereinfachung von terminologischen Einheiten wird bei der Übersetzung der zusammengesetzten Substantive zum Zweck der Übermittlung modifizierter Informationen, die für bestimmte Personengruppen geeignet sind (Strategie der Übermittlung modifizierter Informationen), verwendet. Hierbei handelt es sich um ein allgemeines Prinzip zur Durchführung von Übersetzungsaktivitäten, mit dem ein Text für den Empfänger in der bestimmten Zielsprache erstellt werden soll, der sich in den sozialen Merkmalen (einschließlich sozialem Status, Alter, Bildungsstufe) vom Rezipienten der Ausgangssprache unterscheidet (Sdobnikov V. V., 2016). Die mittels Zusammensetzung Substantiv + Substantiv gebildeten Komposita (Substantive) werden meistens in der medizinischen Terminologie verwendet und bei deren Übersetzung, insbesondere für Patienten, sind Strategie der Übermittlung modifizierter Informationen und Taktik der pragmatischen Adaptierung sehr erforderlich.

Bei der Betrachtung des Problems von den mittels Zusammensetzung Substantiv + Substantiv gebildeten Komposita (Substantiven) in Modell 3$_{\text{komplexe Form}}$, Modell 4$_{\text{komplexe Form}}$ und Modell 5$_{\text{gemischte komplexe Form}}$ sollte beachtet werden, dass die Explikationstaktik der impliziten Informationen häufig in ihrer Übersetzung verwendet wird. Aufgrund der Tatsache, dass diese Modelle Komposita bilden, die viele Komponenten mit vielen Bedeutungen enthalten, ergeben sich die Erklärungen für die beschreibende Übersetzung in den Zielsprachen (im Russischen und Thailändischen) durch die Verwendung von Relativpronomen, siehe (1) in der Tabelle.

Auf jeden Fall sind die bei der Übersetzung der mittels Zusammensetzungen gebildeten Komposita (Substantive) angegebenen Analysen und Beispiele nur beispielhafte Modelle. In dieser Studie wird nur die Übersetzung auf lexikalischer und semantischer Ebene betrachtet, jedoch wird manchmal auch der syntaktische Aspekt berücksichtigt. Es ist jedoch wichtig zu betonen, dass bei der Übersetzung des vollständigen Textes, in dem diese zusammengesetzten Substantive vorkommen, immer die gesamte Kommunikationssituation und der allgemeine Kontext des Textes berücksichtigt werden müssen. Gleichzeitig wird eine Reihe von verwendeten Übersetzungsstrategien und -taktiken erweitert.

4. Formen der ins Russische und Thailändische übersetzten zusammengesetzten Substantive im Vergleich zu den originalen deutschen zusammengesetzten Substantiven

Ein wichtiger Aspekt bei der Bestimmung der Merkmale von übersetzten zusammengesetzten Substantiven in Sprachen mit unterschiedlichen Sprachstrukturen ist der Vergleich. Dabei richte ich meine Aufmerksamkeit besonders auf die Formen der übersetzten zusammengesetzten Substantive.

Die Analyse im vorherigen Abschnitt ermöglicht es mir zu argumentieren, dass die zusammengesetzten Substantive nach dem Übersetzungsprozess im Wesentlichen ihre Form beibehalten können. Sie können sowohl in Form einer Wortverbindung mit einem Relativpronomen im Russischen als auch in Form einer Zusammensetzung mit einem Relativpronomen im Thailändischen erscheinen. Dieses Argument wird im Folgenden anhand von Tabelle 2 erläutert.

Tabelle 2. Zusammensetzung: Substantiv + Substantiv im Deutschen und Übersetzung der zusammengesetzten Substantive in Sprachen mit unterschiedlichen Sprachstrukturen

Zusammensetzung: Substantiv + Substantiv im Deutschen	**Formen der ins Russische übersetzten zusammengesetzten Substantive**	**Formen der ins Thailändische übersetzten zusammengesetzten Substantive**
1	**2**	**3**
Produktionsverhältnisse	производственные отношения *(Wortverbindung)*	ความสัมพันธ์เชิงการผลิต [kʰwaːm sǎm pʰan tɕʰɤːŋ kaːn pʰlìt] *(Zusammenrückung)*

1	2	3
Bodennutzung	землепользование *(Zusammensetzung)*	การใช้ประโยชน์ที่ดิน [kaːn tɕʰáj pràʔ jôːt tʰîː din] *(Zusammenrückung + Präfigierung)*
Wasserprobenahme-gerät	водоотборник *(Zusammensetzung)*	อุปกรณ์เก็บตัวอย่างน้ำ [ʔùp kɔːn kèp tuːa ʔà jâːŋ náːm] *(Zusammenrückung)*
Schneefräse	снегоуборочная машина *(Zusammensetzung + Wortverbindung)*	รถกวาดหิมะ [rót kwàːt hìʔ máʔ] *(Zusammenrückung)*
Telekommunikationsüber-wachungsverordnung	постановление о снятии информации с технических каналов связи *(Wortverbindung)*	ระเบียบว่าด้วยการลบข้อมูลออกจากช่องทางการสื่อสารเชิงเทคนิค [ráʔ biːap wâː dûaj kaːn lóp kʰɔ̂ː muːn ʔɔ̀ːk tɕàːk tɕʰɔ̂ːŋ tʰaːŋ kaːn sɯ̀ː sǎːn tɕʰɤːŋ tʰêːk ník] *(Zusammenrückung)*
Massenkommunikations-dienstleistungs-unternehmen	компания, которая предоставляет услуги массовых коммуникаций *(Wort mit lexikalischen Ergänzungen wie Relativpronomen)*	บริษัทที่ให้บริการด้านการสื่อสารโทรคมนาคม [bɔ̀ʔ ríʔ sàt tʰîː hâj bɔ̀ʔ ríʔ kaːn dâːn kaːn sɯ̀ː sǎːn tʰoːn kʰom naː kʰom] *(Zusammenrückung mit Relativpronomen)*
Grundstücksverkehrsgeneh-migungszuständigkeitsübertragungsverordnung	постановление о передаче обязанностей по правовым сделкам, связанным с земельными участками *(Wortverbindung mit Relativpronomen in Partizip II – Partizipialsatz)*	ระเบียบว่าด้วยการโอนความรับผิดชอบในการทำธุรกรรมทางกฎหมายเกี่ยวกับที่ดิน[ráʔ biːap wâː dûaj kaːn ʔoːn kʰwaːm ráp pʰìt tɕʰɔ̂ːp naj kaːn tʰam tʰun kam tʰaːŋ kòt mǎːj kìːaw kàp tʰîː din] *(Zusammenrückung)*

Anhand der in Tabelle 2. gegebenen Daten kann man Kongruenzen und Inkongruenzen der Formen der übersetzten zusammengesetzten Substantive festlegen und angeben, dass die meisten übersetzten zusammengesetzten Substantive im Russischen in Form einer Wortverbindung und Zusammensetzung vorliegen. Es ist interessant zu bemerken, dass Modell 1 und 2 $_{\text{einfache Form}}$ die Form der Wortverbindung und Zusammensetzung nach der Übersetzung ins Russische ergeben. Modell 3, 4 $_{\text{komplexe Form}}$ und Modell 5 $_{\text{gemischte komplexe Form}}$ ergeben nach der Übersetzung ins Russiche die Formen der Zusammensetzung, Zusammensetzung + Wortverbindung, Wortverbindung und Wortverbindung mit Relativpronomen. Eine Ähnlichkeit der Zusammensetzung im Deutschen und Russischen besteht darin, dass die Bindeelemente auch notwendig dafür sind. Im Deutschen sind es: -s-, -e-, -es-, -en- und im Russischen -o-, -e- oder die Genitivform.

Es ist anzunehmen, dass sich die Formen der ins Russische übersetzten zusammengesetzten Substantive variieren, insbesondere wenn die Komposita (Substantive), die durch Zusammensetzung von Substantiv + Substantiv gebildet wurden, mehr als zwei Komponenten (Wörter vor dem Zusammensetzungsprozess) enthalten.

Im Thailändischen sind nur Zusammenrückung und Zusammenrückung mit Relativpronomen offensichtlich. Die einzelnen Wörter können durch Zusammenrückung miteinander verbunden werden, ohne dass Endungen dekliniert oder Bindeelemente hinzugefügt werden müssen. Die Thailändische Sprache ist eine isolierende Sprache, in der grammatische Kategorien nicht durch die morphologischen Beugungen gekennzeichnet, sondern implizit sind und deren Identifizierung von der syntaktischen Umgebung abhängt; die wichtigsten Wortbildungsprozesse im Thailändischen sind Zusammenrückung und Kontamination (Werner A., Larisa L., John Benjamins, 2006; Haspelmath M., Tadmor U., 2009).

Bei der Betrachtung der Formen lässt sich mit Überzeugung feststellen, dass zahlreiche Kongruenzen in den Formen zwischen den ursprünglichen zusammengesetzten Substantiven im Deutschen und den ins Russische übersetzten zusammengesetzten Substantiven auftreten. Dies bestätigt die grundlegende Hypothese, dass Sprachen mit derselben Sprachstruktur häufig ähnliche Formen auf verschiedenen Sprachniveaus aufweisen.

Zusammenfassung

Die Ergebnisse dieser Studie lassen den Schluss zu, dass sich eine Art der Wortbildung in einer Sprache in eine andere Art in einer anderen Sprache verwandeln kann. Die Übersetzung ist zusammen mit dessen Theorie (linguistisches Modell für die Übersetzung), Strategie und Taktik eine effektive Methode, um Typen bei der Übersetzung in Zielsprachen (die Russische und die Thailändische) zu bestimmen, die möglicherweise mit dem Typ in der Ausgangssprache übereinstimmen oder nicht. Die Theorie, Strategie und Taktik sind bei der Übersetzung unter fast allen Sprachen gleich. Trotzdem können die Übersetzungsergebnisse in Bezug auf extralinguistische Faktoren (Besonderheit der Kultur, Norm) abweichen. Im Bereich der Wortbildung beeinflussen meines Erachtens sprachliche Strukturen den Wortbildungsprozess. Flektierende Sprachen können verschiedene Arten von Wortbildung ergeben, isolierende Sprachen aber weniger.

Abschließend ist zu betonen, dass die vorgeschlagenen Forschungsmethoden auf angewandten Verfahren basieren, die in Verbindung mit vergleichender Analyse und Übersetzung stehen. Die Ergebnisse erleichtern ferner den Übersetzungsprozess, insbesondere in Bezug auf die Zusammensetzung, die einen signifikanten Aspekt im Satz oder Text darstellt. Dies liegt daran, dass die Formen der übersetzten zusammengesetzten Substantive gemäß den vorliegenden Tabellen präzise festgelegt werden. Dies ist jedoch eine Übersetzung auf semantischer und nicht tiefgreifender syntaktischer Ebene. Wer sich also mit den Übersetzungsproblemen auf einer tiefen Ebene befasst, braucht noch weitere Nachforschungen.

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