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Section 1. Cultural studies

FOUNDATIONS OF ESTABLISHING MUTUAL RELATIONSHIPS IN BUSINESS AND ACADEMIC COMMUNICATION

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Abstract

In modern times, the dynamic development of society and the intensification of information exchange have increased the relevance of business and academic communication. In this context, people are evaluated not only by their technological and professional skills, but also by their social and communicative skills, such as communicating, exchanging ideas, and listening to the other party. The article examines the main principles of building mutual relationships in business and academic spheres, the organization of communication processes, and important factors affecting the effectiveness of this communication. In the business context, the formation of professional relations, effective teamwork, and ethical behavior issues are in the foreground, while in the academic sphere, scientific cooperation, information exchange, and the protection of academic ethics are in the foreground. Similar and different aspects of mutual communication in both spheres are comparatively examined.

Keywords: *Business communication, academic communication, collaboration, ethical principles, effective communication*

Introduction

Communication is an integral and important part of human life. People use various means of communication to share their thoughts, feelings and information, and this process plays a key role in building both personal and professional relationships. The Latin word "communicare" – meaning "to share, to communicate" – also expresses the essence of this process. Throughout history, communication methods have been transformed, starting from gestures and facial expressions, with the emergence of written language, the development of printing technologies and the formation of mass media. Especially in the 20th century, with the advent of radio, television and the Internet, information exchange began to be carried out in a faster and more effective way. These technological advances have also affected the structure of human relationships and have created the basis for the emergence of more purposeful, systematic

and formal forms of communication in business and academic fields.

In modern times, communication is not only a means of everyday communication, but also an important mechanism for organizing mutual relationships in business and academic environments. In both areas, purposeful, structured and effective forms of communication determine the quality of cooperation and activity. While official correspondence, meetings, reports and presentations are the main tools in business communication, scientific articles, lectures, dissertations and seminars are at the forefront in academic communication. In these contexts, improperly building mutual relationships can lead to misunderstandings and ineffective cooperation. On the contrary, relations based on respect, trust and open communication are an important condition for both professional and social development. Therefore, the foundations of properly building mutual relations in business and academic communication should be examined separately and the approaches applied in this field should be analyzed.

Historical development of communication

Communication has played an important role in the development of human society and has evolved over time, taking various forms. According to historical sources, since language and the concept of words did not exist in early human societies, people tried to communicate with each other through gestures and facial expressions, sound signals, signs, and visual symbols related to the environment (Fiske, 2011). Cave paintings, petroglyphs, pictograms, and ideograms are considered the first means of communication of this stage. The invention of writing and the formation of the alphabet created new opportunities for recording and transmitting human thought. The discovery of paper and the spread of writing led to the expansion of the written form of communication.

The invention of the printing press in Europe in the 16th century was a revolutionary turning point in the history of communication. This development enabled the mass dissemination of information and paved the way for the emergence of the first mass media, newspapers. In the 19th century, technologies such as the telegraph, telephone, camera, and phonograph allowed people to communicate with each other more quickly and effectively. This period is characterized by historians as the "Communication Revolution" (Hardt, 1992). Along with this technological progress, theoretical discourses on communication also emerged. The English philosopher and liberal reformer John Stuart Mill (1836) emphasized that modern means of communication and transportation made possible the free exchange of ideas and that this process was one of the main indicators of civilization. In the United States and Germany, sociologists such as Cooley and Schäffle noted that society is formed through both material transportation and symbolic communication. These approaches formed the foundations that play an important role, especially in the process of academic communication – the exchange of ideas, knowledge, and theories.

The changes observed in communication systems in the first half of the 20th century affected all areas of society, including business and academic relations. Graham Wallas (1916) noted in his work "The Great Society" that the changes in transportation and communication that have occurred in the last 100 years have affected every aspect of human life. John Dewey also supported this idea, stating that communication tools can transform a fragmented industrial society into a "great community" – an idea that explains the theoretical foundations of cooperation and interaction in modern organizations and academic environments. In particular, researchers such as Harold Lasswell, Robert Park and Edward Sapir at the University of Chicago presented various models of communication theory, approaching it from the perspective of history, culture and anthropology. Their work serves as a theoretical basis for the formation of academic discourse and the development of business relationships that take cultural differences into account in the modern era. Canadian economist Harold Innis, on the other hand, put forward the concepts of time-binding media and space-binding media, examining the impact of control over information on political and economic power. His approach allows us to understand how the sharing and accessibility of information is a strategic factor in modern

corporate and academic environments (Innis, 1951).

After World War II, the term "mass communication" became widely used in academia. In the United States, Paul Lazarsfeld and Wilbur Schramm laid the institutional foundations of this field, putting forward theories such as the "two-step communication model" and "public opinion leaders". These models are applied, especially in the analysis of leadership, influence and decision-making processes in the business environment. In Europe, representatives of the Frankfurt School (Adorno, Horkheimer, Lowenthal) analyzed communication tools in the context of ideological control and cultural manipulation – these approaches are important in protecting business ethics and academic freedom (Hardt, 1992).

In the 20th century, communication tools developed further. Radio and newspapers, especially during the world wars, played an important role in delivering information to the masses and shaping public opinion. The introduction of television in 1939 had a major impact on shaping public consciousness, demonstrating the power of means of communication. Television brought the Western and Eastern worlds closer together, delivering public events and scientific innovations (such as Neil Armstrong's moon landing in 1969) to billions of people simultaneously (McQuail, 2010). These technological innovations later formed the basis of visual presentations, public speaking, and distance learning in both business and academia.

In the late 20th century, mobile phones and the Internet revolutionized the world of communication. People-to-people contacts have become faster, information flows have expanded, and scientific, technological, and cultural collaborations have increased globally. This has been particularly important in terms of speeding up business correspondence, organizing online academic conferences, and creating opportunities for remote collaboration. With the development of the Internet, it has become possible for a researcher in Canada to share information with a colleague in South Korea in seconds, without having to physically move. It has also created new opportunities for implementing development initiatives in rural areas and expanding educational opportunities. (Fiske, 2011).

Thus, communication has played an important role in the formation of society, the transfer of knowledge, and the formation of relationships at all stages of human history, and this development has had a direct impact on the quality of interactions in business and academic environments.

Building relationships in business communication

Business communication is the main tool that ensures the exchange of information between organizations and strengthens mutual relations. This process is not limited to the transfer of information, but also plays an important role in building mutual understanding, trust and cooperation. The formation of successful relationships in the business world not only increases the effectiveness of the organization, but also facilitates the process of achieving common goals. In this context, business communication is of strategic importance in terms of preserving the internal culture of the organization and shaping its external image. In the globalized and rapidly changing modern business environment, organizations should not only respond to external challenges, but also structure their internal communication processes in a systematic and purposeful manner.

Effective communication within an organization plays a crucial role in strengthening team spirit and developing a collaborative environment. Well-structured communication strengthens mutual understanding between employees and facilitates more effective collective decision-making (Wulandari, 2020: 69–76; Nugroho, 2021:1–11). At the same time, disruptions in relationships often stem from misunderstandings and individual approaches in communication. The fact that the listener and speaker have different perspectives can lead to misunderstandings and, as a result, disruptions in the collaboration process. The quality of communication is closely related not only to the content of the information, but also to how it is expressed. Empathy, openness, clarity of the message and effective feedback act as key components of effective communication (Fullerton, 2021:228–231). Active listening and an empathetic approach serve to form deep and lasting relationships based on mutual trust

in the work environment (Petersen, 2020: 63–71).

Nonverbal communication also plays an important role in the formation of business relationships. According to research, approximately 55% of transmitted messages are received through nonverbal means (Yulistiani, 2021:282–286). This shows how important body language, facial expressions, gestures and tone of voice are in business communication. In this regard, the correct use of body language and the development of emotional intelligence are important factors that increase mutual understanding (Gantiano, 2020: 80–95).

Effective communication not only builds trust, but also prevents internal conflicts. It is known that teams managed with open and transparent communication are more productive and have fewer internal problems. Members of such teams feel safer and can freely express their ideas. This stimulates both individual development and organizational effectiveness. Most organizations, by providing communication skills training to their employees, aim not only at personal relationships, but also at the development of the organization as a whole. Therefore, the correct establishment of mutual relations in business communication strengthens trust between employees, prevents conflicts and increases the effectiveness of the organization.

Mutual relationships in academic communication

In the modern scientific environment, the effectiveness of academic communication is determined not only by the transfer of information, but also by the system of mutual relations established between members of the scientific community. These relations, in addition to the sharing of knowledge, also create conditions for its joint creation and formation in an environment of intellectual cooperation. The relations established between various parties involved in academic communication, such as the author, researcher, reader and listener, serve the formation of scientific discourse and the development of the exchange of ideas (Kišiček and Stanković, 2014: 134). From this point of view, academic mutual relations are not only the transfer of information, but also the main means of building the socio-cultural structure of the scientific community. At the same time, every young researcher who becomes familiar with this communication system is not satisfied with only receiving scientific information, but also begins to form his or her intellectual position based on the requirements and principles of this system. Academic communication, as one of the main directions of this process, is an important platform that develops the researcher's scientific thinking, ethical rules of conduct and critical approach skills. To succeed in this environment, a researcher must learn to effectively use various communication channels and adapt to existing intellectual traditions (Talishinski & Namazova, 2022: 129–139). Thus, academic communication is not only the transmission of scientific products, but also the main means of socialization of the individual in the scientific arena.

The research process plays an important role in the formation of academic relationships. The results obtained during initial research are presented to the scientific community with the author's personal analysis and considerations. Secondary level research is carried out through the analysis of previous works, where the author refers to previous research to justify his position and put forward new ideas. Ivanić's (Lillis, 2009: 169–187) concept of "talk around text" emphasizes the importance of dialogue over the text in these relationships, that is, substantiating the idea, correctly citing sources, and stating one's position.

The role of written and oral communication tools in this system of these relations is also important. Written scientific texts are presented in a more rigid structure: a clear purpose, problem, hypothesis and methodological approaches come to the fore. Although oral discourse is more flexible, its main purpose is also the sharing of scientific ideas and open discussion to criticism. At the same time, both written and oral academic communication affects the formation of mutual relations. Baynham analyzes academic writing based on three main approaches: skill-oriented, content-oriented and practical-oriented approaches (Baynham, 2000). These approaches develop the student's ability not only to acquire academic knowledge, but also to apply it within the framework of concrete academic relations.

Interactions in scientific communication are not only about information transfer, but also about the development of critical thinking, the formation of an analytical approach and the ability to think independently. These interactions form the basis of quality scientific research and ensure the correct presentation of scientific data. Boaz and Ashby (2003) evaluate the quality of scientific research by criteria such as low methodological noise, clarity of signal and effective transfer of results. These aspects demonstrate that academic communication is closely related not only to research, but also to the interactions that occur during the sharing and discussion of research results.

Conclusion

The true establishment of mutual relations in business and academic communication directly affects the effectiveness and quality of activity in both areas. In modern times, communication plays an important role not only in the transfer of information, but also in the development of mutual understanding, trust and cooperation. In two different contexts, communication strengthens the ties between participants, facilitating the achievement of the goals of organizations and scientific communities.

Business communication develops relationships within organizations and in relationships with the external environment, creates an environment of successful cooperation and mutual trust. This ultimately increases the effectiveness of organizations, prevents internal conflicts and develops a culture of cooperation. In particular, non-verbal communication, empathy and active listening help to build deeper relationships in the work environment. By developing communication skills, organizations form healthier business relationships among their employees and establish long-term cooperative relationships.

In academic communication, interactions are not only about sharing scientific knowledge, but also about co-creating and developing this knowledge in an environment of intellectual collaboration. Researchers' effective use of written and oral communication tools ensures the development of scientific discourse and the formation of critical thinking. Dialogue and debates between researchers in this area increase the quality of scientific results, stimulate the emergence of new ideas, and socialize the scientific environment.

The historical development of communication, the changes in this field and technological advances help to emphasize the importance of strategic approaches aimed at developing mutual relations in business and academic fields. The correct establishment of mutual relations in both business and academic environments serves the sustainable development of the organization and academic education. Therefore, the development of communication skills, the establishment of cooperation and effective mutual relations are the basis for success in both fields.

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Section 2. Economics

FINANCIAL MARKETS AND GLOBAL TRENDS OF THEIR DEVELOPMENT

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Abstract

The financial market is an integral part of the economic system of any country. The financial market facilitates the flow of cash flows from entities with excess funds to entities experiencing a shortage of financial resources. Over time, the financial market has changed, its structure, financial instruments circulating on the financial markets and their types. In modern financial markets, trading in money and other securities is carried out through electronic platforms, and innovative financial instruments such as cryptocurrencies, crypto derivatives, sustainable, green and blue bonds and others appear on the market as buying and selling instruments. The main objective of the article is to study global trends in the development of modern financial markets. The article emphasizes the importance of developing countries, along with developed countries, and the strengthening of their role in shaping global trends in world financial markets.

Keywords: *Financial market, Sustainable development, Financial derivatives, Sustainable and green bonds*

Research Methods

First of all, the study assessed modern financial markets, their structure and recent trends in money markets and stock exchanges. The features of the spread of crypto-derivatives, sustainable and green bonds in financial markets and their circulation were identified.

In the research process, we took into account materials published in local and international scientific journals on innovative securities spread in financial markets, research results of international rating organizations and statistical data. The study is based on the processing of secondary analytical materials based on open sources. The methods of analysis and synthesis, deduction and induction were used in the research process.

Main Text

It is known that the financial market is a union of two markets (two segments) where short-term securities and money, as well as medium- and long-term securities, are traded. Commercial banks occupy a central place among the participants of the modern money market, acting as both creditors (when they experience an excess of financial resources) and borrowers (when they experience a deficit of financial resources). However, the main part of the country's money supply is made up of bank accounts in commercial banks. Therefore, commercial banks must be able to provide business entities operating in the country with the necessary means of payment at any time.

In addition, the money market offers investors short-term but liquid securities such as treasury bills, deposit certificates, currency swaps, currency futures and options to diversify their financial portfolios and ensure liquidity. Cryptocurrenciesis digital and produced from cryptographic algorithms, exchangedacross the Internet using protocols such as peer-to-peer networking (Nakamoto, 2008).

At the current stage, the share of cryptocurrencies and their credibility are gradually increasing. Many of the benefits of cryptocurrencies are tangibleand reflected in their ability to drive more efficient online transactions, lower costs, andstreamlined payment processes (Abderahman Rejeb, 2021). International money markets today operate globally. On the current stage of the globalization, the monetary credit system of any country is integrated with the international monetary credit system (Mzevinar Nozadze M. K., 2022).

As for the capital market, its structure and dynamics are constantly changing. At the current stage of society's development, one of the most relevant and global issues worldwide is sustainable development, which includes financing environmental and green projects with appropriate cash flows and the introduction of new, innovative financial instruments and their circulation in financial markets.The most popular instrument for financing green projects is green bonds. Bonds are loans to a company at a fixed interest rate. When you buy a bond, you are buying a promise that the company will pay you a coupon rate over the life of the bond until it matures (Mzevinar Nozadze N. S.)

Financial instruments widely used in modern financial markets include: sustainable bonds, green bonds, social bonds and sustainability bonds. The principles related to these innovative financial instruments have been developed by the International Capital Markets Association (ICMA). According to the data posted on the website of the same association, the total value of sustainability bonds by 2025 amounted to – 245. 9 USD bn, although its indicator reached its highest value in 2021 and the total value amounted to- 1, 050. 9 USD bn (ICMA).

Europe has traditionally been the leader in issuing these bonds. It is a well-known fact that the implementation of environmental protection measures at the modern stage is also one of the main components of business social responsibility, both for developed and developing countries. In developed countries, companies with high social responsibility that actively use green financial innovations to finance environmental and green projects achieve significant increases in production efficiency, competitiveness and reputation (Mzevinar Nozadze G. B., 2025).

Georgia, along with other developing countries, has actively participated in the international agenda of sustainable development. Green and sustainable bonds are issued by Georgian financial and credit organizations and other private companies. The placement and purchase and sale of which are carried out both on Georgian and foreign stock exchanges. Tegeta is the first company in the history of the automotive industry in the region to issue green status bonds in 2023. 20,000,000 GEL mobilized as a result of the issue will be used for the green initiatives of the holding. The main investor of these bonds is the Asian Development Bank.

Basisbank has successfully issued amounting USD20 million a 3-year Sustainability Bond, marking the first Sustainability Bond Issuance in Georgia by a commercial bank. The Bond issuance aims to redirect financial flows towards strategic sectors such as: Renewable Energy, Energy Efficiency, Sustainable Buildings & Construction, Green Transportation, Healthcare, Education, Financing and Financial Services (bank, 2024).

In July 2024, Georgia Global Utilities (GGU), a holding company managing water supply and energy facilities in Georgia, has successfully issued $300 million in green bonds, which are admitted to the Official List of Irish Stock Exchange plc, trading as Euronext Dublin (GEM) (Sustainable Finance in Georgia).

The steps taken towards green and sustainable development, as well as the issuance and placement of innovative bonds by Georgian economic entities on the Georgian Stock Exchange, will contribute to the interest of investors in expanding the volume of transactions with securities on the Georgian Stock Exchange.

Conclusion

Modern financial markets are increasingly integrating sustainability principles and environmental management. This is illustrated by the introduction and circulation of such instruments on global financial markets as green and sustainable bonds and ESG investments.

The global trend of modern financial markets includes the strengthening of sustainability aspects in the functioning of financial markets and the strengthening of corporate social responsibility in the activities of issuing companies, one of the main components of which is environmental protection measures and their financing.

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Section 3. Gender Studies

MALE AND FEMALE SPEECH DIFFERENCES IN K. MANSFIELD'S WORKS

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Abstract

The scientific article is devoted to the analysis of male and female speech differences in K. Mansfield's short stories. Different examples are analyzed through analytical and comparative methods, in order to explain the purport of male and female speech differences. Gender differences are a fundamental fact of human life and it is not surprising to find them reflected in language. There is perhaps no better way to understand human behavior as a whole than to analyze the differences between males and females. Everybody has a different style of communicating with other people. Generally speaking, men and women talk differently although there are varying degrees of masculine and feminine speech characteristics in each of us. But men and women speak in particular ways mostly because those ways are associated with their gender.

Keywords: *gender differences, gender roles, male, female, masculine and feminine speech, modal verbs, tag questions, intensifiers, hedges*

Introduction

Gender differences permeate every aspect of human personality and appearance, and dictate how men and women should act, think and behave. The term 'gender' is perceived as "social sex". Gender embodies a pattern of relations that evolves over time to define male and female, masculinity and femininity, concurrently structuring and regulating people's relation to society. Gender decides what is expected, permitted and valued in a woman or a man in a given context. Gender roles and expectations are socially constructed and learned. They are likely to change over time and they differ within and between cultures. Some stereotypes about gender differences are common to all cultures such as ideas about aggression and force which are considered as a distinguishing feature of males, and weakness, obedience, and sensuality as characteristic features of females (Knyazyan 2015).

Gender is so central to our understanding it seems natural, and beliefs about gender seem to be evident truths. The world is filled with ideas about gender – and these ideas are so usual that we assume that they are true.

It goes without saying that gender issues are opposed with the problem of gender stereotypes and clichés in society (Knyazyan 2015).

Gender linguistics is concerned with various aspects of the representation of gender in language. Gender differences represent the way men and women speak or write, and are spoken or written about.

The research aims to investigate both gender stereotypes and gender differences in K. Mansfield's short stories. **The topicality** of this study is related to the fact that especially in recent years, the term "gender" has been widely discussed. Over the past thirty years, and as a result of the women's movement, gender issues have become connected with the issue of language. Gender studies and language studies are both interdisciplinary academic fields. Gender, gender relations, gender culture are present in contemporary process of constructing society and social relations. Thus, gender relation deepens in all spheres of public life: political, psychological, economic, linguistic, etc.

The theoretical value of the paper is conditioned by the fact that various theoretical views are presented, both classical and modern ideas, aiming at the broader understanding of the given topic. **The methodology** utilized in our research is called "Conversation Analysis". This methodology was opted for because the aim of conversational analysis corresponds to the main aim of this research, namely to look for differences in male and female speech.

Results and discussion

It is quite easy to claim that men and women have different linguistic behavior. Assumed gender roles are contrastive, with men often thought as dominant speakers, while women are placed in a subordinate role during the conversation process. Nevertheless, an important issue is the different purposes the two sexes have in casual speech. *'Women speak and hear a language of connection and intimacy, while men's language is concerned with status and independence'* (Tannen 1990). Thus, a clash of conversation styles can occur resulting in misinterpretation of the use of linguistic functions.

It is now understood that men and women differ in terms of their communicative behavior (Coates, Cameron 1988). The traditional feminine gender role is a social orientation that emphasizes closeness and solidarity, whereas the traditional masculine gender role is a social orientation that emphasizes power and status. Thus, for example, traditionally women's language is kind and polite while men's is relatively simple, arrogant and firm. Social expectations will automatically become a powerful social stress and make people restrain their behaviors according to their gender mode (Dong 2014). Gender can be defined as the sex-role that a person takes on according to standards instilled in us by society. One can be a male or female biologically but still be perceived as the opposite sex due to the way one may think or present himself or herself.

Our investigation contains the examination of *tag questions, intensifiers, interjections, hedges, adjectives, exclamatory sentences,* and other aspects in Katherine Mansfield's short stories..

In the short stories that we analyzed, both men and women employed tag questions. ***Tag questions or question tags*** are normally defined as interrogative segments attached to an independent declarative clause, requesting confirmation or disconfirmation. People make use of them to turn a statement into a question, to check the information they think is true, to be co-operative, when they want confirmation and so on. These are language structures meant to achieve certain communicative purposes, which tend to be different for males and females.

Two functions of tag questions are distinguished: ***modal and affective. Modal tags*** request information or confirmation of information of which the speaker is uncertain (Holmes 2007). Modal tags are more often employed by male speakers. For example: *The bell rang. It was lean, pale Eddie Warren (as usual) in a state of acute distress.* ***"It is the right house, isn't it?" he pleaded.*** *"Oh, I think so—I hope so," said Bertha brightly. (Bliss, p. 5).*

Affective tags are used not to signal uncertainty on the part of the speaker, but to indicate concern for the addressee (Holmes 2007). Affective tags are subdivided into two kinds: ***softeners*** like the first example below, which conventionally mitigates the force

of what otherwise be an impolite demand, and ***facilitative tags*** like the second example, which invites the listener to take a conversational turn to comment on the speaker's assertion. For example: *"No, I'm quite all right, come over here.* ***Sit down by me just a minute, will you, Robert?*** *Ah, that's very nice." (The Man without a Temperament, p. 8)* **Female** *(Softener)*.

"Good evening!" said he. Miss Moss said, in her cheerful way: "Good evening!" "Fine evening," said the stout gentleman. "Yes, very fine. ***Quite a treat, isn't it****?" said she. (Pictures p. 7)* **Female** *(Facilitative)*.

The first speaker softens her demand by using a tag, while Miss Moss suggests her listener getting into conversation and expressing his point of view. Here tag facilitates communication. Our analysis revealed that not only male speakers uttered significantly less tag questions than female speakers, but also the purposes of employing tags in a certain speech act were quite different. This idea can be supported by the following examples taken from different short stories by Katherine Mansfield. For example: *"I'll come with you into the hall," said Bertha. "I loved having you. But you must not miss the last train.* ***That's so awful, isn't it?" (Bliss, p. 10)***.

In the example above, female expresses her *opinion* in a conversation with a man, but she lacks confidence and wants her opinion to be supported by the man, which results in the usage of tag questions. The usage of tag questions by women can be explained by the fact that they are actually more insecure about their opinions and in conversations they feel less powerful than men. For example: *"And has the fruit come?" "Yes, M'm. Everything's come."* ***"Bring the fruit up to the dining-room, will you****? I'll arrange it before I go upstairs." (Bliss, p. 1)*.

"Twenty-eight guineas." Rosemary gave no sign. She laid the little box down; she buttoned her gloves again. Twenty-eight guineas. Even if one is rich. . . She looked vague. She stared at a plump tea-kettle like a plump hen above the shopman's head, and her voice was dreamy as she answered: ***"Well, keep it for me – will you?*** *I'll. . ." (A Cup of Tea, p. 2)*.

Tag questions uttered by women besides expressing uncertainly, insecurity and the wish to be accepted also function as expressions of politeness and women often soften the *orders* they give by employing these politeness devices instead of imperative forms. We deal with an indirect speech act here which is very common for female linguistic behavior. In two cases, there is a social difference between interlocutors – Bertha's conversation with the servant, Rosemary's with the shopman. However, women try to act in a polite and respectful manner and soften the directive with the help of tag questions. On the other hand, men mostly give orders directly using imperative mood. This is a sign of their dominance and control. For example: *He crooked a sausage finger at the waiter* ***"Bring me a large whisky"*** *and turned to Miss Moss. "What's yours?" (Pictures, p. 8)*.

Women employ tags when they are making a statement. They mitigate their assurance because of hesitation and lack of confidence. So tags are also a good variant when women make statements with hesitation. And a very interesting fact is that hesitation on women's part is not only a feature of female-male communication, but also female-female. This is obvious in the example taken from *"The Daughters of the Late Colonel"*, which is a part of the conversation between abovementioned two sisters. The example from Mr. and Mrs. Dove is an utterance by a young woman, who knows that the man is in love with her, but she knows that they cannot be together. It is obvious that the woman is in hesitation. She uses the adverb 'surely' and adds a tag at the end. She is sure, but still she wants her statement to be accepted by the man. Thus, we can suppose that she is not confident about her thoughts and ideas. So we came to realize that although women use tag questions more often, it's worth noting that modal tags, the tags that genuinely express uncertainty, are much more likely to be used by men, while the affective tags are somewhat more likely to be used by women. The usage of softening and facilitative tags is more frequent in female speech, although we came across the fact that males as well make use of facilitative tags. In short stories men were mostly less interested in controlling the conversational actions of others, on the other hand women initiated most of the conversations and tried to keep it going. Women put more emphasis than men on the polite or

affective functions of tags, using them as facilitative positive politeness devices. Men, on the other hand used more tags for the expression of uncertainty. Now we shall move on to consider *the usage of exclamatory sentences* by men and women. In the course of this investigation it was revealed that both men and women use exclamations. It can be said that women's usage of exclamations is more emotive. Men use exclamations for transferring their thought of the moment. However, both sexes used exclamations to express positive things, surprise and admiration. Women also employed exclamations to express fear. Another feature that can be found in gendered speech is the usage of specific *interjections*. It is important to mention that women use far more interjections in their speech than men. In all the stories that have been analyzed, female characters employed a great range of interjections. Men also used interjections but rather rarely. Moreover, women are inclined to use *"oh"*, while men mostly use *"ah"* in their speech. For example:*"Oh, dear," thought Miss Moss, "I am cold. I wonder why it is that I always wake up so cold in the mornings now." (Pictures, p. 1) Female.*

"Ah, be off with you!" said the boy in an angry whisper. (Miss Brill, p. 3) Male.

The analysis of male and female speech revealed another important point that makes their speech different. *Hedges* are words that convey the sense that the speaker is uncertain about what he or she is saying. They weaken the strength of an assertion, express lack of confidence and reflect women's insecurity. After examining many conversational examples in different short stories we came to the conclusion that hedges appear more often in women's speech. We cannot state that men do not use hedges, but they use it much less than women do. Being uncertain about what they are saying is what the usage of hedges expresses. And women seemed to be more uncertain about what they said in the course of speech acts we examined.

The hedges *"you know", "perhaps", "I think", "well" and "I believe"* used by women express levels of uncertainty. They are also traditionally considered to be characteristics of weakness typically associated with tentativeness and indecisiveness of speaking.

Next linguistic features that have high occurrence in female speech are the **intensifiers.** Intensifiers are associated with females because they express an emotional approach to storytelling, as opposed to the direct approach, which is associated with males.

There is a type of intensifiers called *unnecessary intensifiers* that is typical to women's speech.

We can state that women and men employ intensifiers differently. Of course, women tend to use **unnecessary** ones more frequently. However, in the course of this analysis we came across the opposite examples as well: men using unnecessary intensifiers and women using 'necessary' one

Another interesting speech feature that caught our attention is the usage of **minimal and short responses.** It is believed that during interaction women demonstrate interest more vigorously, while men tend to be passive. Minimal and short responses are typical to men's speech and generally indicate lack of involvement. It is not a secret that men's conversation is generally less responsive than women's. The question of who talks more has always been a hot topic for discussion. There is a stereotype that women "never stop talking" and as a result of the investigation we carried out it was revealed that there is a frequency of short responses form the men's side though women sometimes included these strategies in their linguistic behavior as well. However, the purposes of usage and attitude are different. For example:*"You would like to go to Switzerland, wouldn't you, Gerald?""Very much.""You're – awfully good at skating and all that kind of thing – aren't you?"Fairly." (Mr. and Mrs. Williams, p. 2) Male.*

You know you are very absurd, sometimes, "said she."I am" he answered. (The Man without a Temperament, p. 5–6).

"Robert you are not eating again. Is anything the matter?""No. Off food, that's all." (The Man without a Temperament, p. 9) Male.

In the abovementioned speech acts we found short and minimal responses of male characters. It is important to mention that all three utterances are taken from conversations of husbands and wives. The first example proves the idea that women talk a lot

and are engaged in the conversation more than man. In contrast to wives enthusiasm Gerald answers in a very brief manner. However, we cannot state that he is uninterested as we know that a minimal response can also be a sign of agreement. Here, it is worth paying attention to the tag questions, which serve as a kind of persuasion tool. The second and third are taken from the same short story called "The Men without a Temperament". Here the man treats her wife politely, but coldly. The short story is full of short answers provided by him. He is not fond of interaction and tries to escape from it. However, the opposite process is also possible.

For example:*" Do you remember that boatman's song that you used to play?""Yes."* **It began to play in her mind as she spoke."-** *Do you ever play it now?""No, I've no pia-* **no."** *He was amazed at that. "But what has become of your beautiful piano?"She made a little grimace. "Sold. Ages ago." (The Dickle Pickle, p. 3) Female.*

The man is engaged while the woman tries to end the conversation by giving a minimal response. The thing is that this is a scratch of a conversation they have when suddenly meet after six years of break-up. She regrets that and is very sad and heartbroken all the time so she escapes giving answers. This is not a signal of being bored or less interested, just a result of her inner feelings.

Overall, we can say that women were more inclined to initiate conversations and keep them going unless they were in a bad mood.

Conclusion

So far, we have studied gender stereotypes, male and female speech differences in K. Mansfield's short stories. As far as the results of the study are concerned, we have arrived at the following conclusions:

In K. Mansfield' works women use tag questions more frequently than men do. The usage of tag questions by women can be explained by the fact that they are actually more insecure about their opinions and in conversations they feel less powerful than men. A basic female speech strategy worth men-

tioning is the supporting and maintaining conversation by asking questions and hereby encouraging the speaker to proceed talking. Males and females make use of tag questions for different communicative purposes: men employ modal tags, which request information, while women are inclined to use affective tags. Women put more emphasis than men on the polite or affective functions of tags, using them as facilitative positive politeness devices.

Both males and females use exclamatory sentences. However, women's usage of exclamations is more emotive. Men usually use exclamations for transferring their thought of the moment.

Women use far more interjections in their speech than men. In the stories that have been analyzed, female characters employed a great range of interjections. Men's use of interjections was rare. It is interesting that women were inclined to use *"oh"*, while man mostly used *"ah"* in their speech.

Hedges appear more often in women's speech. These linguistic devices weaken the strength of an assertion, express lack of confidence and reflect women's insecurity. Females make use of them as they appear to be uncertain speakers.

The intensifiers and empty adjectives have high occurrence in female speech in the studied short stories. These lexical means are associated with the female gender because they express an emotional approach to storytelling, as opposed to male gender, whose speech is objective and neutral. Men's conversation is generally less responsive than women's. Thus, minimal and short responses are typical to male speech, which generally indicate lack of involvement.

We came to the conclusion that male and female speech styles in K. Mansfield's works are rather different. Also it became obvious that the author paid a huge attention to gender issues and reflected the social circumstances and conditions of her times, where men and women were constantly under the pressure of stereotypical public opinion and attitude.

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Section 4. Legal studies

SOME FEATURES OF THE IMPLEMENTATION OF THE DUTIES OF THE INTERNAL AFFAIRS AND NATIONAL GUARD BODIES TO RESTRICT HUMAN RIGHTS AND FREEDOMS UNDER THE STATE OF EMERGENCY

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Abstract

This manuscript is dedicated to discussing some features of implementing the duties of internal affairs and the National Guard bodies to restrict human rights and freedom. In particular, the manuscript articulates existing legal norms regarding the restriction of human rights during the state of emergency situations, opinions and comments of legal scholars in this regard, ensuring the safe life of people in society and public safety, and the basic rights and freedoms. The nature of the special legal regime and the norms of national legislation, proposals, and recommendations for eliminating existing deficiencies in them are described.

Keywords: *state of emergency, internal affairs bodies, national guard, human rights and freedoms, national legislation*

Introduction

The legislation of the Republic of Uzbekistan includes the concepts containing extreme, dangerous elements such as state of emergency, security threat, martial law, accident, state of war, terrorist activities and anti-terrorist operations, sabotage, etc. Often, such situations and actions are called "dangerous (hot) places".

The concept of a special regime is considered in various aspects in the legal disciplines. It would be relevant to look at the most common approaches that the legal regime means a special procedure for regulating social relations (Bakhrakh et al., 2004). This procedure is established in accordance with legislation and represents a set of legal, organizational and special methods and tools. Its use allows to ensure the correct socio-legal status of the targeted objects and the stable functioning of the state apparatus, including law enforcement agencies and elements of local authorities. Individuals and societies are considered to be a unique form of state administration,

which allows limiting the rights of individuals and legal entities introduced in various circumstances as a temporary measure aimed at ensuring the integrity and security.

In the current legislation of Uzbekistan, a number of characteristic features reflect to the specificity of the legal regime. In particular, it indicates the special powers of the state to establish the regime and ensure it (Malko 2003). In addition, one of its signs is "temporary and within a certain period of time it is intended to emphasize the powers of certain subjects or objects of law. Besides, the existence of the purpose of regulating certain areas of social relations in a unique way", an important feature of the legal regime is that its purpose is convenient to satisfy the interests of all subjects they express the opinion that it is to ensure the conditions.

The characteristics of individual legal regimes align the nature and essence of the existing regimes. In order to create a mechanism of control and balances and to prevent abuse of power, the legislature authorized the President of the Republic of Uzbekistan to introduce a state of war or emergency in the Republic of Uzbekistan or some of its regions in accordance with legislation. It should be noted that the Decree of the President of the Republic of Uzbekistan on the introduction of a state of emergency is in accordance with the Constitutional Law of the Republic of Uzbekistan (Law of the Republic of Uzbekistan, 2021).

The legislature of the Republic of Uzbekistan No. 790 of August 17, 2022 on "Protecting the population and territories from natural and man-made features" comes into force in accordance with the Laws on Protection from Emergency Situations (The legislature of the Republic of Uzbekistan, 2022). According to the above law, the National Guard, internal affairs bodies, the State Security Service, the Ministry of Emergency Situations and other law enforcement bodies are designated as the executive authorities with the special authority to ensure the state of emergency. The tasks are assigned to them: participation in the provision of state of emergency, martial law and legal regime, implementation of operational measures against terrorism, and on the basis of the legal documents regulating their activities are entrusted to these bodies. The institution of

the state of emergency is sufficiently formed in foreign and domestic legislation, which declares a state of emergency when there is a real threat to the citizen, territorial integrity or other threats each country defines its own goals for the introduction of emergency measures (Yangol, 2000).

It provides for the application of a number of measures in the state of emergency or martial law during the implementation of the legal regime in the entire country or in its separate territory in the specified legislative documents. In the norms of the constitutional law, the role of the internal affairs and the National Guard agencies as entities that ensure the state of emergency is not specifically indicated. However, some of the entities responsible for ensuring the implementation of measures of the legal regime of martial law participate in the application of some restrictions of human rights and freedoms, some directly as the powers of internal affairs bodies, and others indirectly, or as an auxiliary (security) function.

This manuscript analyses the situations that lead to the state of emergency and identifies problems existing in the research field for ensuring human rights and the security of the state.

Results and discussion

The main measures of the legal regime of the state of emergency (military) include the participation of internal affairs and the National Guard in ensuring the introduction of curfew. What is meant by this is as a law enforcement body of internal affairs bodies, its main task is to maintain public order in public places as one of the forms of ensuring public safety and order. In the practice of internal affairs and National Guard agencies to ensure public safety and order, there is a question about the legality of checking citizens' documents under the state of emergency. In this case (for example, checking documents when passing through a checkpoint), the employees of these bodies do not have sufficient legal grounds for mandatory checking of documents. Of course, Article 13 of the Law "On State of Emergency" envisages "conducting a personal inspection of citizens of the Republic of Uzbekistan, foreign citizens, stateless persons, checking their

identity documents, inspecting objects, housing and vehicles." However, this law does not specify which state body will carry out such inspections. It is common knowledge that such inspections are usually carried out by internal affairs or national guard officers in peacetime, but in emergency situations, the body carrying out such inspections should be clearly defined.

In our view, it is necessary to include specific provisions on the implementation of such inspections by the internal affairs or national guard authorities in emergency situations in the current "On Internal Affairs" or "National Guard" laws.

Accordingly, in emergency situations, internal affairs and national guard officers must rely on greater citizen awareness and legal awareness to avoid citizen protest and exit the situation, and to voluntarily comply with requests for identification documents or legal requirements. Therefore, this provision requires improvement by making some appropriate amendments and additions to the legislation. Primarily, in our opinion, the inspection process should be divided into separate sections, it is permissible to separate the superficial inspection of a person and the superficial inspection of objects, from the inspection of vehicles, baggage and luggage. Secondly, it is necessary to expand the list of grounds for checking them.

The Code of Administrative Responsibility of the Republic of Uzbekistan contains certain norms defining administrative responsibility in the field of security in emergency situations. These include Article 29 of The Code of Administrative Responsibility. According to the provision of this article, administrative detention is used for a period of three to fifteen days, and in the case of an emergency order, for violation of public order – for a period of up to thirty days. Administrative detention is used by the district (city) court in criminal cases, and in the case of a state of emergency, as well as by the military commandant or the head of the internal affairs body. The main goal of administrative responsibility in this area is to ensure safety in the conditions associated with the occurrence of various types of emergency situations, as well as to eliminate emergency situations. The main goal of administrative responsibility in this area is to introduce a state of emergency, which includes the introduction of a set of administrative and legal measures to ensure safety in the conditions associated with the occurrence of various types of emergency situations, as well as to create a mechanism for eliminating emergency situations and minimizing their negative consequences. The Law of the Republic of Uzbekistan dated January 9, 2017 State Law of Uzbekistan No.420 "On the Procedure for Administrative Detention" in the context of emergency situations of internal affairs in order to regulate the introduction of a special situation in detention receptions of the authorities, we support the proposal to supplement it with a new article 10 "Introduction of a special situation in special receptions". According to it, in cases of emergency situations, when a state of emergency or martial law is introduced in the area where the special reception is located, during the war period, in the case of group disobedience by administrative detainees, as well as mass riots, a special state of emergency can be introduced in special receptions.

An emergency situation is resolved by the Minister of Internal Affairs of the Republic of Uzbekistan, the Minister of Internal Affairs of the Republic of Karakalpakstan, the heads of the internal affairs departments of the city of Tashkent and the Tashkent region and regions, in agreement with the Prosecutor General of the Republic of Uzbekistan, the prosecutors of the Republic of Karakalpakstan, Tashkent city and regions will be introduced until the threat ends". In the provisions of Article 29 of the Code of Administrative Responsibility of the Republic of Uzbekistan, a provision is included that in the case of an emergency, the order shall be determined by the military commandant or the head of the internal affairs body (Bulletin of the Supreme Council of the Republic of Uzbekistan, 1995). In this regard, it would be appropriate if the military command was added to the new Article 10 **(1)** and Article 20 of the Law of the Republic of Uzbekistan "On State of Emergency" (Commandant of the Territory) in accordance with the requirements of the disposition of Article 29 of the Criminal Code among the bodies authorized to impose administrative imprisonment (Collection of legal documents of the Republic of Uzbekistan, 2017).

During the legal regime of emergency, the auxiliary powers of internal affairs and the National Guard in the field of public safety and order include: strengthening the activities of infrastructure facilities and special protection regime that ensure the vital activity of the population. Representatives of these agencies, along with other law enforcement agencies, are authorized to require citizens to leave a certain place and restrict access to a certain area.

Below figure 1 show crimes committed in public places during the state of emergency introduced in the republic due to the COVID-19 coronavirus infection:

Figure 1. *Crimes committed in Uzbekistan (2020–2024)*
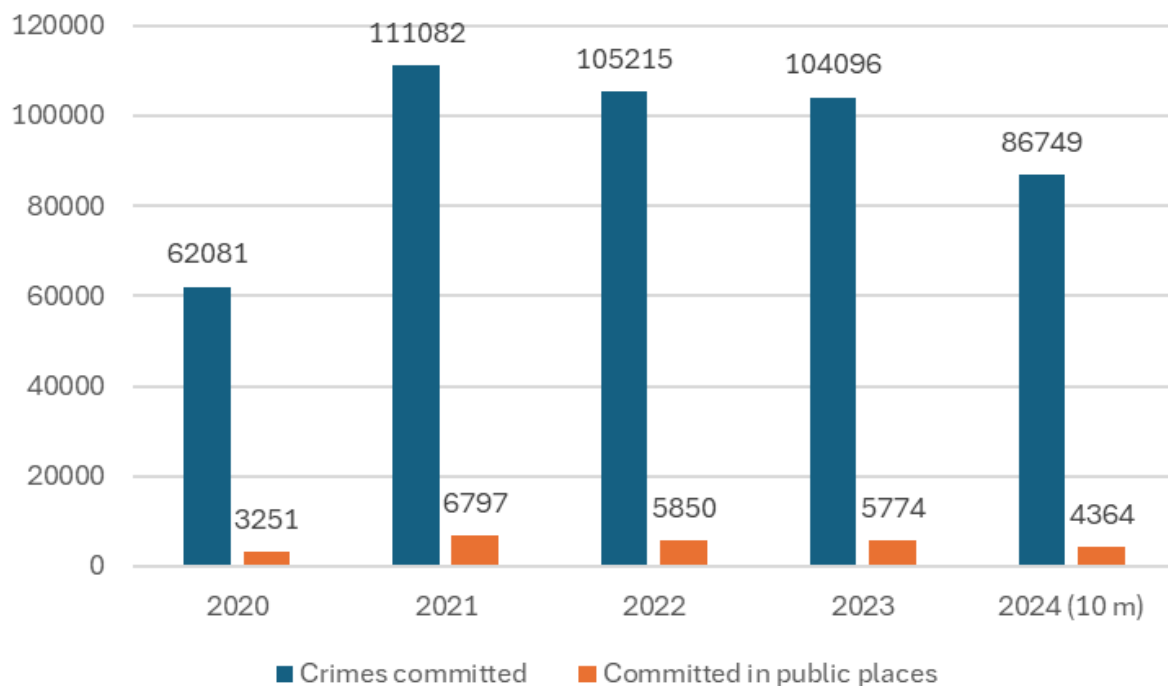
The second figure shows that in 2020, when the state of emergency was in effect, the number of crimes and offenses committed in public places decreased significantly compared to other periods. This indicator was, to a certain extent, influenced by the circumstances related to the restriction of human rights. At the same time, we are far from the idea that it is necessary to restrict human rights in order to reduce the number of crimes and offenses.

Figure 2. *Effect of state emergency on number crimes*

SOME FEATURES OF THE IMPLEMENTATION OF THE DUTIES
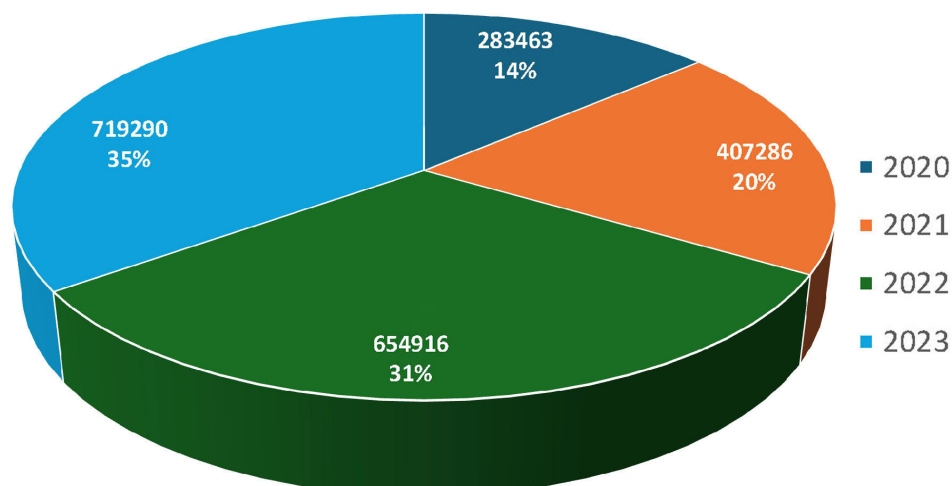
The application of this type of administrative and legal restrictions to human and civil rights and freedoms leads to the indirect restriction of the right of freedom of movement of citizens provided for in the Constitution of the Republic of Uzbekistan. Additional measures may include compulsory alienation of property for the needs of the state under the state of emergency. Based on information from existing accounts and departmental databases, on the basis of appropriate orders from military administrations or local authorities Departments of Internal Affairs and the National Guard may provide the following: information from citizens and legal entities about the existence of relevant property in a certain period, their search, finding and arrest, and things of this nature. In this case, the representatives of the law enforcement agency apply administrative and legal restrictions, such as restricting the movement of the vehicle or limiting the actual ownership of the property.

Researcher A. V. Basov (2023) states that the application of the norms of the constitutional institution by the internal affairs bodies "restricting the exercise of the constitutional rights and freedoms of citizens" is based on the following legal factors: "pursuit of a legitimate purpose", "public necessity", "to achieve an important purpose", "proportionality", "reasonableness", "minimal interference with the exercise of rights or freedoms". Restrictions on human rights and freedoms of a citizen are allowed to the internal affairs bodies only under the condition that such restrictions are measured (proportionately) in accordance with the gravity of the act.

Conclusion

Therefore, it is necessary to conclude that the basic rights and freedoms of a person and a citizen cannot be violated, despite the fact that it is necessary to disregard the basic constitutional principles, the existence of a democratic, legal state, political, military and other purposes. In the norms of direct action, the legislator distinguishes two legal regimes – the state of emergency and the state of emergency, which affects the activities of law enforcement agencies of our country, including internal affairs and the National Guard. The use of administrative and legal restrictions by employees of these agencies in the performance of their duties depends on the tasks they are given and the difficulties they face during their service activities. In this case, both the legality of their use and the choice of a certain type have equal importance.

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Section 5. Literature

IDEOLOGİCAL AND CONTENT FEATURES OF ALAMZAR ALİZADEH'S CHİLDREN'S PROSE

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Abstract

The article analyzes the creative aspects of the writer in children's literature. It is shown that A. Alizadeh's children's prose develops in several main directions: educational goals, instilling moral values, artistic presentation in accordance with child psychology, attitude to nature and the environment, and harmony of family relationships. Based on the analysis of many stories, it is emphasized that the writer conveys to children such values as love, understanding, conscience, responsibility, and thinking skills through simple but effective artistic means.

Keywords: *Alamzar Alizadeh, children's prose, moral values, child psychology, pedagogical influence, family relationships, love of nature, educational literature*

A. Alizadeh's children's prose develops in several directions in terms of ideological and content characteristics. These directions can be evaluated as follows. The first and main direction in his creativity is educational goals and moral values. In his children's stories, he instills in children examples of correct behavior, introduces them to moral and ethical values such as honesty, diligence, mercy, patriotism. In his works, ideas such as "the right path", "the voice of conscience", "the reward of doing good" are often in the foreground.

The second point that attracts attention in his works is the correspondence to child psychology. In A. Alizadeh's prose works, the thinking style, emotional reactions and behavior of child heroes are presented in a manner consistent with real child psychology. He speaks in the language of children, delicately conveying their feelings and thoughts.

The theme of connection with nature and the environment is a topic that A. Alizadeh regularly addresses, and this reflects the third striking point in her works. Love for nature, its protection, and compassion for living beings are often emphasized in the writer's stories. This approach is important in terms of forming ecological thinking in children. "What does Alamzar Khanum teach and preach to children – especially those who

have not yet reached school age? It seems that she gives young children information about the secrets of nature, animals, birds, seasons, snow, rain, clouds, various plant species that they do not know or want to know, and tries to explain the questions that make them think" (Yusifli, V., 2022, p. 183).

Alamzar Alizadeh's story " Grandfather's Bag " is a brilliant example of the artistic expression of educational goals and moral values in children's prose. By presenting the child's inner psychological world in a simple, yet profound and symbolic way, the writer fully reflects both intra-family relationships and the emotional transitions in the child's developmental stage.

The main purpose of the story is to show the psychological readiness of children for school, the importance of family support, and the importance of the child's gradual adaptation to society and education. Aylin's reluctance to go to school is not just stubborn behavior, it is the anxiety and fear of the transition to a new stage for her. The writer neither criticizes nor judges this anxiety, on the contrary, he meets this strange protest behavior of the child with love and understanding.

The work shows the conscience, loyalty, sense of responsibility and logical approach in the child's thinking. Aylin accepts the "social role" of everyone in the family and wants to send the least busy person – her grandfather – to school. This logic is extremely clear for a child and is the product of pure thought.

At the same time, the child's refusal to go to school, to pack "grandfather's things" in his bag, this behavior is symbolic and emotionally charged. He perceives school as a great responsibility and does not see this responsibility as ready for him. However, the emotional bond between him and his grandfather is the only element that can convince him. When the grandfather tries to convince him, saying " *I will not be your grandfather, but a schoolboy* " (Alizadeh, A., 2014, p. 4), the child changes his mind – this is a mindset that changes with the power of love and support.

The dialogues in the work are sincere and natural. The restrained, understanding behavior of the parents and grandfather towards the child is the embodiment of love and harmony within the family. These rela-tionships have a positive effect on the child's decision-making process.

The story "Grandpa's Bag" artistically presents the intricacies of child psychology and the important role played by family members in dealing with it. The writer skillfully shows the child's anxiety, consistency of thought, approach to social relationships, and internal development that can change through love and emotional bonds. At the same time, the story conveys the message that it is possible to approach children with love and educate them with understanding, not harshness.

Although the work is written for children, it also serves as a pedagogical lesson for parents.

Alamzar Alizadeh, " The Wolves Have No Teeth," is not only an example of prose that has educational and moral value for children, but is also rich in artistic thought adapted to child psychology. The work presents a simple everyday incident, a child's excessive craving for sweets, through educational purposes and laughter.

The main educational goal of the work is to form correct behavior in children regarding food habits. Children are especially fond of foods such as sweets, candies, and fast food. However, it is sometimes difficult to explain the harms of these habits. The writer delicately presents this problem through a sincere and artistic dialogue between a grandmother and a granddaughter.

Medina's argument " *the wolves have no teeth* " (Alamzar Alizadeh. 2010, p.) reflects the logic and purity of the child's thinking. He questions what the grandmother says, based on a real physical situation. This shows that the child is able to think independently, but at the same time is open to fantasy.

The grandmother's response demonstrates the use of age-appropriate metaphorical language in her conversation with the child. The image of a "teat bottle" is both familiar and effective for the child. The grandmother's upbringing method here is commendable from both a pedagogical and artistic perspective.

The relationship between the grandmother and the grandson in the work is warm and loving. The grandmother is able to change her grandson's behavior by treating him with respect and without intimidating

him. This shows how effective compassion, understanding, and a wise approach are in raising a child in a family.

The story "The Wolves Have No Teeth" is a high-level example of combining humor and imagination with educational purposes in children's prose. Written in a logical, simple, and understandable language that is suitable for children's thinking, this story explains the reason for children to stay away from harmful habits not through fear and punishment, but through love and imagination.

This story also shows that in order to communicate properly with children, it is necessary to speak their language and understand their world. In this sense, this story by Alamzar Alizadeh is a valuable work from both a literary and pedagogical point of view.

"Ruslan is Looking for Himself" is a manifestation of Alamzar Alizadeh's poetic thought in children's prose, a deep insight into children's thinking, and a subtle ability of observation. In this story, the writer not only presents a simple game of two little brothers – "hide and seek", but also vitally brings to life important elements of the world of childhood, such as fantasy, love, play, imitation, and self-awareness.

The main artistic and philosophical charge of the story lies in the realization of the expression "Ruslan is looking for himself." In a simple game of hide-and-seek, when Rizvan "ignores" his brother and creates the conditions for his search, Ruslan begins to "look for himself," and Rizvan reacts to this amusing scene with a laugh: *"- Grandma, grandma, oh grandma, I was looking for Ruslan, and Ruslan was looking for himself a while ago. He didn't find himself in the green of the cranberry, nor in the branches of the tree, nor under the palm trees, oh grandma. I will find him"* (Alamzar Alizadeh).

This scene shows how the free fantasy of child psychology and the abstract process of perception coincide. When Ruslan does not understand the attention directed at him, he begins to experience a feeling of uncertainty not in places, but in his own being. This feeling both surprises and becomes an experience for the child in the game.

The climax of the work is completed with Rizvan making his brother laugh out loud and saying, "Ruslan was looking for himself."

Here, there is both a childish joke, an intellectual game, and a simple presentation of the sense of being. Ruslan's saying " *tappp, tap...* " (Eminov, A.) and looking at his hands and feet, and finally relaxing in his grandmother's arms – the child's feeling of his own body and self again is concluded. This symbolizes the transition of play to reality and reality to play in the child's thinking.

Alamzar Alizadeh's children's prose represents a creative direction that occupies a special place in Azerbaijani literature, rich in both idea-content and pedagogical-psychological aspects. His stories can be evaluated not only as artistic texts, but also as a means of supporting educational, training and psychological development. The author, who approaches the world of children with deep empathy in his works, has created artistic examples that convey important messages both for children themselves, and for parents and teachers.

Alizadeh's work focuses on instilling moral and ethical values. He conveys to children the importance of values such as honesty, responsibility, compassion, loyalty, hard work, love, sharing, and understanding through a simple plot line, realistic dialogues, and everyday life events. In his stories such as "Grandfather's Bag," "The Wolves Have No Teeth," "Tunar's Blouse," and "I'll Take a Woman," family relationships and the role of the family in the formation of a child are particularly emphasized. In these stories of the author, family members approach the child with love and understanding, without putting pressure on him, paying attention to his inner world. This is in line with the "child-centered" approach, which is the main principle of modern pedagogy.

The style of the works is simple, understandable, but artistically charged. Alamzar Alizadeh is able not only to speak in children's language, but also to think in their language. This increases the credibility of the stories and their power of influence on children. The logic, naturalness and consistency of the children's world are also clearly felt in the author's choice of language and style. The dialogues in the stories are sincere, childishly short and emotionally structured, which increases the artistic value of situations taken from real life.

IDEOLOGİCAL AND CONTENT FEATURES OF ALAMZAR ALİZADEH'S

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IDEOLOGİCAL AND CONTENT FEATURES OF ALAMZAR ALİZADEH'S

MODERN AZERBAIJANI PROSE FUNCTIONALITY OF GENRE POETICS

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Abstract

The article analyzes the genre changes that have taken place in Azerbaijani prose since the 1980 s. The process of transformation and dynamics of prose genres over time is studied on the basis of works already well known in the literary process by Yusif Samedoglu, Elchin, Anar, Vagif Sultanli, Magsad Nur and other writers.

Keywords: *genre, mayor, dynamics, Day of Murder, Magsad Nur, Mubariz Jafarli, myth, parable, Azerbaijani prose*

Main part

As a rule, (and we can think so logically!) it is quite natural for the author to look for new forms in order to express the idea he sees in his own spirit and in the depths of reality in a more artistic way. The main author's idea, stimulating the creation of the concrete literary work can find its perfect artistic solution only in a condition if the multi-layered reality, the complexity of life and human destiny would be seen in all angles in the text hereof and the reader would be sent the signs from a deeper path inside the work. The rapid internal changes in the cultural sphere have led to a cardinal transformation in the texts of literary works, the structure of genre thinking that turns these texts into prose. What really happened? Since the 1980 s, changes in genre caused by transformation process in Yusif Samedoglu's novel "The Day of Murder" have transformed style and reality into an artistic text, and the element of modeling it from different angles has intensified. The main reason for this was the dictation of the author's will in the "genre-author" tandem, or rather, its dominance. The reason for the strengthening of the author's will over the genre, as noted above, was the irresistible process of transformation in the cultural sphere. Hence, the dominance of the author's will lead to the emergence of various turning points in the genre, already established literary models collapse, intra-genre processes, so to speak, result in a strong change in different forms of prose. Vagif Sultanli's novels published in Azerbaijan, America and Europe can be taken as an example in this regard. In these works, we see the most distinctive features of the author's will, conditioning the secrecy of the composition and other such circumstances are the distinguishing features of the new Azerbaijani novel. As noted, "... The Desert War" differs, first of all,

by its perfect plan, i.e. composition, there is no fracture or disorder between the transitions (from event to event, from image to image), and the most important aspect of the composition and its philosophy. It is not the judgment in the prose, but the giving of the subject matter in detail, that is, the exaggeration of the associative, direct, and conditional-symbolic connections between the details. It should be noted that although the author predicts the path he has chosen in the story, in a sense it "deceives" the reader, which, due to its stylistic quality, leads to the projection of the literary text, the artistic intention expressed by him on the images; consequently, the energy within the image and detail emerges and is intertwined with the metaphor of the desert. In this sense, it is clear that the author "built" the work. Because such perfect passages, the fact that the plot does not breathe in the vortices, the continuity of the passages ... all this is the fact that it aspires to a single point and then sinks at different frequencies of motion is one of the conditions for a new novel thinking"..

The rhythm of development of modern culture is such that the formal structure of works of art written under its influence or "pressure" changes, the meaning and style are renewed. In the novel, the outdated forms of storytelling (the structure of the story -!), the expression of meaning remain under the carcasses that jump beyond that development and are handed over to the archives of history. It is clear that today's culture is multidimensional, essentially multilingual, and, most importantly, highly contradictory compared to previous periods; The present period is such that in various prose works all the writing methods that existed before it is intertwined – in the texts that seem to be modern writing style, there is no subdivision of both realism – classical and modern realism. In presenting an extremely new form, the author speaks of those old, "erased" forms, and the intermingling of these two alliances essentially helps to understand literary texts, but at some point hides the parameters of this clarity. Of course, we are not talking about Franz Kafka's novel "The Castle" or his short story "The Transformation", we are talking about texts that are different from "the Castle" and "the Transformation" in modern times. Multilingualism (a set of languages instilled in us or given to us by a culture that flows with our blood -!) creates new genres and variations, as a result of which prose rapidly separates from old traditions; so, today, if someone presents a prose text in the style of Suleyman Rahimov, Suleyman Valiyev, Alibala Hajizadeh and other classical authors, how will they be received? Of course, in silence. In our opinion, such works cannot be included in the literary process today. The question of how to write is imitated by a specific period, the period of cultural development itself, and the dominance of the author's will over the genre occurs after this event. Today's story, today's novel is not a stereotype of fifty years ago ones, the forms of prose have changed cardinally, and the novel-essay, novel-parable and other forms in world literature are also characteristic of Azerbaijani prose. Today, there is a changing process in Azerbaijani prose, which is influenced by this change. Controversies about world prose luminaries on websites and portals, differences in tastes, and fragmentation of ideas and opinions are the result of this. Let's pay attention to one detail. The essence of the distinction is that the stereotypes about the luminaries of world prose are gradually being abandoned, and each of them begins to be marked by both friendly and hostile signs by the creators of our prose, as well as readers. It is obvious that the authors of the 100 most popular novels in the world, which are popular in various fields, and which are to be read in polls, cannot be loved at the same time and in the same way; this means that the prose writer and the reader who chooses a work to read in the national literature is already "discriminating" between writers, and the label "my writer" changes from time to time. The confusing and very radical views of the writer Seymur Baycan about Salman Rushti and other very famous writers on various websites did not go unanswered in the literary process. After a while, the temperament of this panic cooled down, almost to zero, and now it is known what process took place on that eve. The process of change and transformation in Azerbaijani prose, which began at the beginning of the XXI century, had to crack and reveal itself at certain points. That is, the evaluation of world prose texts is inextricably linked with the development trends of the processes taking place in the thinking of the national prose, and in this case the evaluation is nothing more than a sign of what lines the

national prose is advancing. Authors and readers react to the world prose process with the sound inside the texts we write and read, with the amplitude of that sound.

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Section 6. Pedagogy

PROJECT-BASED LEARNING IN SCIENCE ACTIVITIES: ENHANCING COGNITIVE DEVELOPMENT AND PROBLEM-SOLVING COMPETENCY IN PRESCHOOL CHILDREN

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Abstract

Project-Based Learning (PBL) is becoming an effective approach in preschool education, especially in scientific discovery activities. This study aims to evaluate the impact of PBL on the cognitive development and problem-solving ability of preschool children through experiments with two groups of 5-6 year olds children: the experimental group (applying PBL) and the control group (traditional method). The results of the study showed that children in the experimental group had remarkable progress in scientific awareness (an average increase of 29.5%) and problem-solving ability (an average increase of 37.8%) compared to the control group. The PBL method not only helps children gain a deeper understanding of scientific phenomena but also encourages creative thinking and teamwork. From the above findings, the study proposes a process for designing science education projects suitable for preschool age, while emphasizing the role of teachers in guiding and creating a positive learning environment. This result suggests new directions in innovating preschool education methods in Vietnam to improve the quality of teaching and learning in a proactive, creative and practical manner.

Keywords: *Project education, Preschool science education, Cognitive development, Problem solving ability, Early education*

1. Introduction

In the context of modern education, preschool education is increasingly valued due to its key role in forming the foundation for children's comprehensive development. Scientific discovery activities at preschool level not only provide basic knowledge but also stimulate logical thinking, creativity and arouse the passion for learning in young children (*Nguyen Anh Tuyet, 2006*). According to Piaget's cognitive development theory, at preschool age, children have the ability to develop through direct exploration and processing of information from the environ-

ment. Therefore, organizing scientific activities in a way that encourages children's active participation is very important.

Project-based learning is emerging as an effective tool to promote children's active participation in hands-on, discovery-based learning activities (*Krajcik & Blumenfeld, 2006*). In contrast to traditional teaching methods where teachers play a central role, PBL allows children to solve learning situations themselves through age-appropriate projects. Children will learn to ask questions, investigate problems, and apply knowledge to find solutions, thereby developing critical thinking skills and problem-solving abilities (*Bell, 2015*). This approach transforms children from passive recipients of knowledge into active constructors of their own understanding through meaningful engagement with real-world problems.

In particular, in the context of preschool education in Vietnam, the PBL method has the potential to create positive changes in teaching and learning in a positive, proactive and creative direction. However, to fully exploit the potential of this method, further research is needed on its practical effectiveness, especially in scientific discovery activities (*Larmer & Mergendoller, 2015*). Although the PBL method has been widely applied in many countries and achieved certain successes in general and university education, its application in preschool education has not been fully studied. Some previous studies mainly focused on primary and secondary schools, where students have higher independent thinking ability and can handle complex tasks.

Preschool children have different cognitive and psychological characteristics, requiring appropriate adjustments in project design as well as the organization of learning activities. Studies on the effectiveness of PBL in preschool education often focus on the development of social or language skills, without deeply assessing the impact of this method on children's cognitive and scientific problem-solving abilities. Another important gap is the lack of empirical studies specifically measuring and comparing the effectiveness of PBL with traditional methods in science education activities. In Vietnam, although preschool education has made improvements in terms of curriculum and methods, the application of active teaching methods, especially PBL, is still limited and lacks consistency.

Furthermore, the integration of science education with project-based learning presents unique opportunities for developing children's scientific thinking from an early age. Early exposure to scientific concepts through hands-on exploration helps children develop inquiry skills, observation abilities, and logical reasoning that serve as building blocks for future academic success. The current educational landscape in Vietnam requires innovative approaches that can bridge the gap between theoretical knowledge and practical application, making PBL particularly relevant for contemporary educational needs.

Based on the above observations, the study focuses on the following two main questions:

How does the project-based education method affect the cognitive development of preschool children in scientific discovery activities?

Does this method improve preschool children's problem-solving ability compared to traditional teaching methods?

2. Literature review
2.1. Project-Based Learning and Science Education for Preschool Children

Project-Based Learning (PBL) has been developed since the early 20th century based on the theories of educators such as John Dewey (1897) and Kilpatrick (1918), who believed that learning should be linked to practical experiences and help learners solve real-life problems. According to Wang and Wang (2020), PBL is a teaching model in which learners engage in complex, open-ended projects designed based on real-world problems. The main features of PBL include focus on practical problems, learning through experience, increased opportunities for group collaboration, and focus on specific products as learning outcomes.

In a PBL environment, the teacher's role shifts from direct knowledge transmitter to facilitator and coach. Teachers need to pose open-ended questions, provide appropriate tools and materials, monitor progress while

providing guidance when necessary. For preschool children, teachers must adjust project complexity to match cognitive abilities while creating stimulating learning environments and encouraging cooperation through games and group tasks (*Krajcik & Shin, 2015*).

Scientific discovery in preschool education is the process by which children learn and understand the natural world through observation, experimentation and direct experience. According to Eshach (2016), science education in preschool focuses on encouraging children to form habits of questioning, reasoning and observing phenomena. This contributes to developing basic skills including observation, questioning, logical thinking, and cooperation. Combining scientific discovery with project-based learning opens new opportunities for improving preschool education quality.

2.2. Theoretical Basis of Cognitive Development and Problem-Solving

According to Piaget's theory, children are active learners through interaction with the environment. Preschool children fall into the pre-operational stage (2-7 years old), characterized by intuitive thinking, focus on single aspects, and symbolic thinking. Piaget emphasized that preschool children should learn through hands-on activities such as play, experiments, and exploration of the natural environment to develop understanding of cause-and-effect relationships.

Vygotsky's theory of the Zone of Proximal Development (ZPD) emphasizes that children's cognitive development is driven by social interactions. The ZPD is the gap between what a child can do independently and what they can do with support from others (*Han et al., 2015*). Effective learning occurs when teachers design tasks within the child's ZPD, providing scaffolding through hints, questions, or resources, then gradually reducing support as children become more proficient.

Problem-solving ability in preschool children develops through practical activities such as science experiments, construction games, or group projects. According to Savery (2017), problem-solving involves using cognitive skills such as analysis, reasoning and planning to find solutions. Research by Nguyen Thi My Loc (2011) showed that children participating in project-based edu-

cation activities developed problem-solving and creative thinking skills better than those taught by traditional methods. Combining principles from Piaget and Vygotsky's theories can create an optimal learning environment for children's overall development.

3. Research methods
3.1. Theoretical Research Method

Document analysis was conducted to collect and analyze domestic and foreign scientific documents related to preschool education, project-based learning (PBL) method, and theories on children's cognitive development. The research team systematically reviewed literature from multiple databases including educational journals, conference proceedings, and academic publications spanning from 2000 to 2024. The fundamental theories of Piaget and Vygotsky were synthesized to explain the cognitive development and problem-solving abilities of children in the context of scientific discovery activities.

Theoretical synthesis involved analyzing and integrating key concepts from constructivist learning theory, social learning theory, and contemporary research on early childhood education. The research team conducted comparative analysis between different teaching methodologies, particularly focusing on the distinctions between traditional teacher-centered approaches and modern student-centered pedagogical frameworks. This comprehensive literature review provided the theoretical foundation for developing the experimental design and research hypotheses.

3.2. Practical Research Methods

The empirical research methodology employed a mixed-methods approach combining quantitative experimental design with qualitative observational techniques. Scientific observation was conducted to monitor children's participation in exploration and learning activities, recording specific criteria including the number of questions asked during project implementation, level of proactive participation in group tasks, ability to cooperate and share ideas with peers, and progress in recording and reporting results. Trained observers used structured observation sheets to ensure consistency and reliability in data collection.

The experimental design followed a pre-test and post-test control group model with two distinct groups: an experimental group consisting of 24 children who participated in project-based educational activities using the PBL methodology, and a control group of 22 children who studied according to traditional teaching methods primarily involving teacher lectures and image-based demonstrations. Random assignment was used to ensure group equivalence and minimize selection bias.

Data collection instruments included standardized cognitive assessment tests designed specifically for preschool children, behavioral observation protocols validated for early childhood educational settings, and project product evaluation rubrics developed based on age-appropriate learning objectives. The cognitive measures assessed children's ability to remember basic scientific concepts such as plant growth cycles and factors affecting plant development, while problem-solving ability measures evaluated children's capacity to propose solutions to real-world scientific situations.

Assessment scales utilized a 100-point scoring system with clear criteria for evaluation. Behavioral observation sheets documented children's interactions during group activities, and project products such as plant life cycle diagrams were assessed using pre-determined rubrics. Inter-rater reliability was established through training sessions for all evaluators, ensuring consistent application of assessment criteria across all participants.

The experimental process was carefully structured to maintain scientific rigor while accommodating the developmental needs of preschool children. Pre-experimental preparations included obtaining necessary permissions, briefing teachers and staff, and establishing baseline measurements for all participants. During the experimental phase, detailed protocols ensured consistent implementation of both PBL and traditional teaching approaches across the designated timeframe.

4. Results

4.1. Science Education Project Design Process

The design of science education projects for preschool children is fundamentally based on creating authentic learning experiences that connect to real-life situations while stimulating children's natural curiosity and exploration abilities. The comprehensive design process incorporates principles from the Project-Based Learning methodology, aiming to simultaneously develop children's scientific awareness and problem-solving capabilities through engaging, age-appropriate challenges that promote both individual growth and collaborative learning.

The project design process encompasses five systematically structured main steps, each carefully crafted to ensure that learning activities effectively encourage children's natural tendency to explore while providing ample opportunities to practice essential skills through direct experiential learning and meaningful teamwork interactions.

Step 1: Determine project goals and learning objectives - Project goals are meticulously determined based on the established preschool curriculum standards and the specific developmental needs of children within the target age group. The primary objectives consistently focus on helping children develop foundational understanding of basic scientific concepts while simultaneously cultivating essential thinking skills including systematic observation, analytical reasoning, logical explanation, and evidence-based inference making. Additional goals include fostering curiosity, encouraging scientific questioning, and developing communication skills through peer interaction and result presentation.

Step 2: Choose appropriate project topics - Project topics must be carefully selected to ensure they are familiar to children's everyday experiences, genuinely attractive to their natural interests, and appropriately matched to their current cognitive abilities and developmental stage. Topics are strategically chosen based on familiar natural phenomena or common problems that children frequently encounter in their daily environmental interactions. Potential topics that have proven particularly effective include the fascinating process of plant growth and development, the intriguing physical transformation of ice melting under different conditions, the cyclical process of evaporation and precipitation leading to rain formation, and the interaction between light sources and shadow creation.

Step 3: Develop comprehensive learning activities and tasks - Each project is systematically divided into specific, sequential activities that build upon each other, including structured observation periods, hands-on experimentation phases, creative diagram drawing sessions, collaborative group discussion opportunities, and formal presentation of results to peers and teachers. The tasks are intentionally designed to encourage children's active participation while stimulating their natural tendency to ask questions and seek answers through practical experiences and peer interaction. For example, a typical plant growth project might include: Activity 1 where children plant seeds and establish monitoring routines for plant growth observation; Activity 2 involving systematic observation and recording of differences between plants receiving regular watering versus those without adequate water supply; Activity 3 focusing on creating detailed diagrams of plant life cycles while engaging in group discussions about various factors that influence plant growth and development.

Step 4: Develop detailed project planning and organization - Projects are systematically divided into specific implementation stages with clearly defined timelines and milestone markers. Comprehensive planning includes detailed scheduling for each individual activity, strategic assignment of age-appropriate roles to children such as plant care teams, observation recording groups, and data collection teams, and careful selection of appropriate materials and tools including planting containers, various seed types, observation notebooks, and recording boards. Planning also incorporates flexibility to accommodate children's varying developmental paces and interests while maintaining project coherence and learning objectives.

Step 5: Develop comprehensive assessment tools and evaluation methods - Assessment strategies incorporate multiple evaluation approaches including standardized cognitive tests designed for preschool age groups, structured behavioral observation sheets for documenting learning processes, and systematic project product assessments focusing on tangible outcomes such as completed plant life cycle diagrams created by children. The evaluation methodology employs both quantitative measures through standardized testing and qualitative approaches through systematic observation, individual child interviews, and detailed analysis of project products and learning artifacts.

4.2. Project Implementation Example: "The Growth of Plants"

Project Overview and Objectives The "Growth of Plants" project was specifically designed for children aged 4-5 years with multiple interconnected learning objectives. Primary goals included helping children understand and identify the sequential stages of plant development from initial seed germination through mature plant formation, recognizing and explaining the essential elements necessary for healthy plant growth including soil composition, adequate water supply, sufficient light exposure, and proper air circulation, and developing fundamental scientific skills including systematic observation, accurate note-taking, and effective teamwork collaboration.

Detailed Activity Structure The project was organized into five progressive phases, each building upon previous learning while introducing new concepts and challenges. Phase 1, the start-up phase, involved children observing and comparing different types of seeds, with the specific goal of enabling children to distinguish between various seed types based on observable physical characteristics such as shape, size, color, and texture. Phase 2, the planting phase, engaged children in hands-on seed planting in prepared soil while establishing daily growth monitoring routines, helping children understand that water and soil provide necessary nutrients for plant germination and early development.

Phase 3 focused on observing differences through controlled experimentation, where children conducted comparative studies between plants receiving regular watering and care versus plants deliberately deprived of water, enabling children to understand that plants require consistent water supply and adequate light exposure for optimal growth and development. Phase 4 involved creating comprehensive life cycle diagrams where children drew detailed illustrations of plant development stages based on their direct observations, helping children describe and ex-

plain the complete growth cycle of plants from initial seed stage through mature plant development. Phase 5 culminated in group discussions where children collaboratively analyzed their observation results and presented findings to the class, developing essential presentation skills and teamwork abilities.

Expected Learning Outcomes and Products Children were expected to complete detailed plant life cycle diagrams accurately depicting all growth stages, demonstrate ability to explain various factors affecting plant growth and development, and successfully present experimental results while drawing logical conclusions through collaborative group discussion. Assessment focused on both individual understanding and collaborative learning skills.

4.3. Experimental Organization and Results

4.3.1. Detailed Experimental Description

Experimental Purpose and Rationale The experiment was designed with multiple interconnected objectives including evaluating the comparative effectiveness of PBL methodology versus traditional teaching approaches in developing cognitive abilities and problem-solving skills among preschool children, determining the extent of children's active engagement and participation when involved in project-based scientific discovery activities, and providing evidence-based practical recommendations for preschool educators in organizing effective science education activities that promote both individual and collaborative learning.

Participant Selection and Characteristics The experiment was conducted with 46 carefully selected children aged 5-6 years old, representing a developmentally appropriate sample for preschool education research. Participants were systematically divided into two comparable groups: an experimental group consisting of 24 children who engaged in project-based learning activities, and a control group of 22 children who received instruction through traditional teaching methods. Participant selection ensured demographic balance and equivalent baseline abilities across both groups.

Experimental Timeline and Setting The experimental period extended over 2 weeks, from December 9 to December 20, 2024, providing sufficient time for meaningful learning experiences while maintaining children's attention and engagement. The experimental location was a well-established kindergarten in Hanoi City, chosen for its representative characteristics of urban preschool educational settings and its capacity to accommodate the research requirements.

Experimental Content and Implementation Both groups explored the topic of plant growth, but through distinctly different pedagogical approaches. The experimental group participated in the comprehensive project "Growth of Plants" where children actively planted seeds, established daily monitoring routines for plant growth observation, systematically recorded developmental changes and growth patterns, and engaged in collaborative discussions about factors necessary for optimal plant growth and development. Meanwhile, the control group learned using traditional instructional methods, primarily observing static illustrations and participating in teacher-led demonstrations without hands-on experimentation or collaborative investigation opportunities.

4.3.2. Comprehensive Experimental Results

Cognitive Development Outcomes

Table 1. *Average scores of cognitive test before and after the experiment*

Group	N	Pre-test Average Score	Post-test Average Score	Increase	Rate of increase	Standard Deviation (SD)	T-test (p-value)
Experimental group	24	65.4 ± 5.3	84.7 ± 4.8	+19.3	+29.5%	5.3	p < 0.01
Control group	22	64.7 ± 4.9	73.1 ± 5.2	+8.4	+13%	5.1	p < 0.01

The experimental results demonstrate that the experimental group achieved significantly superior cognitive growth with an increase of +19.3 points representing a

substantial +29.5% improvement compared to the control group's more modest increase of +8.4 points equivalent to +13% growth. The low standard deviation in the experimental group (SD = 5.3) indicates consistent improvement across participants, suggesting that most children experienced significant cognitive enhancement. The T-test results confirmed statistical significance (p < 0.01), providing strong evidence that the PBL method effectively improves children's cognitive development compared to traditional teaching approaches.

Through systematic direct observation during the experimental period, researchers documented that children in the experimental group frequently generated open-ended questions such as "What would happen if the plants had no light?" or "Why does this plant grow faster than that plant?" demonstrating enhanced curiosity and scientific thinking. In contrast, children in the control group primarily focused on recalling information from teacher presentations without developing independent inquiry skills or demonstrating significant open-ended thinking patterns.

Problem-solving Ability Development

Children in the experimental group demonstrated remarkable growth in problem-solving capabilities with an increase of +22.7 points representing a substantial +37.8% improvement compared to the control group's increase of +9.2 points equivalent to +15% growth. ANOVA test results confirmed statistical significance (p < 0.01), providing strong evidence for the effectiveness of project-based learning in developing problem-solving skills. Children in the experimental group consistently demonstrated flexibility and creativity in identifying multiple solutions to scientific challenges, frequently testing various approaches and engaging in peer discussions about results and implications.

For example, during ice melting experiments, children in the experimental group not only implemented suggested solutions but also independently proposed additional creative approaches such as using warm water, direct sunlight exposure, or air circulation to accelerate the melting process. Meanwhile, although control group children showed some improvement, they primarily followed teacher instructions and demonstrated limited opportunities for creative exploration or independent solution development, resulting in significantly lower growth rates compared to the experimental group.

Qualitative Observations and Project Product Analysis

Children in the experimental group successfully created detailed diagrams accurately depicting plant growth stages and provided clear explanations of the roles of essential factors such as water supply and light exposure in plant development. They demonstrated confidence in presenting experimental results to classmates and exhibited strong cooperation and information-sharing abilities during group activities. Additionally, these children frequently engaged in collaborative testing of different solutions and maintained ongoing discussions about results with peers, demonstrating enhanced critical thinking and collaborative problem-solving skills.

In contrast, children in the control group were unable to independently create comprehensive growth diagrams and relied heavily on teacher-provided visual materials and guidance. They demonstrated limited independent thinking and rarely proposed original hypotheses or creative solutions, typically waiting for explicit teacher direction rather than taking initiative in their learning process.

5. Conclusion and discussion

The experimental results provide compelling evidence that Project-Based Learning (PBL) significantly impacts both cognitive development and problem-solving abilities of preschool children. The experimental group achieved remarkable cognitive growth of +29.5% and problem-solving improvement of +37.8%, substantially exceeding the control group's gains of +13% and +15% respectively. These findings demonstrate the superior effectiveness of active, hands-on learning approaches compared to traditional passive instruction methods.

These results align consistently with theoretical foundations established by Piaget and Vygotsky's developmental theories. According to Piaget's theory, preschool children in the pre-operational stage achieve optimal learning through practical activities and direct ex-

periential engagement. The PBL methodology successfully created such environments, enabling children to learn through meaningful interaction with scientific phenomena. The superior cognitive growth can be explained through Vygotsky's Zone of Proximal Development (ZPD) theory, where children receiving appropriate guidance transcend their current cognitive limitations and achieve deeper conceptual understanding.

The research findings have profound practical implications for innovating teaching methodologies in kindergarten settings. The PBL approach demonstrates that young children not only memorize scientific concepts but develop deep conceptual understanding and practical application skills. Children actively explored scientific phenomena, developed critical thinking abilities and creative problem-solving skills essential for lifelong learning success. Furthermore, PBL significantly promotes collaborative teamwork skills, as children regularly engage in peer discussions, share ideas, and learn from each other through constructive dialogue.

Preschool educational institutions should systematically integrate project-based learning approaches into their established curricula, particularly in subjects involving scientific inquiry and critical thinking development. Teachers require comprehensive professional development training to effectively design age-appropriate projects that meaningfully engage children in questioning processes and collaborative problem-solving activities. Educational administrators should invest in necessary materials, equipment, and physical spaces that support hands-on learning experiences while providing ongoing support for teacher development and curriculum innovation.

Despite significant positive findings, this study acknowledges important limitations. The research was conducted with a relatively small sample size of 46 children at a single location, potentially limiting generalizability across diverse contexts. The experimental duration of only 2 weeks was insufficient for measuring long-term retention and sustainable development. Various external factors including teacher experience, parental support, and learning environment conditions may have affected outcomes but were not systematically controlled.

Future research should address these limitations through larger-scale studies incorporating diverse participant populations across multiple geographical regions to ensure broader generalizability. Longitudinal research extending over entire academic years would provide valuable insights into sustainability and long-term developmental impacts of PBL approaches. Additionally, comprehensive studies should expand assessment beyond cognitive and problem-solving domains to include social-emotional development, communication skills, and creativity. Research investigating the integration of modern educational technologies with traditional PBL approaches could provide valuable insights for contemporary educational practice.

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Section 7. Philology and linguistic

MOLLA PANAH VAGIF CREATION IN THE CONTEXT OF THE TIFLIS LITERARY ENVIRONMENT

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Abstract

The article studies the work of the Azerbaijani poet MPVagif in the context of the literary environment of Tbilisi. It is noted that with the work of MPVagif, a new era begins in our history of poetry after the reign of Fuzuli. There were socio-political realities that characterized this period. However, it is difficult to limit the period to these factors alone. It was precisely these factors that revealed Molla Panah Vagif as a poet. The poet gives a new meaning and a new zest to the love lyrics, which are the main motif of classical poetry.

Keywords: *Vagif, creativity, Tbilisi, literary environment, context*

It is known that a new era begins in our history of poetry after the death of Fuzuli. There were socio-political realities that characterized this period. However, it is difficult to limit the period only to these factors. Academician Isa Habibbeyli writes about one of the factors that characterized this period: "In addition to *socio-political realities, there were also reasons arising from literary and cultural processes for the formation of a new stage in Azerbaijani literary poetry*" (Habibbeyli, I., 2019, 211). It was precisely these factors that revealed Molla Panah Vagif as a poet. The poet gives a new meaning and a new zest to the love lyrics, which are the main motif of classical poetry. He brings the "Love Fairy" down from the distant heavens to the earth, loves real, living beauty, and sings songs about natural love. A cheerful and cheerful optimism, high worldliness, coming from life, from oral ashug poetry, constitute the main characteristic features of this lyric. Most of his poems – goshams, ghazals, mustazads, mukhammas and muashshars are united in one point: they all talk about love, they all talk about beauty. In his poems, the old classical tradition is abandoned, and he emphasizes the style of realism, referring to the spirit of the people. As H. Arasli wrote, in our 17th century poetry, progressive tendencies towards folklorism and realism reached *perfection in Vagif's work, rose to the level*

of a literary school, and entered our literary history under the name of "Vagif Literary School" (Arasli, H., 1960, 552).

Vagif gained fame among the neighboring Georgian people not only as a capable statesman and ardent patriot, but also as a skilled master of artistic words. Therefore, the poems of MP Vagif, the author of such lines as *"Kasreti-husni ki, hosh dargadir insanae, / Bakhsh edibdir onu haqq dilbari-Gurjustane", are* still preserved by Georgian intellectuals in the Georgian alphabet (the text is in Azerbaijani). *Many poems by MP Vagif were collected in the notebooks of Georgian folk singers in the 18 th –19 th centuries* (Vagif's M. P., 106). A certain part of those poems, written in the Georgian alphabet, are now kept at the Institute of Manuscripts named after Acad. K. Kekelidze of the Academy of Sciences of Georgia. A comparison of the poem with the Azerbaijani version proves that there are some changes, which requires giving preference to the comparative method in the analysis. Let's consider one of M. P. Vagif's poems written in the Georgian alphabet:

Oh my white neck, my marble chest,
May mines be sacrificed around your neck.
The black wires of Ucutar's scythe
Good luck with the charity.

I heard you were upset, my pain has increased,
I would like to beg and win your heart.
I wrote a letter to your servant and sent it,
Many prayers from us to you.

What have I done to you, my black-eyed wretch?
You are angry with me, my Qiblah,
If you kill, kill, what is my fault?
May my blood be on your hands.

While Vagif was cheerful, the wound became narrow,
I'm in trouble, come and help me,
I wrote a rhyme and sent it to my friend,
Maybe there will be fights for our sake
(Vagif's M. P., 59).

Pay attention to the current version of M. P. Vagif's poem, we clearly see that there are significant differences. The Georgian version of the poem consists of 4 stanzas, and the Azerbaijani version consists of 6. While there are minor changes in the existing stanzas of the poem, the additional stanzas serve to further complete the poetic image. The second stanza in the Georgian version has changed its place in the Azerbaijani version and is now in stanza 5. In stanza 1, the 3 rd line "Ucu ter cığalı siya tellerə" is "si yah tellerın", and the 4 th line "sadqasi yəlbash sonalar olsun". There are many changes in the second stanza; as they say, a new variant emerges:

As you can see, the film itself,
You are beautiful, priceless in the world,
Your sheep must be beautiful like you,
Why do you have such manners?

A friend does not fight with a friend in vain,
The heart of the lover is not infected by the lover,
Being a biker is not suitable for beauties,
Beauty should have pleasant moments.

...Vagif, you have become brave with your beloved,
Help is left to you, do something,
Return to a rhyme, send it, wound,
Maybe there will be fights for our sake
(Vagif's M. P., 81).

There are also certain changes in the last stanza of the poem; so, although the first two lines in the Azerbaijani version, " Vagif, *you have become brave with your love, / Help is left for you, take a remedy,"* are expressed differently, the last two lines are also expressed in a different interpretation, while the content is expected: in the Georgian version, " *I wrote a rhyme and sent it, dear, / Maybe there will be fights for our troubles,"* and in the Azerbaijani version, " *Come back to a rhyme, send it, dear, /Maybe there will be fights for our troubles "* (Vagif's M.P., 99).

MPVagif's couplet, which begins with the line " *My beloved, lips are like rubies,"* was also transcribed in the Georgian alphabet and is kept in the library-museum of academician I.Grishashvili (Vagif's M. P., 39). Here too, there are certain differences. We also find M. P. Vagif's poems in the notebooks of Georgian ashugs.

There is other evidence confirming the interest of the Georgian literary community in the poetry of MPVa gif in the 19ᵗʰ century. Grigol Orbeliani, an admirer of Azerbaijani ashug creativity and music, known in Georgian as the author of mukhammes and bayatis, met Mirza Yusif Nersesov while in Karabakh, learned that he had prepared Vagif's poems for publication, and in one of his letters to Tiflis he happily informed his friend about this: "One of *these days I will send you the poems of Vagif that Mirza Yusif had published here* " (Aliyeva, Dilara. 1981, 86). The article of the writer, musician, historian, literary critic Poliektor Karbelashvili (P.Skhviloen) published in the 165th issue of "Iveria" in 1891 contains important information about MPVagif. The article calls Vagif *"a famous Karabakh poet"* ("sakhe lovani karabağeli mole lek se"), and his story of being a victim of bloody feudal conflicts is described in sweet language, in a local or traditional way (Mammadli, Sh., 1987). It is also significant that the two-line Persian poem sent by Agha Muhammad Shah Qajar during the first invasion

"Oh my god, you are a disaster, don't worry."
"To the fool, it is necessary to decide between two things."
(Stones of calamity rain down from the jaws of the sky,
You have foolishly settled in a bottle.
Vagif's response in poetry-

"Why do I have to be so naive, I am a midan,
"The glass is so clear, you are so beautiful."
(If my protector is the one I know,
"The glass protects even in a stone"

(Mammadli, Sh., 1987) – *is* also translated into Georgian. Of course, these notes are interesting because they shed light on a part of Vagif's life path, which is still being told in the form of a story, some of the details of which are not clearly defined, and "partly little known" (Y. Garayev). Overall, P. Karbuzhvili's "Iveria" can be assessed as an attempt to acquaint readers with the life and work of the outstanding Azerbaijani poet Vagif. The fact that the Georgian author calls Vagif a famous poet indicates that he gained fame in Georgia as well. Let us consider one more aspect here: in Georgian, a poet is called both

"molokse" and "poeti" (both at the end of the 19ᵗʰ century, before that, and now). But those who write poetry in a playful, as they say, vernacular manner are called "molekse".

It is likely that the poet visited Tbilisi at this time. It is known from history that after moving to Karabakh, Vagif came to Tbilisi to form an alliance against the attack of the Iranian invaders and was a guest at the palace of Heraclius II. Ancient Tbilisi, which is repeatedly glorified in Azerbaijani folklore and poetry, attracted the attention of the poet, who was a lover of beauty, at first sight. In Tbilisi, he closely observed the Georgian people, their customs and traditions, and was fascinated by the beautiful nature of Georgia. It is known that Vagif wrote several poems about Tbilisi. In these works, Vagif, characteristic of his poetic nature, described the neighboring Georgian people, the natural beauties of ancient Tbilisi, and the Georgian girls who gave this nature a special charm.

in regular contact with the Georgian Tsar Heraclius II and often visited Tbilisi, is dedicated to Prince Levan, the eldest son of Heraclius II. It is known from Georgian history that the Georgian prince Levan died in 1781. So, as we have already mentioned above, Vagif came to Tbilisi even before 1781, visited the palace of Heraclius II and met his family. Prince Levan made a pleasant impression on MPVagif as an educated, well-informed son of a true ruler. In his poem dedicated to Levan, the poet praises him as follows:

The governor's fountain-lamp, oh, what kind of soul he is,
Glory be to the whole of Georgia,
The commander who defeated the enemy was a tyrant,
He was the world's bookkeeper, his name was Levan Khan,

May God protect him, he was a wonderful boy.
There is no comparison, to the queen of another land,
Who is a young man, worthy of the glory of a king,
May the wind of disaster not touch your ashes, your grave,
The free world must obey the decree of the ruler.
Taqi-Ebruyi-Latifi Qiblai-Iman. (183)

Conclusion:

During his stay in Tbilisi, MPVagif spoke with fascination about the progressive people of Georgia, its beautiful and heroic youth, and the wonders of nature here, and advised people to go to Georgia to enjoy the world, life, and living, and to enjoy its nature spiritually.

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CULTURAL SPACE OF THE KHMER IN SOUTHERN VIETNAM (THROUGH FOLK LEGENDS SURVEY)

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Abstract

In this article, the author will briefly describe the Southern Khmer people; about the characteristics of Southern Khmer legends from the perspective of ethnic culture, specifically the cultural space element. Using cultural spatial knowledge to clarify issues of Southern Khmer legends will be a new approach, contributing to outlining the specific appearance of Southern Khmer folk legends, contributing to preserving and promoting the literary and cultural values of the Khmer people in Vietnam.

Keywords: *Cultural space, Khmer people, legends, Southern region, folk literature*

I. Introduction

Ethnic minorities in Vietnam in general and in the Southern in particular all have long-standing cultural traditions and especially rich and diverse folk literature treasures. Regarding the Khmer people in the Southern, they also have a treasure trove of folk literature rich in identity and have been collected, researched, and compiled into valuable documents. In addition, the Southern Khmer folk literature treasures have been partly researched under theoretical approaches to clarify literary, educational, historical values,...

Raising the issue of understanding the Khmer ethnic cultural space is based on the study of legends derived from the original characteristics and the perspective of folk literature as an element of folk culture. In addition, the article also uses ethnic cultural knowledge in general and Southern Khmer culture in particular to explain the elements of Southern Khmer legends.

II. Methodology

In this article, the author uses the following research methods:

— Statistical method: statistics and classification of Khmer legends according to sub-genres from published Khmer folk literature documents. Specifically: 4 published documents include: Khmer Southern Tales (1983) compiled by Huynh Ngoc Trang (Including 10 stories); Khmer fairy tales (1992) compiled by Hong Diep (including 01 story); Soc Trang Folk Literature (2002) (including 14 stories), Bac Lieu Folk Literature (2005) by Chu Xuan Dien (editor) (including 6 stories). From documentary sources, we have compiled 31 stories and versions of legends of the Khmer people. As follows:

Table 1. *Statistical table of Southern Khmer legends*

Nu-merical order	Documents	Year of publication, Author	Story name
1.	Khmer Southern Tales	1983, Huynh Ngoc Trang	1. The legend of Chol Chon Thom May festival 2. Popitxnoka 3. The Legend of Ba Om Pond (1 story and 4 versions) 4. The story of the broken boat 5. The legend of Bai Xau (1 story and 1 version)
2.	Khmer fairy tales	1992, Hong Diep compilation	1. Sister's well Brother's well
3.	Soc Trang Folk Literature	2002, Chu Xuan Dien (editor)	1. The accumulation of fences on the wedding day 2. The legend of Champa pagoda 3. Kinh and Khmer are two brothers 4. The Khmer and the Chinese are brothers 5. The story of Ta Diep village 6. Legend of Ta Lot land 7. The story of Bo Dap hamlet 8. Legend of Vung Thom 9. Legend of Ngo racing 10. Step on the gong 11. The legend of Bassac Pagoda 12. The legend of Sao beach 13. The legend of Chol Chon Tham Thamay 14. The legend of Phchumbân and Sendona
4.	Bac Lieu Folk Literature	2005, Chu Xuan Dien (editor)	Two eggs 2. The custom of offering rice of the Khmer people 3. Why do boys ask girls to marry them? 4. Legend of the name Coh-Don 5. Buddha Land 6. Nieng Chanh

– Analysis – synthesis method: Analyze Khmer legends in terms of themes, types or motifs according to genre characteristics. From there, the article connects the elements of cultural space and ethnic characteristics to generalize into the basic and unique cultural characteristics of the Southern Khmer people.

III. Results and Discussion

3.1. General overview of the Southern Khmer people

The southern Khmers are an ethnic group that has been in southern Vietnam for a long time. Khmer people currently have 1,319,652 million people (General Statistics Office, 2020, p. 160), living concentrated in the Mekong Delta (Soc Trang about 31.68%, Tra Vinh about 25.45%, Kien Giang about 16.43%; An Giang about 7.03%, Bac Lieu about 5.5% of the total Khmer population in Vietnam) (Mekong Development Research Institute (MDRI), 2015, p. 96). Currently, in addition to the Mekong Delta, which is a large settlement area for Khmer people, Khmer people also live scatteredly in Ho Chi Minh City, the Eastern provinces, and the Central Highlands provinces bordering Cambodia.

Since ancient times, along with the rich ecological environment, the meeting and influence of many cultural streams, Khmer residents here have established a system of ethnic cultural values. In particular, the festival is a convergence of typical cultural features of the Southern Khmer people. The Khmer have

many festivals every year, including Buddhist festivals and folk festivals. In addition, the role of Buddhism and Khmer pagodas always strongly influences the worldview, outlook on life, customs, rituals and lifestyle of the Khmer people. Buddhist ideology directly influences Khmer thoughts, attitudes and actions. Along with the role of Buddhism, the position of monks is highly valued by the Khmer community. In traditional social management as well as in the important work of each Khmer family today, they still keep the habit of coming to ask the Elder's opinion.

Besides Buddhism, the Southern Khmer people have many types of folk beliefs. In their spiritual life, they always believe in the presence of gods and demons. In phum, soc of the Khmer people, there are religious practitioners such as mediums and shamans (Krou) who take care of worshiping and communicating with gods and demons. Notably, the custom of worshiping Arăk and Neak Ta are unique folk beliefs of the Southern Khmer people.

The elements of customs, practices, and religious activities – Theravada Buddhism are the environment for survival and development of folk literature of the Southern Khmer people in general, and legends in particular.

3.2. Overview of the Southern Khmer legends

The term chest p-ereng is used to refer to the genre of Khmer folk legends. Regarding classification, according to Nguyen Thi Nhu Uyen (2006), Southern Khmer legends are divided into two types: geographical legends and historical legends (Nguyen Thi Nhu Uyen, 2006, p. 41). According to Pham Tiet Khanh (2007), Khmer legends are divided into four types: Legend of places; Legends explain customs; Legends about cultural creation and craft ancestors; and The legend of solidarity among ethnic groups in the South (Pham Tiet Khanh, 2007, P. 97–121). Among them, legends explaining customs account for a large number, represents Southern Khmer legends.

In this study, based on the statistical sources of stories, the author chose the classification method of author Pham Tiet Khanh. This classification is both consistent with the world and regional folklore system and shows the characteristics of this genre in Khmer folk culture.

Legendary place names reflect the history of ethnic formation, bearing the mark of the wilderness of the Southern region. Southern Khmer people range from strange and confused to friendly and then attached to the land, plants, and nature of this place. The name of Southern Khmer legends is often the name of the person who publicly opened the land, or uses the name of a popular production tool, etc. to name their phum, soc. The legends explaining customs and festivals are also very representative of the treasure of ancient stories of the Southern Khmer people, such as the legend of the Legend of Chol-chnam-thmay associated with the Chol-chnam-thmay festival, the legend of The legend of Phchum Ban Sen Don-ta is associated with the Sen don – ta festival (worshiping grandparents), the legend of the Ngo boat race is associated with the Ok-om-bok festival.

As for the legend of the cultural creator, it shows the Khmer people's pride in their monumental feat in land reclamation; about creative achievements in making agricultural tools (knives, sickles, plowshares), building houses, pagodas and making musical instruments. According to Pham Tiet Khanh (2007), the story of Popitxnoka is the only legend about a cultural creator of the Khmer people (Pham Tiet Khanh, 2007, P. 125–128).

The character system in Southern Khmer legends has both historical significance and symbolizes the religious values of the Khmer people, such as Popitxnoka, Ba Om,…

About poetics:

– Sacred land motif is a motif associated with Khmer place legends;

– The art of storytelling is very brief and simple;

– Most of the legends listed above do not have a plot, mainly existing in the form of sporadic details assembled disjointedly (Pham Tiet Khanh, 2007, p. 132).

– Southern Khmer legends have no theme about the history of building and defending the country.

3.3. Southern Khmer cultural space through legends

According to Ngo Duc Thinh: "Ethnic culture is the totality of cultural elements that are characteristic and specific to an ethnic group, it performs the function of uniting an ethnic group and distinguishing one ethnic

group from another" (Ngo Duc Thinh, 2006, p. 229). In the totality of factors, cultural space is considered the cultural environment associated with a specific space, a specific territory, a specific community of people, within a certain distance. certain specific time,… Along with the characteristics of population, level, economic conditions, customs, religion,… cultural space will contribute to forming ethnic cultural characteristics.

3.3.1. Sacred space in Southern Khmer legends

Sacred spaces are living spaces, places dedicated to remembering and worshiping ancestors, gods, saints, mothers and the souls of all things in general; is a place where people believe supernatural forces are present and exercise the power to "bless" or "bless" a human community. In Southern Khmer legends, sacred spaces are expressed diversely through festival spaces, customs, and beliefs.

The festival always brings together the sacred power of heaven and earth, mountains and rivers, ancestors and descendants. Therefore, during festivals, through religious belief rituals, children and grandchildren express their wishes to connect the bond of communion between God – People – Community and express their aspirations in sacred space and time. sacred. Southern Khmer people have many festivals during the year. Festivals are often associated with daily activities, folk beliefs, and rituals of Balamonism and Theravada Buddhism. Through rituals, Southern Khmer people conveyed their thoughts and wishes for a favorable production life; Educate children and grandchildren about how to treat people. On major holidays such as Chol-chnam-thmay, Sen don-ta, Ok-om-bok, stories such as the Legend of Chol Chhnam Thmay, the Legend of Phchum Ban and Sen Donta,… are always recreated by Khmer people. back on stage, practicing through rituals.

These characteristics are present in the stories about the Chol Chon Thom May festival. The story is associated with the Khmer New Year festival space. The legend of Ba Om Pond and the Legend of Sister's Well and Brother's Well, in addition to reflecting some relatively faint traces of matriarchy, also explain wedding customs. Both of the above legends are reminiscent of the way the Southern Khmer people resolved disputes over whether the male or female side would have to marry each other. The folk author let the female side win in a very folk style, originating from folk beliefs and through a familiar talent competition motif in Southeast Asian culture. Recreating these legends in Khmer wedding rituals has a sacred meaning that not only reminds the newlywed couple to love and respect each other, but also educates and preserves the traditional values of the nation.

Besides, with the natural conditions of the South, a large, fertile plain but often flooded, the Khmer people face many dangers from the wildness and harshness of the new land. Since then supernatural powers have become a constant necessity in the material and spiritual life of the southern Khmers.

3.3.2. Natural space in Southern Khmer legends

Southern Khmer legends are a vivid, colorful picture of the Southern region from the beginning. In particular, with artistic characteristics and the crystallization of folk cultural values, the stories recreate the natural scenery of the typical tropical region, bearing the mark of wet rice civilization.

The interaction between people and the Southern geographical space in legends is very diverse. On the one hand, there is the impact of humans on trees, water sources,… things that belong to the natural world around them; On the other hand, there is the opposite impact of nature on humans. From that interaction, people have formed ways to use tools, food, housing and other practices consistent with the ecological environment.

In addition, in the process of finding a place to settle in the Southern region, the Khmer people chose to raise high ground, cultivate crops, grow wet rice and raise livestock. Legendary Southern Khmer place names have highlighted the uniqueness of this residential area. Thereby, it reflects the deep emotional attachment to the Southern Delta of the Khmer people, such as the legends: The Legend of Ta Diep Village, The Legend of Ta Lot Land, The Legend of Bo Dap Hamlet, The Land of Buddha.

In addition, because of the challenging environment, such as dense forests, wild animals, harsh weather, etc., the Southern Khmer people created legends such as the Legend of Ao Ba Om, Popitxnoka, etc.

to reflect the life of the Khmers. persistent struggle and constant creativity, as well as demonstrating attitudes towards the Southern natural environment through making agricultural tools (knives, sickles, plowshares) building houses, pagodas, etc.

These historical "traces" have accompanied the spiritual life of the Khmer people throughout their cultural progress in the South. From the sacred space of festivals and rituals, to the natural space and activities of Southern people, Khmer folk legends truly reflect the very personal and unique material and spiritual life of the Southern Khmer people.

Conclusion

As an ethnic group with a unique culture, of course, the folk literature treasure of the Southern Khmer people will also contain unique ethnic cultural values. When studying Southern Khmer folk legends, the author used cultural elements, specifically cultural space, to shed light on the content and art of the stories. Thereby, the culture imbued with traditional values of the Khmer people is vividly expressed and partly affirms the role of Khmer culture in Vietnamese culture. Southern Khmer legends were born to meet the community's need for awareness about the area where they live and about the spiritual values that create strength for the people here. The names of places (land names, village names, pagoda names, etc.) carry the meaning of cultural nature, imprinting the silhouette of people's lives and the land. Sacred space and natural space in Khmer legends reflect the psychological and emotional nuances, customs and rituals, dealings with the natural environment and community,... of the Khmer people during their time living in the Southern region of Vietnam.

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