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Section 1. Pedagogy

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MANAGING CHANGES IN TEACHING ACTIVITIES IN UPPER SECONDARY SCHOOLS IN THE NORTH CENTRAL REGION OF VIETNAM

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Abstract

This study investigates the management of teaching activity changes in 39 upper secondary schools across Thanh Hoa, Nghe An, and Ha Tinh provinces, with 592 participants (117 administrators and 475 teachers). It identifies existing limitations in planning, implementation, monitoring, and improvement of changes, and proposes five practical measures to strengthen change management. By situating the findings within global discussions on educational leadership and change management, this paper highlights the contextual relevance of Vietnam's educational reforms and the contribution of this study to international scholarship.

Keywords: *Change management; teaching activities; secondary education; Vietnam; educational leadership*

I. Introduction

Upper secondary education holds a strategic role in national development, serving as the foundation for cultivating human capital and advancing socioeconomic goals. Vietnam's Education Development Strategy to 2030 (vision 2045) emphasizes building a modern, globally integrated education system aligned with lifelong learning, digital transformation, and the Fourth Industrial Revolution. Central to this vision is the effective management of change in teaching activities, which are critical to improving student learning outcomes and institutional resilience.

Although international scholarship underscores the importance of change management in education (Kotter, 1996; Lewin, 1947; Prosci, 2025), limited empirical research addresses how change is managed within Vietnam's upper secondary schools. Existing studies often focus on higher education or curriculum reform without fully exploring the managerial processes guiding teaching transformations at the school level. This study addresses this gap by analyzing current practices in the North Central region of Vietnam and proposing practical solutions informed by both local data and international frameworks.

II. Literature Review

Change management in education integrates classical theories and contemporary models. Lewin's three-step model (Unfreeze–Change–Refreeze) and Kotter's eight-step process highlight the structured phases of change, while the ADKAR model emphasizes individual transitions. The PDCA cycle (Plan-Do-Check-Act) has been particularly effective in educational contexts due to its emphasis on iterative improvement (Huan & Nasri, 2022). International research consistently affirms the pivotal role of school leaders. Studies in Botswana (Molefhi & Pheko, 2023), the UK (Woolner et al., 2014), and the US (Acton, 2021) demonstrate that principals act as change agents bridging vision, policy, and practice. However, challenges such as organizational culture, insufficient training, and limited resources often hinder effective leadership.

Vietnamese scholarship has increasingly focused on educational management in the context of reform (Nguyen Van Nguyen, 2023; Le Quoc Tien et al., 2020). Yet, studies specific to managing changes in teaching activities at the upper secondary level remain fragmented. This research contributes by empirically examining the management of change in one of Vietnam's most dynamic yet under-researched regions. Educational change management draws upon both classical theories and contemporary empirical findings. Foundational frameworks such as Lewin's (1947) three-step model and Kotter's (1996) eight-step process emphasize the sequential nature of organizational transformation. More recent models like ADKAR (Prosci, 2025) stress the individual dimension of change, while the PDCA cycle (Plan-Do-Check-Act) has been widely applied in educational contexts due to its iterative improvement focus (Huan & Nasri, 2022; Ding, 2024). A growing body of international scholarship demonstrates the central role of school leaders as change agents. Acton (2021) highlighted the tools principals require to manage transformation effectively, while Corrigan (2022) emphasized the importance of principal leadership during periods of systemic disruption. Park (2022) further showed how principals' emotional labor influences the sustainability of school improvement initiatives. Systematic reviews confirm that transforma-

tional leadership contributes significantly to cultivating collaborative cultures and teacher motivation (Toprak, Karakuş, & Chen, 2023; Wilson Heenan, De Paor, Lafferty, & Mannix McNamara, 2023). In developing country contexts, research illustrates the constraints of limited resources and entrenched school cultures. Molefhi and Pheko (2023) in Botswana observed that principals often lacked adequate preparation to drive instructional reform. Woolner et al. (2014) in the UK found that successful school change depends on how leaders and teachers negotiate both physical and cultural conditions. Comparative analyses suggest that leadership for learning is particularly critical in disadvantaged regions (Leadership and Policy in Schools, 2024).

Vietnamese scholarship has begun to integrate these global perspectives. Nguyen (2023) stressed the need for strategic leadership capacities among Vietnamese principals, while studies on learner-centered reform indicate that national curriculum changes demand sustained teacher professional development (Studies in Higher Education, 2024). This growing literature underscores that effective change management in Vietnam requires both adopting global frameworks and tailoring them to local sociocultural realities. In sum, prior research shows that successful management of changes in teaching activities depends on three converging elements: a sound theoretical foundation (e.g., PDCA, Kotter, Lewin), strong leadership that fosters collaboration and emotional resilience, and contextual adaptation to local challenges. This study builds on those insights by empirically analyzing change management in the North Central region of Vietnam and proposing locally relevant solutions.

III. Methodology

This study employed a mixed-methods design combining quantitative surveys with qualitative interviews in order to capture both the breadth and depth of change management practices in upper secondary schools.

3.1. Participants

The research sample consisted of 592 participants drawn from 39 upper secondary schools across three provinces in the North Central region of Vietnam: Thanh Hoa, Nghe

An, and Ha Tinh. The sample included 117 administrators (principals and vice principals) and 475 teachers, providing a balanced perspective between management and classroom practitioners. Gender distribution was 52.7% female and 47.3% male, reflecting the overall gender composition of the teaching workforce in the region. Regarding professional experience, 33.7% of respondents had between 5 and 10 years of service, while 50.2% had more than 10 years, ensuring that the majority of participants were experienced educators with substantial exposure to educational reforms. The schools selected were representative in terms of size, geographic location, and socioeconomic conditions, making the findings generalizable to the broader regional context.

3.2. Instruments

Data collection relied on two structured survey questionnaires – one designed for administrators and another for teachers. The questionnaires were constructed on the basis of established change management theories (Lewin's three-step model, Kotter's eight-step process, the PDCA cycle) and educational management frameworks specific to teaching activities. Each questionnaire included Likert-scale items (ranging from 1 = not implemented to 5 = fully implemented) that assessed perceptions of four key dimensions: planning, implementation, monitoring, and adjustment of teaching activity changes. Items also covered contextual factors such as resource allocation, communication, and consensus-building.

To complement the survey data, five in-depth semi-structured interviews were conducted with principals (coded HT1–HT5). The interviews explored themes such as barriers to change, leadership strategies, staff perceptions, and lessons learned from prior reform initiatives. These qualitative insights were intended to enrich the survey findings by providing narrative evidence and explanations behind the numerical results.

3.3. Data Collection Procedures

Data were collected during the 2024–2025 academic year. Questionnaires were distributed in both paper and electronic formats to maximize response rates. Participation was voluntary, and informed consent was obtained from all respondents. Administrators assisted in organizing survey sessions,

ensuring that teachers had sufficient time to complete the instruments without disrupting teaching schedules. Interviews with principals were carried out face-to-face at the respective schools, each lasting between 45 and 60 minutes. Field notes and audio recordings were used, with full consent, to ensure accuracy in transcription and analysis.

3.4. Data Analysis

Quantitative data were coded and entered into SPSS version 22.0 for statistical analysis. Descriptive statistics, specifically means and standard deviations, were computed to assess the level of implementation and outcomes across the four dimensions of change management. The 5-point Likert scale was divided into interpretation ranges (1–1.8 = not implemented; 1.81–2.6 = rarely implemented; 2.61–3.40 = moderately implemented; 3.41–4.20 = frequently implemented; 4.21–5 = regularly implemented). This allowed a clear categorization of schools' performance. Qualitative data from principal interviews were transcribed and subjected to thematic analysis. Recurring themes were identified, coded, and linked to the survey dimensions to provide explanatory depth. For example, survey findings indicating low performance in resource mobilization were contextualized with interview comments highlighting financial constraints and lack of government support. Triangulation of quantitative and qualitative data ensured greater validity and reliability of the findings.

3.5. Ethical Considerations

The study followed ethical research practices, including informed consent, voluntary participation, confidentiality of responses, and anonymization of interviewees. Data were stored securely and used solely for research purposes. By integrating ethical safeguards, the study ensured the protection of participants' rights and the credibility of the research process.

IV. Results

The survey data collected from 592 participants across 39 upper secondary schools provide a comprehensive view of how changes in teaching activities are being managed in Vietnam's North Central region. Four major dimensions were assessed: planning, implementation, monitoring, and adjustment.

Overall, the quantitative findings indicate that change management practices are currently positioned at a moderate or average level, suggesting that while schools are aware of the need for reform, systemic challenges prevent them from reaching higher levels of effectiveness.

4.1. Planning for Change

Planning was the strongest dimension identified in the study, with a mean score of $M = 3.22$ ($SD = 0.52$). This suggests that most schools are relatively effective at articulating objectives, analyzing contextual needs, and formulating basic action programs. Among the planning indicators, the highest-rated aspect was analyzing the context of changes ($M = 3.41$, $SD = 0.38$), followed closely by determining objectives ($M = 3.32$, $SD = 0.45$). These results demonstrate that school leaders and teachers recognize the importance of situational analysis and goal setting as a foundation for change.

However, weaker scores were observed for communicating change plans to staff ($M = 2.98$, $SD = 0.71$) and developing detailed action programs ($M = 3.15$, $SD = 0.63$). Interviews with principals (HT1) revealed that while contextual analysis and goal setting have become standardized practices, the translation of these into specific, actionable steps is often hindered by lack of resources, time, and expertise. Consequently, although planning is the relative strength, the process remains incomplete and insufficiently operationalized.

4.2. Implementing Change

The dimension of implementation scored slightly lower than planning, with $M = 3.19$ ($SD = 0.56$). Within this category, the most positively rated practice was organizing discussions to build consensus ($M = 3.32$, $SD = 0.45$). Principals emphasized that ensuring consensus among teachers and administrators is crucial for reducing resistance and increasing motivation. This reflects an emerging culture of dialogue and participation in decision-making. Yet, implementation challenges emerged in terms of mobilizing resources ($M = 2.97$, $SD = 0.72$). Principals (HT2) reported that financial constraints and inadequate facilities hinder the practical execution of new teaching strategies. Organizing the implementation of changes according to

established plans ($M = 3.20$, $SD = 0.58$) and restructuring management apparatus ($M = 3.28$, $SD = 0.49$) were rated moderately, indicating partial but inconsistent alignment between planning and execution. Overall, while schools have developed mechanisms for consensus, they lack the material capacity to fully operationalize change initiatives.

4.3. Monitoring Change

Monitoring received a mean score of $M = 3.09$ ($SD = 0.63$), indicating a moderate but less developed dimension of change management. The highest-rated indicator within this category was analyzing data related to changes in teaching activities ($M = 3.28$, $SD = 0.49$). However, procedures for monitoring progress remain underdeveloped, with the lowest rating assigned to developing formal monitoring protocols ($M = 2.93$, $SD = 0.75$). Respondents also rated the ability to identify difficulties and challenges during implementation at a relatively low level ($M = 2.97$, $SD = 0.72$). Interview data (HT3 and HT4) confirm that while schools attempt to track change activities, there is no standardized approach to monitoring, and data analysis tends to be superficial. Many schools do not systematically document challenges, leading to repeated mistakes and missed opportunities for improvement. The lack of robust monitoring undermines the feedback loops necessary for iterative improvement.

4.4. Adjusting and Improving Change

Adjustment and improvement was the weakest dimension, with $M = 3.04$ ($SD = 0.65$). The highest-rated aspect was raising awareness among administrators and teachers about the importance of improvement ($M = 3.24$, $SD = 0.46$). While this demonstrates recognition of the principle of continuous improvement, the actual implementation of adjustment processes was rated much lower. For instance, evaluating the effectiveness of adjustments received the lowest mean score of $M = 2.93$ ($SD = 0.75$).

Principals interviewed (HT4 and HT5) acknowledged that adjustment is often treated as an afterthought rather than an integrated part of the management cycle. The absence of formalized mechanisms to evaluate and refine change practices explains why improvements remain weak. The results suggest that

while awareness exists, the translation of that awareness into structured action is limited.

4.5. Comparative Evaluation

When the four dimensions are compared, a clear pattern emerges: planning is strongest, implementation follows closely, monitoring is weaker, and adjustment is the weakest. This descending order reflects a systemic imbalance where schools can set goals and initiate changes but struggle to sustain and refine them. The lack of structured monitoring and evaluation contributes directly to weaknesses in adjustment, creating a cycle where reforms are initiated but not consolidated. The standard deviations across dimensions (0.52–0.65) indicate a relatively consistent moderate evaluation, with no aspect rated exceptionally high or low. This consistency suggests that schools are uniformly operating at an average level, rather than having isolated strengths or weaknesses. Nonetheless, the consistent underperformance in adjustment points to a systemic gap in institutional learning and continuous improvement.

4.6. Integration of Qualitative Insights

Qualitative interviews supplement the survey data by highlighting specific obstacles. Administrators pointed to the absence of adequate funding, limited training in change management, and cultural resistance among teachers. Many teachers prefer traditional practices due to habit or skepticism about new methods. Principals also reported that even when change initiatives are launched, the lack of detailed guidelines and standardized assessment frameworks makes it difficult to sustain momentum. Interview data also revealed that leadership training for principals is insufficiently aligned with the demands of modern change management. Without systematic training in strategic planning, communication, and data-driven monitoring, principals often rely on ad-hoc strategies. This contributes to inconsistency across schools and reinforces the moderate performance levels identified in the survey.

4.7. Synthesis

Taken together, the findings illustrate that upper secondary schools in the North Central region of Vietnam are at a transitional stage in managing teaching changes. They are capable of planning and initiating reforms, and

they demonstrate an increasing emphasis on consensus-building. However, without robust systems for monitoring and adjustment, reforms risk stagnation. The weak ratings in adjustment and monitoring confirm that institutional learning cycles remain underdeveloped. The evidence points to the need for systemic interventions: investment in leadership development, the creation of standardized monitoring and evaluation protocols, and targeted resource allocation for change initiatives. By addressing these gaps, schools can move from average implementation toward higher effectiveness and sustainability.

4.9. Discussion

The findings of this study reveal that management of changes in teaching activities in the surveyed upper secondary schools is at a moderate level across planning, implementation, monitoring, and adjustment. These results align with broader international literature emphasizing the persistent challenges of sustaining educational reform under constrained conditions. The relative strength of planning ($M=3.22$) reflects schools' ability to articulate objectives and analyze contextual needs. This finding echoes Corrigan's (2022) argument that effective planning is a hallmark of resilient leadership during systemic change. However, weaknesses in adjustment and improvement ($M=3.04$) indicate gaps in feedback loops, mirroring Ding's (2024) observation that iterative improvement processes like PDCA require stronger institutionalization to yield long-term impact.

Teacher consensus and participation emerged as relatively strong areas, consistent with Woolner et al. (2014), who found that collaborative cultures underpin successful reforms in the UK. Yet, resource mobilization and monitoring procedures were rated lowest, resembling challenges in Botswana where Molefhi and Pheko (2023) reported insufficient preparation and limited resources undermining principals' roles as change agents. International reviews confirm that transformational leadership can mitigate these barriers by fostering collective commitment and organizational learning. Toprak, Karakuş, and Chen (2023) and Wilson Heenan et al. (2023) demonstrated that such leadership styles enhance teacher motivation and build supportive school cultures.

Our survey findings suggest that Vietnamese principals have begun to embrace collaborative planning, but still require greater capacity in transformational leadership, emotional resilience, and innovation – dimensions highlighted by Park (2022).

Contextually, the North Central region faces socioeconomic constraints similar to other disadvantaged settings. Comparative studies show that leadership for learning is vital in such contexts (Leadership and Policy in Schools, 2024). Nguyen (2023) also stressed that Vietnamese principals must strengthen strategic competencies to lead reforms effectively. This study reinforces those conclusions by providing empirical evidence that without systematic training and stronger support structures, principals' leadership potential remains underutilized.

Overall, the findings indicate that while global frameworks like PDCA, Kotter's steps, and transformational leadership are relevant, their effective application in Vietnam requires contextual adaptation. Schools must institutionalize feedback mechanisms, invest in leadership training, and integrate international best practices with locally grounded strategies.

This study underscores the importance of contextualizing global models within local realities. For example, while PDCA provides a robust structure, its effectiveness depends on localized planning and cultural adaptation.

V. Conclusion and Implications

Managing changes in teaching activities is not only an administrative requirement but also a strategic necessity for advancing educational reform. This study provides new empirical evidence from 39 upper secondary schools in Vietnam's North Central region, demonstrating that while planning and consensus-building are relatively strong,

weaknesses remain in adjustment, improvement, and resource mobilization. These results substantiate global findings that effective change management hinges on leadership capacity, iterative improvement processes, and supportive school cultures. The study's novelty lies in bridging local empirical data with international scholarship. By comparing Vietnamese practices with cases from Botswana, the UK, and other disadvantaged contexts, this research contributes to a deeper understanding of how global frameworks – such as PDCA and transformational leadership – must be localized to achieve sustainable results. It also highlights that principals' emotional labor, strategic planning, and capacity for innovation are decisive factors in moving beyond moderate implementation levels.

Internationally, this study enriches comparative education literature by offering insights from a developing country undergoing rapid digital and policy transformation. Practically, it provides policymakers and practitioners in Vietnam with a roadmap of five measures that emphasize context-specific planning, collaborative implementation, structured evaluation, continuous improvement, and leadership development. These recommendations align with recent global trends in educational leadership, underscoring the importance of adaptability and resilience.

In conclusion, managing change in teaching activities requires both global vision and local adaptation. The findings reaffirm that Vietnamese secondary schools can achieve higher levels of reform impact by institutionalizing feedback mechanisms, strengthening leadership training, and leveraging international best practices while staying attuned to local realities. This dual contribution – empirical and theoretical – marks the significance of the present study within the broader discourse on educational change management.

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A REFLECTIVE ANALYSIS OF THE UK NATIONAL LITERACY CURRICULUM

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Abstract

In recent years, the UK government has made a number of changes to how children aged five and above are taught to read. These changes have sparked ongoing debate among teachers, academics, parents, and the wider public about what the most effective approach to early literacy should be. Media attention has only added to the intensity of the discussion, showing how important and relevant this issue is to society.

Keywords: *Curriculum Design, Educational Pedagogy, Synthetic Phonics, National Literacy Curriculum*

Introduction

For us, the question of how children learn to read is directly linked to our everyday work. We teach five-year-olds who are just beginning their reading journey, and this can be especially challenging in our school context. Most of our pupils speak English as a second language and often receive little or no support at home, since many parents have not had formal schooling in English themselves. These challenges make the classroom approach to reading even more crucial.

In this essay, we will look at the National Literacy Strategy (NLS), examining how it was developed, how it has changed over time, and what its impact has been on helping children become successful readers. The National Literacy Trust and other key sources have been particularly valuable in tracing the background to these policies and un-

derstanding their role in shaping classroom practice today.

The National Literacy Strategy (NLS), new government policy

Looking at the background to the National Literacy Strategy framework. Particularly looking at why it was created would put the NLS into context and explain its reasons for development. The National Literacy Trust website, which we mentioned earlier, is an official site setup to give clear information on what is happening in the country as far as literacy is concerned. It also captures the mood or reaction to a literacy policy accurately and keeps the site impartial by voicing opinions from different national newspapers, views of politicians and teachers. This is why it would be a good place to begin research into the background of the strategy.

The question arises why do we need literacy? And as Hempenstall (1997) states that literacy is highly valued in a democratic technological society such as ours.

Hence, why during the late 1990's particularly, between 1995–1997 the National Literacy Trust surveyed educational authorities to establish how they were trying to improve literacy standards in schools. The survey actually found that the Local Education Authorities (LEA's) were actually already looking to improve standards by starting a literacy hour.

Accordingly, the government then introduced the new National Literacy Strategy in 1998. This strategy focused primarily on raising literacy standards for all primary aged children. The new strategy framework included the literacy hour, which would then take place on a regular and daily basis. The literacy hour included various components e.g. looking at words, sentences and texts equally. Particularly creating a balanced way of teaching where teachers could teach by having focused group sessions where whole class children could work individually (Hurry et al., 2022)

Consequently, once the white paper was passed, the new National Literacy Strategy project was then extended to all schools in England. The literacy hour was then implemented fully on September 1998.

The structure of the literacy hour for the first time was a direct intervention in a classroom as to how teachers teach children to read and write with the main focus being on phonics. Furthermore, it was structured termly so that it was almost as if teachers were being dictated on how to teach children to read and write but, were not given a specific method as such to follow.

The purpose of the NLS at the time was to extend children's vocabulary, encourage reading in children, particularly reading together. Further emphasis being on grammar with spelling, however, the focus became phonics as the NLS developed further.

Phonics

In the above section there is a mention of phonics a few times. According to the Wikipedia website **phonics** is essentially described as the study of the way in which spelling represents sounds that make up the words. In reading children are taught the sounds of the

letter and how those sounds combine to form words.

Essentially phonics is divided into two types. The first type is called **analytic phonics** or **whole-language** or the **whole-to-part** approach. This method of phonics is based on hearing the full word then breaking down and segmenting the word. This type of phonics teaching was particularly popular in the 1970's. Children were taught to spell by a method of using primers and graded workbook in favour of the whole language approach (Synthetic-Phonics Website, 2007).

Smith (1992) makes the point in favour of the whole language method by arguing that this approach is more natural for children; that eventually whole word recognition follows once fully understood. A continuing point is made that learning to read this way depends on sight, shape and length of the word. With other cues such as pictures and word in context to reveal its identity.

The argument to the above statement would be that this is a highly complex process and is far too advanced for children who are just being introduced to reading. In fact, this sort of skill of deducing sounds, etc., is what advanced readers would do, and it also heavily relies on memory and the whole idea of rote learning is introduced.

It is interesting that the synthetic-phonics website (2007) argues that the whole-language approach actually caused primary school students' reading scores to fall about 14 percent over the next 15 years.

The second type of phonics method is called **synthetic phonics** or what is simply known as **phonics** or **part-to-whole**. According to the Reading Reform Foundation, it consists of synthesising, blending or combining the sounds together to enable children to begin reading the whole word.

An example from what we do at work is for instance the word *sat*, when broken down is *s-a-t*. Each letter has its own action, which the children learn through repetition. Once the children learn the sound of each letter, then they blend them together to say *sat*. This method on the other hand has its own limitations; the limitations are particularly evident with words like *the* or *I* which are never broken down. Also, the English language does not have a one-to-one spell-

ing and sound mapping system. This causes problems to children – however, synthetic phonics does allow children to work out the sounds and words for themselves. Synthetic phonics is often described as a “Back to Basics” approach (Curtis, 1.12.2005).

The Guardian article goes on to argue that synthetic phonics was the dominant method of teaching children to read in the 1960’s but was unfortunately replaced by the whole-language approach and became popular in the 1970’s. This approach to teaching children to read was based on rote learning rather than familiarising children with the alphabet.

The National Literacy Strategy, reformed government policy.

It was very important to discuss the terminology in the previous section before moving on to discussing the National Literacy Strategy further.

According to the British Library website, the 1999 Ofsted report evaluated the first year of the National Literacy Strategy (first launched in 1998) and found that phonic teaching was weak in a quarter of lessons even though Reception teachers were performing well.

By the fourth year of the National Literacy Strategy, the 2002 Ofsted suggested a failed attempt at raising standards in literacy. The poor outcome was due to lack of training and instruction of how to teach reading using the phonics method. A further criticism was the fact that a new reading system was introduced without it being piloted first (NLT website, 2006).

However, in 1998 before the national literacy became official a previous 7-year study was carried out in Clackmannanshire, Scotland (Curtis 1.12.2005). The study was to determine the effectiveness of synthetic phonics. In their study they found that the 113 children were taught by using phonics, soon after starting school. By the end of the 16-week programme, they were reading seven months ahead of the Schonell test (word reading test). Furthermore, the children taught to read by synthetic phonics were 3 years ahead of their age group (Reading Reform Foundation website, 2007).

Furthermore, the study found that the group of children being taught phonics using

the analytic method were unsuccessful after two terms of teaching. It was also found that both boys and girls were doing well, even though the girls were 2 months ahead in spelling. However, there was no difference in overall reading ability in relation to whether the children had learnt the synthetic phonics method early or late in their first year at school. Some of the children who had learnt synthetic phonics late had to have extra help during the course of the second year. Nonetheless, in conclusion to the study, the early synthetic phonics-taught children were found to be significantly better at spelling (RRF website, 2007). In addition, the synthetic method laid strong foundations for children to use the sounding and blending skills to decode and read unfamiliar words.

It is interesting to note that the government still thought that after a 7-year study into synthetic phonics, that the method was not piloted properly, and used this excuse to explain the failure of literacy standards. Perhaps this failure occurred because of unclear objectives.

In November 2003 a new document came into force concentrating on speaking, listening and learning. This document was particularly focused on children in Key Stages 1 and 2. It was not particularly aimed at children entering school. However, this document enhanced the literacy framework by having clear learning objectives and points of focus were specifically on speaking and listening after children had failed the literacy targets set for 2002 (NLT website, 2007).

As a result of this failed attempt at improving literacy standards there were further steps towards improving reading standards, the next expected process of learning from previous mistakes was to push further forward the idea of phonics, particularly synthetic phonics and bring it to the forefront as a means to teaching children to read.

The Rose Report

The Rose report which was officially known as the Independent Review of teaching of Early Reading was a British government report published stating that synthetic phonics should be the prime approach that was inclusive to all children, especially those facing reading challenges such as dyslex-

ia. This approach was not without its criticism, many arguing that it was too narrow and not fully researched with sufficient long term comprehensive data to support this approach. However, there was a concerted effort at that time to change the pedagogy of teaching reading. The press association in the Guardian Unlimited (30.9.2005) states that according to the heads of the Government Literacy Review Agency, schools needed to take urgent action to improve the way children were being taught to read; this action was needed in response to the criticism of the first four years of the National Literacy Strategy.

Jim Rose was a former director of inspection and carried out an independent review; his main concern with literacy was the fact that one in five children left primary schools in England unable to read or write properly. He further felt that there was no consistency in the teaching, and that the teaching varied greatly throughout the country and that there was a considerable variation in quality of teaching. He further made the point that the government needed to make sure that primary schools were providing high levels of teaching. He argued that assuring quality of teaching is more important and far more difficult to maintain (Guardian, 30.9.2005).

The independent review was further published in March 2006, and the main features being that systematic phonics would begin at the age of five, with this being embedded in the curriculum, with a high emphasis on pre-reading skills. His report emphasised the need for speaking, listening, reading and writing skills to be developed by word recognition and language comprehension as distinct processes (NLT, 2007). However, the underlying feel to the review was the heavy use of synthetic phonics as a foundation to all the four skills as mentioned.

Smithers, the education editor in the Guardian (2.12.2005) writes that the dynamic re-vamp of the existing literacy strategy shows a change in government policy, whereas before synthetic phonics could be taught alongside other methods, now it has emerged as the focus of teaching children to read.

Jim Rose himself suggested that every other reading method should be sidelined and synthetic phonics should be systemati-

cally used. Furthermore, Ruth Kelly the education secretary backed the Rose reports and its findings. She admitted that the government had not done enough to raise standards of reading (Guardian 2.12.2005).

Thus, following the final publication of the Rose Report the synthetic phonic system came into force September 2006 as a way to address literacy standards. Moreover, in December 2006 an interim review further concluded that synthetic phonics should be enforced in the national curriculum (Guardian 20.3.2006).

Teachers

The process of policy change is usually top-down and often teachers are overlooked when compiling and implementing new school related policy is undertaken, as then the teacher's role changes from that of teacher to a technician. Furthermore, from experience we feel that success of any given educational policy depends on the ability of each individual child and what he or she can achieve; it also depends on how much of a consistent input a child receives.

Hempenstall (1997) states that phonics is really a way of sensitising children to the relationship between spelling and patterns of writing. This is in relation to both sound and oral language. She further makes the point that all this cannot be achieved by a single method and timing is crucial as to when children are introduced to this and where they are in their development. Another crucial factor is the form of delivery; the delivery can have an impact on how children choose to learn.

Ford (2.2.2006) who is a specialist in early years education wrote an article that appeared in the Guardian criticising the fact that children under the age of 5 are being pushed to start reading using synthetic phonics. That in actual fact reading should begin in year 1. She goes as far as arguing that teaching children who are so young purely through phonics is in fact harmful. She also says that children should be given the opportunities to explore language via stories, songs, and poetry so that they appreciate language.

It would seem that majority of teachers want children to have a lifelong fondness of reading. However, some argue that all

this phonics teaching affects the comprehension skills of children. Where they stop associating meaning to words and just read them as words (Guardian, 2.12.2005)

Wasik (1998) states that before children start to read they need to have a strong basis in phonemic awareness (a phoneme is the smallest unit of speech e.g. *Sat* has three phonemes; each letter sound may change depending on the sounds around them). She argues that phonemic awareness is paramount before phonics understanding begins to take place. This awareness is developed through rich language opportunities through play. This way they get the opportunity to manipulate sounds and different words. She emphasises that there is a strong link between manipulation of sounds and learning to read.

Other teachers feel that the so-called 'reading wars' are just what politicians do to swing votes because literacy is a key issue in the country. That really politicians do not have any real insight and understanding as to what goes on in a classroom.

Personally, we feel that this synthetic phonics reading method will predominate in classrooms as the government is putting considerable funding into promoting this method of reading. Historically, there have been many successful, and not so successful, teacher-training and staff-training initiatives created to get people to change their method of teaching children to read (Carbo, 1996).

Using both methods to teach reading

In a Guardian article (12.2.2005), the same concerns were voiced as mentioned in the previous section that teacher leaders questioned the government's decision to rely on just the one method. Reutzel (Dec 1998/ Jan 1999) argues that there needs to be balanced reading, which consists of a combination of phonics and whole-language method.

Carbo (1996) writes that teachers are always expected to achieve wonders when teaching children to read. However, in reality some children learn to read by phonics and others do not. She further argues that teaching using one method is not advisable. In her extensive research experience, teaching children to read really depends on the

individual child and their own reading style. She says different reading styles take place in a single classroom anyway, so why change a practice which already works. Carbo (1996) makes the point that serious problems can arise when children cannot hear the different sounds and thus cannot associate the sounds with the corresponding letters, regardless of the exact method implemented.

Conclusion

In conclusion we feel that there is a need to drive up standards of reading and frameworks such as the National Literacy Strategy as it helps to organise and regulate what is going on in the country and how reading is progressing. In the reading that we have done for this issue, it is interesting that a lot of the literature promotes the method or reading style which aligns with the predominating political agenda of the time. For example, literature, which is published in the 1990's or earlier, promotes the whole language method. Literature that is more current promotes the synthetic phonics method as the best way to teach to reading.

From our own experience working with children who are starting to read, they need a mixture of different methods to get them interested and engaged. The different methods promote variety in learning for children and make learning enjoyable to them; children are not rigidly set in their ways of learning at such a young age, so variation allows them the opportunity to explore learning further, not just in reading, but other skills like speaking, listening and writing (Robb, 2025).

The Rose report definitely sent waves through the early year stages in primary schools. Indeed, in our work place the use of synthetic phonics is rigorously in use and, to be fair, we do see an improvement in the children's learning, as opposed to previous years where phonics was more scattered and not as systematically focused.

Reading styles, it would seem are linked covertly to the government in power and all the policy targets they set. We believe there will be continuing changes and debates on reading as and when new governments change power.

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Section 2. Philology and linguistic

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SEMIOTIC MAP OF LITERARY TEXT

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Abstract

The author of a prose text does not comment, but points to the sequence of meanings of the stories told in the reader's mind. And this again takes place on a map, which the author draws with the help of various details. After a certain point in the narrative, everything goes quiet, the noise disappears, and the automatic mode of narration is established. This means that the aura-environment created by the author is trying to untie the knots of tension in the text. As the knots are untied, the semiotic map expands and contracts, and the meeting of these two contradictory movements further narrows the field of internal tension. At the point of "proximity to the explosion," the designated sequence of meanings becomes visual.

Keywords: *semiotic map, violin, guiding image, sign, detail, unruly grass*

Introduction

In the best stories, signs about the mechanism of creation (construction...) of the literary text are necessarily reflected, it remains only to decipher them from the story and events...

The "set of signs" in any literary text has a dual character. This map creates a complete idea of a specific literary text, its analysis, meaning, series of meanings, the element of transcending reality; this map also says something about the transformation of genres. In our country, stories, novels, narratives, even essays are written in prose, drawing strength from poetry (moving away from it...). In order to keep the element of a fairy

tale, an epic completely hidden within them. This element increases the charm of fiction in the story tenfold.

Main Part

Guided image and details

Sometimes in the content – in the semantic layer of the story – there are signs that explain each thing at its bottom, in its diachronic and synchronous sections, piece by piece, and as it explains, it connects these parts, and in an ideal sequence. This directs you towards the secrets of the form (Yusifli Javanshir, 2018). In Narmin Kamal's story "Unruly Grass", the guiding image is actually a monument to the violinist George

Enescu in the eighth microdistrict of Baku. More precisely, it is a tool that listens to the characters – a man and a woman, instantly voices the vibrations of their hearts full of discontent and excitement on the violin, and thus reads the hearts of both. The violin that listens to a person, “imitates” his actions, is not an outside observer, but an image that penetrates what no one sees. The sentence at the beginning of the story is also not accidental: “Late one afternoon a man and woman were sitting in George Enescu Park in the Eight residential District. “Cover your ears. Don’t listen to them”, an old street vendor on a nearby bench told her granddaughter” (Kamal Narmin. The Unruly Grass).

In the words of U. Eco, the writer is the organ that senses “after which point free interpretation in a literary text is unacceptable” (Umberto Eco). Narmeen Kamal describes everything in each of her stories very clearly, all the details and images, the movement and silence, their transitions into each other, the speech and breathing rhythms of the characters. In these stories, such as “Unruly Grass”, she uses such signs and means that you can clearly see the space, its contours, objects and people almost to the last stroke and point. The violin in the above story, the black and white cat with paws at the end of the story, the splashing of fine rain on the delicate sounds and chords coming from the violin, and so on are commonplace. However, the matter is not so simple and primitive. Narmeen Kamal creates a beautiful and unique aesthetic aura, as if to reveal the intention of “this is how I write history (prose-!)” as well. Everything is depicted from the most fragile point, from the point where the wing is almost broken (this terrible pain takes a back seat to the image...), and these barely visible marks show the sky, the history of earthly stories and beauties, the imperfections and sorrows of the heavens. You can see them, or at least try to see them.

Narmin Kamal’s short story “The War is Over” is adorned with these distant but, let us say, longing “for each other” details. The writer compares the tragedies of war, the struggle for land, for integrity, with the suffering of a young man separated from his family (he forgot his coat and was thrown off

the balcony: the coat flew off the balcony like a black seagull and landed on the ground...). And he is silent. That is, at the end of all the stories, people are silent... The dotted line is the means that most accurately expresses the genre of the story. His own reflections on the genre are also noteworthy.

In “Unruly Grass”, the musical score is accompanied by audible and “silent” sounds. From this text, there are passages to the author’s story “Ulvi Street”, where the fate of the hedgehog left in the iron cupboard passes through the life of the woman who cannot get over the loss of her father in “Unruly Grass”. The “etude” shown by the white cat with the dried wild fig prevents everything. In each passage in the story “Ulvi Street”, the characters, events, details and signs are protected from strange sounds that would suddenly enter that atmosphere. Note: “.. The music was playing again, and now a completely strange sound intervenes, as if you were putting a wet blanket on a sleeping person, spoiling his whole state.”

A person also has a disobedient state. Whatever happens to him, no matter how the climate changes inside him, he cannot find a way out, he thinks that all roads are closed, that his comfort has left him for good. At this time, he is mostly bothered by those closest to him, people as close as a breath, and they bring his life to an end with the hope they give him. One day you realize: the breath you take and breathe belongs only to you, there is no escape from death, the hurricanes in your subconscious turn your whole life upside down, everything irritates you (Yusifli Javan-shir, 2018, 118). All the years lead to despair. “It was a real autumn weather. The birds were saying goodbye to the city in time to avoid the rain. Like men with newly gray hair, the first yellow and orange leaves were visible on the green trees of the park. The old gardener, unable to cope with the unruly grass, collapsed on one of the empty benches.”

Narmi’s stories have a “conductor’s style”, everything, everything described creates a terrible effect of anticipation, events flowing like a conductor’s baton leave traces behind, these traces create disturbing furrows, although in the texts everything is outwardly calm and unexciting, goals and intentions, desires and wishes, human intentions...

disappear in this flow, and at some point the image of a “wanderer” is formed (you have to go along these furrows and find a place that your mind does not understand, that you feel with your heart...). Such an image that the trace left by the events indicates that the tangles that have been torn from the desires of the human heart have turned into painful furrows.

Conclusion

Thus, the internal furrows of the prose text open up like a wash throughout the narrative, and in this work, details and guiding images play a key role. Details, as a rule, «arrange» around the guiding image, striving for it on the one hand and trying to break away from it on the other. This creates an internal tension in the prose text.

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Section 3. Psychology

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PSYCHOLOGY OF IMAGE PERCEPTION AND THE ROLE OF HAIRSTYLE IN SELF-EXPRESSION

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Abstract

The article is devoted to the study of the psychology of human image perception and the importance of hairstyles as an important tool of self-expression. The mechanisms of visual impression formation, the influence of hairstyles on the perception of personality by others and on the self-esteem of an individual are considered. The article analyzes the role of hairstyles as a means of communication reflecting internal characteristics, emotional state and social identity. Special attention is paid to cultural and social aspects that emphasize the diversity of hairstyle functions in the process of self-identification and interaction with the outside world.

Keywords: *psychology of perception, human image, hairstyle, self-expression, visual perception, self-identification, social identity, appearance, communication*

The psychology of human image perception plays a significant role in understanding how we interpret and perceive external signs of personality. Images are formed by not only facial features and clothing, but also by elements such as hairstyles, which are a powerful tool for self-expression. Hairstyles reflect not only aesthetic preferences but also internal states, social positions, cultural values, and individual characteristics.

In today's society, where visual communication is increasingly important, the significance of hairstyles in shaping and maintaining an image has become especially relevant.

Hairstyles help not only emphasize individuality but also establish connections with others and elicit specific emotional and social responses. By studying the psychology of image perception and considering the importance of hairstyles, we can better understand the complex mechanisms of human interaction with the world and ourselves.

The relevance of studying the topic of hairstyles and their significance in modern society is because visual perception plays a crucial role in interpersonal communication and professional activity. Hairstyles are a noticeable and easily changeable aspect of

a person's appearance, and they can be used as an important tool for self-expression and creating a first impression.

The study of psychology of image perception, with an emphasis on hairstyles, helps to understand how appearance affects personality perception, emotional state, and social behavior. Additionally, in the age of mass visual media and social networks, where images often become the primary mode of communication, it is crucial to understand the mechanisms by which hairstyles reflect personality, mood, and social attitudes.

Regarding the perception of hairstyles and their influence on social interaction, the concept of "hair bias" or "hairstyle bias" should be considered. This concept was defined in a study conducted by the Perception Institute (Perception Institute. 2013).

According to this study, hairstyles that deviate from the dominant standard of beauty are often perceived as less attractive or less professional. This can affect an individual's self-perception of their attractiveness, their position in the social hierarchy, and their professional opportunities and social relationships. Confirmation of this phenomenon has also been found in a study conducted by P. Belmi and Professor M. Neal from Stanford Business School (MacBride E., 2014).

Thus, the study of this topic contributes to the development of effective self-presentation strategies and improvement of interpersonal communication in various spheres of life. It should be noted that the perception of a person's image and the role of hairstyles in shaping social impressions are studied at the intersection of several disciplines, including psychology, sociology, cultural studies, and aesthetics.

Figure 1.



Psychology has developed theories on the perception of appearance, which recognize hairstyles as an important aspect of nonverbal communication and self-expression. However, compared to other aspects of appearance such as clothing or facial expressions, the role of hairstyles has been less extensively studied and requires further research.

Modern research often focuses on the impact of hairstyles on perceptions of attractiveness, trustworthiness, and professionalism. However, there is currently no comprehensive theory that takes into account cultural, gender, and social aspects of hairstyles in various contexts. Additionally, there is a limited amount of empirical research, especially in terms of cross-cultural comparisons and digital communication.

Although basic principles and individual aspects of the role of hairstyles in image perception have been well studied, the topic requires a more thorough and interdisciplinary approach to fully comprehend its significance in contemporary society (see table).

Table 1. Hairstyle classification table

The division of hairstyles	
By style	classic historical elegant sporty extravagant avant-garde stylization eclecticism
By type	anterior (frontal) reverse concentrated (concentric) acentric (acentric)
By appointment	everyday household dressy spectacular
Regarding	women's men's children's youth onesex (no gender) unisex (universal)

The division of hairstyles	
gender and age	cold hot air combined with permanent with haircut
(by gender and age)	from short hair (up to 10 cm) from medium hair (up to 25 cm) from long hair (25 cm and above)

The study of the psychology of image perception started in the late 19th and early 20th centuries, with the development of Gestalt psychology. This approach emphasized the importance of seeing objects and people as a whole, rather than just individual parts. Psychologists started to investigate how different aspects of appearance influence the way we form impressions. In the 1920s and 1930s, social psychology emerged as a field, focusing on how people are evaluated based on their appearance, such as their face, clothing, and hairstyle, as elements of non-verbal communication.

The role of hairstyles in self-expression and perception has been studied more systematically since the 1960s and 70s. Scientists drew attention to the relationship between appearance and identity, leading to a shift in the way hairstyles are perceived. Hairstyle has become more than just a fashion statement; it is now seen as a means of social communication, a way to show belonging to certain groups and expressing one's identity within culture and subcultures. In psychology, hairstyles are considered one of the most significant non-verbal cues that influence the first impression, attractiveness, and even the perception of character.

In recent decades, interdisciplinary research has been conducted, including in fields such as sociology, anthropology, and cultural studies. This has led to a deeper understanding of cultural differences and the psychological mechanisms behind hairstyle perception. New methods, such as experimental research, neuropsychology, and digital image analysis,

have expanded our understanding of the role of hairstyles in self-expression and social interaction. The history of studying hairstyles has evolved from general ideas about image perception to a more in-depth analysis of hairstyles as a significant and multi-faceted tool for self-presentation and communication.

Modern research shows that a person's hairstyle significantly affects their perception in the first few seconds of meeting them. Blonde hair is often associated with friendliness, while more structured and neat hairstyles are linked to professionalism and reliability. Unusual hairstyles, on the other hand, create the impression of individuality and creativity but can also reduce the perception of seriousness and conformity in a business setting.

The color of hair is also linked to a woman's personality and behavior. Through the centuries, certain stereotypes have formed: redheads are seen as selfish and vindictive, blondes as fairytale-like, soft and defenseless, embodying kindness, and brunettes as emotional, sensual and even dangerous.

Psychologists note that changing hair color can indicate a desire to leave behind the baggage of past years and start anew. With the change in appearance, behavior, personality, style, and lifestyle may also change, either immediately or gradually. When a woman frequently changes her hair color, it may indicate that she is struggling with her identity and trying to find herself through experimentation.

Small changes to your hairstyle can help you achieve your goals. Your mind will adjust to the new look, requiring you to adopt new behaviors and actions. In today's digital age, hair has become a powerful tool for self-expression. Young people often use bright colors, asymmetrical styles, or unconventional hairstyles to showcase their individuality and affiliation with cultural or subcultural movements like punk or hipster culture. Psychologically, these choices can boost self-esteem and affirm membership in a group.

Modern research emphasizes the role of hairstyles in reinforcing and challenging gender stereotypes. Men and women select hairstyles that either support or intentionally defy traditional expectations. For instance, short hairstyles for women can represent independence and modernity, whereas for

men, they can symbolize style and tidiness. Hairstyles carry special symbolic meanings across different cultures, affecting how people perceive a person's status and role.

Changing a hairstyle is often seen as a way to make a psychological transformation and refresh one's image. Psychologists have noted that a drastic change in style can help reduce stress levels, improve mood, and spark personal change, which is especially important during times of life transition.

Studies have shown that hairstyle can affect perceptions of competence and leadership. In a professional setting, conservative and well-groomed hairstyles are often preferred, as they promote trust and respect. However, in creative fields, more unconventional and unique looks are often welcomed as a sign of creativity.

Therefore, modern psychology supports the idea that hair is a powerful visual cue that plays a significant role in shaping one's social image and self-expression.

I would like to emphasize that modern image perception technologies, such as computer vision and artificial intelligence, analyze a person's visual characteristics, including their face shape and hairstyle. This information can be used to draw conclusions about a person's age, mood, and even their character traits.

Virtual and augmented reality technologies are widely used to allow people to model and try different hairstyles without physically altering their appearance. This makes it easier to choose and express oneself through an image, facilitating the process.

Neuroscience research has shown that various visual stimuli, such as hairstyles, affect perception and create first impressions of a person. Hairstyles play a significant role in self-expression and serve as a way to indicate identity, belonging to social or cultural groups, reflect internal changes, and emotional state. They influence the perception of others and shape ideas about status, reliability, or creativity. Hairstyles also offer opportunities to follow fashion trends and highlight individuality through color and style, while image perception technologies help us understand the importance of these aspects in visual communication and self-expression in modern society.

Note that there are several key issues in the psychology of image perception. First,

the subjectivity of perception – different people may interpret the same visual image differently depending on personal experience, cultural context, and emotional state. Second, cognitive distortions can affect the assessment of appearance, such as stereotypes, biases, and the influence of first impressions, which can distort perception and complicate the objective understanding of a person's personality through an external image. Finally, the difficulty in integrating verbal and non-verbal information can lead to errors in interpretation, especially when the appearance contradicts behavior or statements.

The role of hairstyles in self-expression is significant, as they serve as a non-verbal signal that reflects a person's personality, mood, social affiliation, and creativity. Hairstyles can be used to challenge social norms or emphasize individuality. However, they are also subject to stereotypes in the perception of others, with specific styles being associated with certain personality traits or social status, leading to biased assessments.

Psychological issues related to image perception include subjectivity, cognitive biases, and the influence of stereotypes. Hairstyles, as an important aspect of visual self-expression, can enhance individuality but also lead to biased judgments about a person's character.

In our opinion, the key to solving the problems of image perception and the role of hairstyles in self-expression lies in increasing awareness and developing critical thinking. This will help people recognize their own stereotypes and avoid making excessive generalizations when evaluating appearance.

It is important to adopt an intercultural and contextual approach, considering social and cultural factors, in order to prevent misinterpretations of hairstyles' meanings. By doing so, we can create a more inclusive and respectful environment where everyone can express themselves freely and without fear of judgment.

The development of communication skills and creating conditions for feedback contribute to a more accurate understanding and reduction of misunderstandings related to non-verbal signals. Supporting individual self-expression through adopting a variety of external styles and hairstyles, helps reduce social pressure and stereotypes.

Furthermore, professional training for specialists such as psychologists and HR managers should include training in analyzing personality without solely relying on external signs, which leads to a more objective and fair assessment of an individual. This holistic approach minimizes perceptual distortions and enhances understanding of hairstyles as a form of self-expression.

Having studied the main aspects of the psychology of image perception, we note that hairstyle is an important visual element that significantly affects how others perceive a person. Hairstyle not only has an aesthetic function, but it also serves as a means of communication, reflecting style, mood, social status, and personality.

The perception of a hairstyle is subjective and shaped by cultural, social, and personal context. This can lead to stereotypes and bi-

ased judgments, but at the same time, it plays a key role in self-expression. A hairstyle allows a person to demonstrate their uniqueness, belonging to a particular group or subculture, and their emotional state.

Understanding the psychology of perception emphasizes the importance of a conscious attitude towards appearance, as the first impressions play a significant role in shaping interpersonal interactions. To achieve a more objective perception of one's image, it is essential to develop critical thinking and take into account the context. Avoiding superficial assessments based solely on external signs such as hairstyle is crucial. Hairstyle, therefore, serves not only as a stylistic element but also as a powerful means of self-expression and communication in today's society.

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Section 4. Sociology

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SOVIET IDEOLOGY AND BUKHARA TOPONYMS: THE CASE OF STREETS AND GUZARS (TRADITIONAL NEIGHBORHOOD UNITS)

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Abstract

This article discusses the impact of ideological policies implemented during the Soviet era on the toponymic system of the city of Bukhara.

It is well known that the names of Bukhara's traditional neighborhoods (guzars), developed over centuries, reflect not only geographical features but also embody layers of local history, culture, and social structure. The Soviet government aimed to erase the unique national memory by renaming residential areas. For this reason, many existing local names were replaced with Russian or ideologically charged ones; streets were named after figures such as Lenin, Marx, and Frunze. These changes were interpreted as a tool for shaping a new social consciousness among the population. Based on archival documents, historical maps, and statistical data, the article examines how this renaming policy was implemented in stages and analyzes the social resonance it generated within society. In the first half of the 20th century, the city of Bukhara had more than 200 neighborhoods (guzars). After the establishment of Soviet rule, one of the methods used to rapidly instill communist ideology into public consciousness was the elimination of these centuries-old neighborhood names. Streets and squares were renamed to reflect communist ideals, significant dates in Soviet history, and the names of prominent communist leaders and revolutionaries.

Keywords: *communist ideology, guzar (traditional neighborhood), internationalism, Aspgardon, urban space*

Introduction

The period of Soviet rule represents a historically transformative phase in the history of Bukhara. It is well known that the Soviet government's general policy aimed at unifying society – particularly through the renaming

of local neighborhoods (guzars) and streets in accordance with communist ideology – had a negative impact on national traditions that had developed over centuries. This can clearly be observed in the example of how the historical neighborhood names of the city of

Bukhara were changed. When studying the history of any city, information about its *ma-hallas* and *guzars* serves as a vital source that reflects its past. The formation of Bukhara's *guzars* was influenced by factors such as the occupations of the local population, the climate of the region, and its geographical features. For instance, names like Havzi Nav, Ko'chai Bodom, Eshoni Imlo, Chuqur Mahalla, Zargaron, Hammomi Kunjak, Suzangaron, Masjidi Balandi, Uruson, Hammomi Kappa, and Khoja Zayniddin illustrate this connection. However, the Soviet policy aimed at the gradual erasure of historical names and their replacement with ideologically motivated labels, which had a detrimental effect on the national cultural heritage.

Literature Review and Methodology

Various studies have been conducted on the historical and political aspects of toponymic changes in Bukhara during the Soviet period, which help to gain a deeper understanding of the process of renaming streets and neighborhoods in the city. Notably, the works of Orientalist scholars such as V. V. Bartold, M. E. Masson, and A. Rempel have shed light on the transformation of the urban environment during the Soviet period. Meanwhile, A. G. Sukhareva, Sh. Shishkin, and a number of Uzbek researchers have analyzed the socio-cultural significance of Bukhara's *guzars*. In the preparation of this article, the methods of historical analysis, source criticism, comparative analysis, and toponymic analysis were employed. In addition, based on archival data, the stages of the naming policy implemented during the Soviet period were examined.

Discussion

During the reforms carried out by the city administration in Bukhara in 1925–1926, existing small neighborhoods (*guzars*) were consolidated, and a new list consisting of 192 enlarged *guzars* was compiled (Sukhareva, O. A., 69). According to archival data, there were 188 *guzars* recorded in the city of Bukhara in 1927 (Bukhara Regional Archive, Fund 37, Inventory 1, 8). This discrepancy is explained by the fact that different criteria were used for registering and classifying the *guzars*. As a result, both the names and the number of *gu-*

zars changed. In 1927, under the supervision of the Bukhara City Council, a special working group was established to determine the exact number of *guzars* and households. As a result of their work, it was revealed that 15 *guzars* in the old city had not been registered, and that up to 1,000 households were residing in these areas (Bukhara Regional State Archive, Fund 37, Inventory 1, 38). Thus, by the late 1920s, the administrative-territorial system of *guzars* in Bukhara had undergone significant changes, with both their names and numbers being redefined. It is known that, since the medieval period, many streets were named after the professions of their residents (e.g., weavers, soap makers, nail makers, carvers, corpse washers, etc.), while others were named after notable individuals, such as saints, sheikhs, and *khojas* who had lived on those streets (examples include Ghoziyon, Khoja Tabband, and Rashid). Some *guzar* names reflected their geographical location – for instance: Chighiri Joibor (a reference to a water-lifting device), Havzi Nav (new pond), Chuqur (deep), Obi Ravon (clear water), Peshkhona, Hammomi Kunjak (a corner bathhouse), Chor Kharos (four mills), Ko'chai Bodom (Almond Street), Darvozai Sallahona (Gate of the Butchers), Takya (in front of the Persian mosque), and Khiaban (Boulevard). Some *guzars* were named to indicate the presence of specific ethnic or tribal groups residing in those areas, such as: Urganjjon, Dasarbandon (Persian slaves who wore turbans), Shahri Nav (new quarter in Joibor), Zangi Arab, Kattagon, Durmon, Kalmakiyon, Miyankuliyon, Uruson, and Serakhsiyon.

Tribal communities had lived in these neighborhoods for centuries, and their presence was passed down from generation to generation. Notably, in the 10th century, the area where Yemeni Arabs once lived – known as Poyi Zindon *guzar* – was still home to around 50 Arab families at the beginning of the 20th century. Some *guzars* retained their names as a reflection of historical places that had long since faded from memory. For example, Jo'i Zardi Joibori was named after an ancient canal, while Qarchighayi Joibori referred to the area where the Joibari sheikhs kept falcons and hawks for hunting during the reign of Abdullakhan. The name Pakhsah (meaning "clay wall") originated from an

old wooden fortification. In many cases, the names of guzars were associated with nearby mosques, madrasahs, or shrines located within the neighborhood.

The re-registration of *guzars* was conducted in 1927 and again in 1929, during which the number of neighborhoods was gradually reduced at each stage.

This policy aimed not only to enlarge and consolidate traditional *mahalla* structures under centralized administrative control but also, and more importantly, to reshape the ideological structure of society by assigning Soviet-friendly names to these neighborhoods. The main policy behind the renaming of streets and *guzars* consisted of the following principles: **Ideological expression:** The Soviet authorities sought centralized control and standardization, which led to the uniformity of street names that reflected communist ideals. Streets and squares were renamed to commemorate key dates in Soviet history, as well as to honor prominent communist leaders and revolutionaries.

For example, in 1924, Mirzo Narzullo Guzar was renamed “Red Pioneers,” symbolizing the promotion of the Pioneer movement and the ideological upbringing of the younger generation in the spirit of communism. **Secularization:** (“Secularization” is the process of reducing the influence of religion in public life and replacing it with administrative, ideological, or rational systems of order. (See: *Philosophical Encyclopedic Dictionary*. – Moscow: “Sovetskaya Entsiklopediya”, 1983, p. 599). “Secularization” is the process of reducing the influence of religion in public life and replacing it with administrative, ideological, or rational systems of order. (See: *Philosophical Encyclopedic Dictionary*. – Moscow: “Sovetskaya Entsiklopediya”, 1983, p. 599).) “Secularization” is the process of reducing the influence of religion in public life and replacing it with administrative, ideological, or rational systems of order. (See: *Philosophical Encyclopedic Dictionary*. – Moscow: “Sovetskaya Entsiklopediya”, 1983, p. 599).) Many cities and regions – particularly during the late 1920s and early 1930s – underwent significant transformations during campaigns aimed at erasing traces of religious belief.

For example, the renaming of Eshoni Pir Street to “Tsentralnaya” (Central Street) il-

lustrates how historical and religious memory was erased and replaced with neutral names devoid of spiritual meaning, instead reflecting administrative functions or urban infrastructure. The renaming of Sarrafon Street to “Aptekarskaya” (Names of streets, settlements, and cultural-educational centers in the areas of citizens’ assemblies of mahallas in Bukhara city. 2007, 27) symbolized a shift in the representation of various economic and domestic structures – pushing aside the memory of traditional crafts and professions, and replacing it with symbols of “Soviet medicine” and “modern public services.

Political and Social Personalization:

The process of renaming streets was part of broader political control aimed at affirming Soviet ideology and historical narrative. This included a policy of removing references to historical figures associated with the pre-revolutionary period. For instance, Ravganga-Guzar was renamed after Dzerzhinsky, Kokuli Kalon Guzar after Krupskaya, Khoja Rushnoi Guzar after Kuibyshev, and Havzi Nav Guzar was renamed Ordzhonikidze.

The assignment of names of Soviet figures in science, culture, and politics to guzars served to present Russian cultural heritage as a model of “Soviet universal culture”. In particular, Tupkhona Guzar was renamed after Maxim Gorky (founder of proletarian literature and a symbol of “new socialist literature” in Soviet ideology); Boboyi Nonkash Guzar was renamed after Mikhail Lomonosov (an Enlightenment thinker and scientist, one of the founders of Russian science and the founder of Moscow University); Joibori Guzar was renamed after Pyotr Tchaikovsky (a major Russian classical composer, representative of symphonic and operatic art); Boboyi Poradoz Guzar was renamed after David Kaylakov (a Bukharan Jewish scholar, linguist, and translator); Bogishamol Guzar received the name of Modest Mussorgsky (a representative of Russian national music and author of the opera Boris Godunov); and Imom Qozikhon Guzar was renamed after Anton Makarenko (an educator and theorist of Soviet education and pedagogy).

Through the use of such names, the idea was instilled in the public that “Soviet culture possesses broad, universal human heritage.”

Results

The analysis reveals that the main goal of the policy of renaming Bukhara's *guzars* was to shape a new socialist worldview in the public consciousness, while erasing national and religious memory. Names of individuals who served Soviet ideology – revolutionaries, party leaders, and figures of Russian culture and science – were assigned to Bukhara's historical neighborhoods. Through such personalized naming, ideas about the “universal,” “progressive,” and “modern” nature of Soviet culture were instilled in the minds of the population. At the same time, tradition-

al names based on ethnographic, historical, occupational, and religious characteristics gradually disappeared.

In conclusion, the policy of renaming *guzars* in Soviet-era Bukhara was not merely an administrative action, but rather a purposeful cultural and ideological intervention. This process served as a means of shaping a new urban identity for the city and controlling collective memory. The replacement of local and national toponyms with ideologically driven names clearly demonstrates how toponymy functioned as a powerful tool of Soviet political and cultural influence.

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