

European Journal of Humanities and Social Sciences

2023, No 6

European Journal of Humanities and Social Sciences

Scientific journal

№ 6 2023

ISSN 2414-2344

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Praha 8 – Karlín, Lyčkovo nám. 508/7, PSČ 18600

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European Journal of Humanities and Social Sciences is an international, English language, peer-reviewed journal. The journal is published in electronic form.

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The journal has Index Copernicus Value (ICV) 92.08 for 2022.

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Typeset in Berling by Ziegler Buchdruckerei, Linz, Austria.

Printed by Premier Publishing, Vienna, Austria on acid-free paper.



Section 1. Linguistics

DOI:10.29013/EJHSS-23-6-3-8



SPEECH ACT DEVICES IN NIVEA COSMETICS ADVERTISEMENTS ON JAPANESE TELEVISION

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Cite: *Supriatnadi, N., Hasibuan, A., Arfianty, R. (2023). Speech act devices in Nivea cosmetics advertisements on Japanese television. European Journal of Humanities and Social Sciences 2023, No 6. <https://doi.org/10.29013/EJHSS-23-6-3-8>*

Abstract

This research explores speech act devices in cosmetic advertisements of Nivea UV- プロテクト&ケア (Deep Protect&Care) and Nivea エイトフォーメン薬用ボディウォッシュ (8X4 Men Body Wash) on Japanese television. It is qualitative descriptive research in which data were collected by listening and note-taking techniques. The results show locutionary speech acts of declarative sentences are found in the two ads. The interrogative sentence forms appear in the first ad, meanwhile, the imperative sentences are available in the two ads. Concerning the illocutionary function, the forms of assertive function 'stating, telling, and complaining', and of directive function of 'request' and expressive function of 'praising' exist. About perlocutionary speech acts, the representative, directive, and expressive as well as persuasion on the audience or consumers influence successfully and, in this context the ads are aired on television to give perlocutionary effects to the audience/consumers to buy the two cosmetic products.

Keywords: *advertisement, illocutionary function, perlocution, speech act*

Introduction

Communication is intricately tied to human existence, and language serves as an indispensable medium through which this essential connection is facilitated. Language is social activities, and new language activities are realized when humans are involved in it. When someone speaks, he or she simultaneously performs speech acts, namely doing something using language. A speaker must use the right sentence in conveying the intent and purpose to the speaker. In communication should be

able to express the meaning contained in the communication message. One form of the importance of language in communication is found in public service advertisements.

Advertising has become ubiquitous in every facet of our existence. Whether engaging in television viewership or traveling outdoors, we invariably encounter advertisements (or ads for short. In Sobur's findings, ads are distributed in print media (encompassing newspapers, magazines, brochures, and billboards), and electronic one (radio, televi-

sion, and film) (Sobur, 2017). Symbols exist in ads encompassing verbal and non-verbal elements. Verbal symbols are language and non-verbal symbols in the form of images and colors presented (Tama, 2011).

As a complete language unit, discourse contains thoughts, ideas or ideas that are intact, so that they can be understood by the recipient of the message. Discourse in a product advertisement is persuasive, aiming to change people's minds to do or accept something based on the discourse described (Keraf, 1985).

To know and understand the meaning of a language in advertisement, pragmatic analysis is helpful. Pragmatics encompasses three fundamental concepts: meaning, context, and communication, as elucidated by Schiffrin (Gas, 1996). Speech acts as an embodiment of one's communication competence. The study of speech acts is important (Cohen, 1996), (Gas, 1996). Pragmatically, there are types of speech acts proposed by Austin (Chaer and Leonie, 1995).

The objective of this speech act research is to scrutinize the language employed in Nivea cosmetic advertisements broadcasted on Japanese television. The advertisement of Nivea cosmetics is chosen in this study, because this cosmetic product is widely found and has long been known to the public in Indonesia, and the use of language and forms of speech in this advertisement is very varied so that it becomes an interesting thing to study. The problem formulated in this study is How are the speech forms, illocutionary functions, locutionary speech acts and perlocutionary speech acts in Nivea cosmetic product advertisements on Japanese television, so that they affect the delivery of information about Nivea cosmetic products and people are interested in using the Nivea products offered.

Previous researches on Japanese speech acts have been carried out (Covid-19 Countermeasure Animation by Kyoto Prefecture conducted by Made (Sudipa, 2021), (Hasibuan, 2009).

This study adopts a qualitative research approach, employing analytical descriptive reasoning methodology as adapted from Bogdan & Taylor (Moleong, 2005) and Sugiyono (Sugiyono, 2003). The research procedure is designed to generate descriptive data in the form of written or spoken words derived

from observable behaviors of individuals. The data analysis employs the technique of data reduction, involving the stages of summarization, presentation of data, and drawing conclusions. The processed data is conveyed using descriptive language without involving numerical computations, as outlined by Moleong (Moleong, 1991).

Pragmatics

Pragmatics is intricately connected to speech acts as it investigates meaning in the context of the speech situation (Leech, 1993) and involves the examination of language users' capacity to associate sentences with their respective contextual settings (Syahri, 2011), (Yule, 2006) and Levinson (Levinson, 1983), and examines meaning bound by context (Wijana, 1996).

Speech Acts

Speech acts are actions that are displayed through speech (Yule, 2014) and Austin and Searle divide speech acts into 3 types (Cohen, 1996). Austin divides sentences in speech acts into declarative, interrogative and imperative sentences (Chaer and Agustina, 1995), (Yule, 2014), (Kunjana, 2002), (Searle, 1979). Furthermore, Yule classifies speech acts into 5 types (Yule, 2006).

Advertising

Advertising involves the non-personal presentation of messages through payment across two primary mass media channels: print media and electronic media. Kotler explains that advertising serves as a impactful means to disseminate messages, whether for the purpose of cultivating brand preferences or imparting knowledge to the audience (Kotler and Keller, 2007). According to Bittner there exist two categories of advertisements: standard advertisements and public service advertisements (Tama, 2007). The analysis stage of this study present the result using an informal method, namely a method that describes the results of the analysis in ordinary words (Sudaryanto, 2015).

Results and Discussion

Forms of locutionary speech acts

The form of locutionary speech acts in Nivea-UV product advertisements is conveyed

in three sentence forms, namely declarative, interrogative, and imperative sentences.

The declarative sentence

The declarative sentence in the ads for Nivea cosmetics UV- デイーププロテクト&ケア is “deep protect&care” and for Nivea cosmetics エイトフォーメン薬用ボディウォッシュ is “eight four man body wash”. Specifically in the first ad, the sentences are: 日焼けによるシミ予防 UV (*hiyake ni yoru shimi yoboo UV*) ‘dark spots caused by sunburn. 日焼けによるシミ。そばかすを防 and ぐ (*hiyake ni yoru shimi. sobakasu wo fusegu*) ‘prevents dark spots caused by sunburn’. The narrative is 「【ニベア】最強予防美容処方」{Nivea}saikyō youbo biyōshōhō, ‘Nivea beauty formula with the strongest prevention’ The locution form of the declarative sentence is related to ‘prevent dark spots caused by sun exposure with Nivea-UV!’ and to ‘Nivea is the beauty formula with the strongest prevention’. The intention is to inform speech partners that Nivea-UV cosmetics prevent dark spots due to sun exposure. In the second ad, we find a sentence 「今日足臭い絶好調」*Kyō ashikusai zekkōchō* ‘today father’s feet don’t smell anymore’.

The context of the Nivea cosmetic ad エイトフォーメン薬用ボディウォッシュ begins with a scene when a man coming home from work opens his shoes and socks and Shinchan says today his feet do not smell bad. The locution form of the declarative sentence *kyō ashikusai zekkōchō and eitōfoomen yakuyōu bodiwhosshu* is intended to inform speech partners that the nivea product *eitōfoomen yakuyōu* body wash has 84 times to eliminate feet odors.

The interrogative sentence

In the ad of Nivea UV cosmetic product advertisement – デイーププロテクト&ケア deep protect&care, there is a conversation between two women as indicated in the following.

A: まだ始めてないの? (*Mada hajimete nai no?*)

‘haven’t you started yet?’

B: えっ Eeh ‘yes’.

The context of the conversation is that the woman (A) in the blue *yukata* asks another woman (B) in the white *yukata* why she has not used Nivea-UV Deep Protect&Care cosmetics. The second woman is surprised and gives no answer.

In the conversation above, the interrogative sentence ‘haven’t you started yet?’ since B has not used the products, even though it is summer, and her face is not as bright as A. This is intended to ensure that A knows that the products are very good for protecting facial skin from sun exposure.

C. The imperative sentence

Nivea UV cosmetic product advertisement – デイーププロテクト&ケア deep protect&care. The ad of 日焼けによるシミ予防-UV。そばかすを防ぐ!このような方に、ぜひお使いいただきたい日焼け止めです。(*Hi yake ni yoru shimi. Sobakasu wo fusegu! Kono you na hou ni, zehi otukai itadakitai hi yake tome desu*) ‘to prevent blemishes and dark spots caused by sunburn’ is directed to people who want to prevent blemishes and dark spots on their face and to make sure they use this sunscreen. The ads of 日焼け止めには、うるおいなどなど美容効果も期待したい。(*Hi yake tomeniwa, uruoinado biyookokamo kitaishitai.*) ‘for sunburn protection, I expect beauty effects, such as moisture’ and of SPF50+ で使用感が良く毎日心地よい日焼け止めを選びたい。(*SPF50+ de shiyookan ga yoku mainichi shinchi yoi hiyake tomewo erabitai*) ‘I want to choose a sunscreen that has SPF50+ and is convenient to use every day’ promote good products.

The ads were pronounced by a woman telling about features of Nivea-UV cosmetics. The ads contain imperative sentences of request and invitation with verbs *o tsukai itadakitai, kitai shitai* and *erabitai*. The speech is intended to invite the audience to use the cosmetic products, because the speaker has already used and really knows the quality of the products. The speaker tries to make the audience feel interested in using and buying the cosmetics.

Illocutionary functions

Assertive function

The assertive function pertains to an expression in which the speaker aligns themselves with the truth of the proposition, with the intention that the listener believes the speaker’s statement. This category of speech act is employed to convey information or present facts objectively. Assertive speech acts encompass functions such as stating, informing, suggesting, boasting, and reporting.

In the ads of Nivea UV- デイーププロテクト&ケア deep protect&care products and

Nivea エイトフォーメン薬用ボディウォッシュ eight four man body wash products, there are data containing assertive speech. The complete form of the first ad is 日焼けによるシミ予防-UV. 日焼けによるシミ. そばかすを防ぐ。強力紫外線をしっかりブロック。(Hiyakeni yoru shimi yoboo-UV. Hiyakeni yoru shimi. sobakasuwo fusegu. Kyooryoku shigaisenwo shikkari burokku) ‘UV-for the prevention of dark spots caused by sunburn. Prevents dark spots caused by sunburn. Strongly resists sunburn.’ In the television it is shown to depict a Japanese woman wearing a kimono while holding two fans, one with the words 日焼け(hiyake) and the other with the words シミ予防-UV (shimi yoo-bo UV). In front of the fan is a Nivea UV cream holder, and it is emphasized by the picture of the Nivea UV cream holder. The words are classified as declarative sentence forms.

The full form of the second ad is 予防美容ケア:日焼けによるシミ予防ができるUV. 日焼けによるシミ. そばかすをふせぎながら、肌にうるおいを与えます。(Yoboo biyoo: hiyakeni yoru shimi yoboo dekiru UV. Hiyakeni yoru shimi. sobakasuwo fuseginagara, hadani uruoiwo ataemasu) ‘preventive beauty treatment, while preventing dark spots caused by sunburn, UV can provide moisture to the skin.’ In the second ad, it is shown a Japanese girl wearing a kimono and holding two fans; one fan has the words 日焼け(hiyake) and the other with the words シミ予防-UV (shimi yoo-bo UV). However, the girl is different from the one in the first ad. The context of the second ad is to sell Nivea UV for preventing dark spots on facial skin.

Assertive function in the first and second ads can be implicit and explicit pictures. The implicit picture is shown by Japanese girl who has smooth, clean, and beautiful skin by using Nivea-UV cosmetics even though it is summer. The explicit statement by the advertising star is a declarative sentence form in first and second ads showing information about the cosmetic advantages to ward off sunburn, and prevent black spots on facial skin. So, the illocutionary function is the assertive ‘telling’, in the form of conveying knowledge or information to speech partners or ad viewers and suggesting to use the cosmetics.



Figure 1. Shinchan and Himawari are playing



Figure 2. Bad smell from feet

Consider the conversation in Fig. 2 below.

Father: ただいま。(Tadaima)

‘Dad is home.’

Shinchan:「おお。。臭い,これは事件だぞ。」

(OO, nioi, kore wa jiken dazo).

‘OO, bad smell, this is an incident.’

Fig. 1 shows a scene when Shinchan is playing with his sister Himawari. Suddenly, their father comes home from work and opens his shoes; Shinchan smells the pungent odor of his father’s feet and it can be an incident (see Fig. 2). The utterance in Fig. 2 is an assertive illocutionary speech act of ‘complaining’.



Figure 3. Conversation between Misae and her daughter Shinchan

Misae: Oshigoto gambatta kara yo ne...
(Hai, kore. Eito foo men. Yakuyoo bodiwhoss-

hu) 'It is natural that you have worked hard, so here is some body cleansing medicine.'

Misae (Shinchan's mother) gave Nivea Body Wash to her which has 84 times to clean the body and make the smell good. The context of this ad is that the use of the cosmetics can eliminate father's foot odor and make the skin of the feet fragrant because every afternoon when he comes home from work, he opens his socks and releases a pungent odor. So, the illocutionary function of the speech is assertive when Misae tells Shinchan to eliminate bad smell of her father's feet.

Directive function

In cosmetic ad, there exists directive speech acts like Japanese utterances *Hi yake ni yorushimi wo fusegu!* [Nivea] *no UV dene* 'to prevent dark spots caused by sun exposure with NIVEA-UV' and NIVEA *saikyou yoboo biyoo* 'NIVEA strongest preventive beauty formula.' The two illocutionary acts are called directive speech acts of 'asking' whether the speaker A (a woman) asks B (also a woman) to start using Nivea-UV cosmetic products to prevent black spots due to sun exposure. The directive speech act of 'asking/begging' is also found in (1) to (4) below.

1. 日焼けによるシミ予防-UV。そばかすを防ぐ!このような方に、ぜひお使いいただきたい日焼け止めです。

(*Hi yake ni yoru shimi. Sobakasu wo fusegu! Kono you na hou ni, zehi otakai itadakitai hi yake tome desu*)

'to prevent blemishes and dark spots caused by sunburn.' For you who want to prevent blemishes and dark spots on your faces, make sure you use this sunscreen.

2. 日焼け止めには、うるおいなど美容効果も期待したい。

Hi yake tomeniwa, uruoinado biyookookamo kitaishitai.

'I want a sunscreen that has beauty effects, such as moisture.'

3. SPF50+で使用感が良く毎日心地よい日焼け止めを選びたい。

SPF50+de shiyookan ga yoku mainichi shinchi yoi hiyake tomewo erabitai.

'I want to choose a sunscreen that has SPF50+ and is comfortable to use every day.'

4. お近くのドラッグストアやホームセンターなどでお買い求めいただけます。

O chikakuno doraggu sutoaya hoomu sentaa nadode okaimotome itadakemasu.

'hope you can buy it at your nearest drugstore or Nivea cosmetics counter.'

The bold utterances are classified as directive illocutionary speech act of 'asking / pleading.' The directive function is used when the speaker willingness should be fulfilled, because the acts function to cause the effect of action from speech partners.

C. Expressive function

Expressive function expresses the speaker's psychological attitude towards a situation, for example *praise*, as indicated in the conversation between a father and his daughter Shinchan. When her father comes home from work, he opens his socks and Shinchan tells his father that his feet smell very good, not bad smell anymore. The statement highlighted in the ad is an expressive speech act of praise.

Ayah: *tadaima* 'Dad is home.'

Shinchan: *haa, oreno ashikusai wa tewai zo.*

kyou mo ashikusai zekkouchou. nioi kyouretsu

'haa, daddy's feet smell nice. Nice fragrant.'

Perlocutionary acts

The perlocutionary speech act in the cosmetic ad, as the result of illocutionary speech act, aims to influence the feelings, thoughts, and actions of speech partners. Perlocutionary speech acts that are intended to influence potential consumers consist of representative, directive, and expressive functions.

Representative function

The representative function of 'showing' in the cosmetic ad is to show something, for instance, NIVEA *saikyou yoboo biyoo* 'NIVEA the strongest preventive beauty formula.' It is shown when a woman A uses Nivea UV Deep Protect&Care and afterwards, she shows her face remaining bright and protected despite facing the sun directly. The Japanese sentence *Oshigoto gambatta kara yo ne. Hai, kore. Eito foo men. Yakuyoo bodiwhosshu* 'natural that you've worked hard, this is a body cleanser' is spoken by Misae (Shinchan's mother) who gave Nivea Body Wash having 84 times the power to clean the body and making the body smell good.

Directive function

The directive function of 'inviting' in the Nivea UV is shown in the Japanese utterance *hi yake ni yoru shimi wo fusegu hajime yo*

'let's start preventing black spots due to sun exposure.' The utterance made by the speaker to the speech partner is an invitation to get a beautiful and clean face by using cosmetics.

Expressive function

The form of expressive function of indicating feelings by a praise to the Nivea cosmetic ad is shown in the utterance *kyou mo ashikusai zekkouchou* 'father's feet smell very good today' in which the *nioi kyouretsu* means very good smell.

Conclusions

The speech acts in the ads of Nivea UV-
ディーププロテクト&ケア (Nivea-UV Deep
Protect&Care) and Nivea *エイトフォーメン薬
用ボディウォッシュ* (8X4 Men Yakuyoo Body

Wash) consist of locutionary, perlocutionary, and illocutionary speech acts. The locutionary speech act is conveyed through three forms of sentences, namely declarative, interrogative, and imperative sentences. The illocutionary-function is in the form of assertive function of 'stating/telling, and complaining', in the directive function of 'request', and in the expressive function of 'praise'. Representative, directive and expressive perlocutionary speech acts are expected to influence and convince the audience or consumers through the ads aired on television which can give perlocutionary effects to the audience/consumers to buy cosmetic products of Nivea- UV Deep Protect&Care and Nivea 8X4 Men Yakuyoo Body Wash.

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submitted 15.09.2023;

accepted for publication 20.09.2023;

published 8.10.2023

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DOI:10.29013/EJHSS-23-6-9-12



HISTORY OF THE FORMATION OF PEDAGOGICAL TERMS BASED ON HISTORICAL APPROACHES AND MODELS OF THEIR USE IN PRACTICE

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Cite: *Odilova M. (2023). History of the Formation of Pedagogical Terms Based on Historical Approaches and Models of Their Use in Practice. European Journal of Humanities and Social Sciences 2023, No 6. <https://doi.org/10.29013/EJHSS-23-6-9-12>*

Abstract

This article examines the history of the formation of pedagogical terms based on historical approaches and their models of use in practice. Pedagogical terms in the field of values began to be used in the 11th–12th centuries. During this period, not only books were actively used, but also concepts that reflect pedagogical events. It also had the character of a teaching that defines the pedagogical essence of spiritual and moral terms. The relevance of educational terminology in national values has ensured its stability over many centuries.

Keywords: *terms, pedagogical terms, historical development, historical approaches, model*

Introduction

Since the 11th century, the concept of “education” has been actively used as a pedagogical term. Analyzes of the formation and development of the term “upbringing” are rarely found in the literature on historical pedagogy of the 11th–17th centuries; there are records of its active use from the 18th century. According to research analysis, the word “education” existed at that time and was used in a very narrow sense. Since the 11th century, the physical and moral development of a person under conditions of education has been pointed out, and the pedagogical meaning of the term “upbringing” has been illuminated. Thus, it is proven that the idea of the existence of a “theory of education” in the 17th century can be used as the term “education”. From the middle of

the 17th century. European (Latin) translated literature began to influence the use of national pedagogical terms. Until the beginning of the 19th century, foreign pedagogical terms, introduced through translated texts and oral speech, coexisted unchanged with the use of established domestic pedagogical terms. Their use in pedagogical practice was equated to folk pedagogical terms. In some cases, foreign language concepts included in the Uzbek language are used as national pedagogical terms, while in others they retain their own terms without translation.

Materials and Methods

According to the research analysis, there are publications on about 140 terms in more than 50 fields in Uzbekistan from 1925 to the present day. Among them, the dictionary of

pedagogical terms is numerous, and based on historical approaches, research works on the history of the formation of pedagogical terms and their use in practice have been carried out. Today, the science of pedagogy, as a result of the rapid development of science, education and training, promotes the need to expand the scope of practical application of pedagogical terms and to study the history of its formation.

Since the 19th century, the use of pedagogical terms has led to attempts to classify the bases of new pedagogical terms. This work is aimed at solving two interrelated problems: publishing annotated dictionaries of the Uzbek language and fields; from 1925 to 2008, about 140 dictionaries of terms in more than 50 industries were published in Uzbekistan. However, there was no dictionary of pedagogical terms. The “Dictionary of Pedagogical Terms” was first created by a group of scientist-teachers at the Institute of Pedagogical Sciences of Uzbekistan in 2008 (Djuraev, 2008). As a result of the rapid development of pedagogical science and education in accordance with the requirements of the time, the need arose to create a dictionary of pedagogical terms. The range of tasks is very wide. When studying the history of the formation of pedagogical terms, on the basis of historical approaches and their application in practice, setting goals, organizing the process and determining the result are developed.

Model includes:

- The goal is to determine the history of the formation of pedagogical terms and their practical application on the basis of historical approaches, and as a methodological factor to achieve the development of the practical use of pedagogical terms among students of higher educational institutions;

- Motivational, intellectual, practical, emotional-volitional, organizational and communicative functions of pedagogical activity in organizing the process are based on their direct relationship and service of activity in the pedagogical and technological process in mastering the practical use of pedagogical terms among students;

- Methodological principles such as objectivity and historicity are observed in the effective organization of scientific research as the methodological basis for ongoing re-

search into the history of the formation of pedagogical terms and their application in practice based on historical approaches. The methodological principle of objectivity analyzes the basis of each material obtained from sources and research. The methodological principle of historicity includes ethnic aspects, the origin of the object and the main stages of its formation, as well as prospects for the development of the prognostic phenomenon with a historical approach to the history of the formation of pedagogical terms and their practical use based on historical approaches. Among the types of methodological approaches, it has been scientifically studied that the systems approach requires the study of cultural (culturological) and functional approaches and complements each other, since the process of determining the goal, themes and focus on their comprehensive study is considered as an object;

- In the history of the formation of pedagogical terms and the methodological basis of their practical application, the content, form, methods and means of teaching are analyzed based on the stages and processes of organizing preparation for independent activity in the classroom and outside the classroom. Based on Bloom’s taxonomy, the stages of cognition, understanding, application, analysis, synthesis and evaluation of the history of pedagogical terms and their practical use were interpreted as the methodological basis for the study of a technical object and pedagogical-technological processes and the organization of training;

- The history of the formation of pedagogical terms and the technology of their practical use are considered the basis of our research, in which we organize the process of formation of pedagogical terms and the process of their practical application based on innovative technologies (STEAM, problem-based learning, creative exercises such as “Quest game”, problem-based technologies, tasks) management and effective educational technologies (Odilova, M., 2022).

Based on the methods and technologies used in educational practice, the results of the reproductive, productive, and partly research levels of students are analyzed as evaluation criteria that determine the levels of development of knowledge, skills and abil-

ities related to the history of the formation of pedagogical terms and their application in practice.

Results and Discussions

As a result, the history of the formation of pedagogical terms based on historical approaches and the formation of future pedagogical specialists ready for use in practice, and their contribution to the development of our social society, were scientifically substantiated. Based on the above scientific and theoretical analyzes and opinions, we have developed an algorithmic map of how students use pedagogical terms in practice.

Stage 1. Students were given tasks of the reproductive level related to the practical use of pedagogical terms, by developing skills in analyzing materials related to the practical use of pedagogical terms when performing reproductive work. Students were directed to find solutions to problems related to the practical application of pedagogical terms in the classroom, and effective results were achieved. At the same time, the initial competencies of students were formed to solve such issues as readiness to organize training sessions on the practical application of pedagogical terms, a technical object and introductory briefing on the implementation of pedagogical and technological processes.

Stage 2. In productive activities, an optimal and effective solution to the tasks was identified when students use interactive methods and methods based on current guidelines when conducting pedagogical and technological processes based on problem tasks on the practical application of pedagogical terms. outside the auditorium, and carried out the transfer of previously learned material into a secondary state. Small group work has been found to be effective in de-

veloping students' critical thinking regarding the practical application of pedagogical terms by manipulating the learning process and technological situations.

Stage 3. When organizing partial research activities, the emphasis was on the creative thinking of students in the process of solving problems related to the practical application of pedagogical terms and the promotion of innovative ideas. When transferring methods of activity at a technical facility and the pedagogical-technological process from one facility to another, classes were organized on the practical application of pedagogical terms. As a result of the analysis and synthesis of tasks, some changes were made to the training design in order to increase efficiency. In this process, the learning outcome was examined and evaluated based on the final recommendations and conclusions.

Step 4. As a result of creative activity, students focused on creative thinking and searching for solutions to problems, acquired new knowledge about the practical application of pedagogical terms in the organization of design and experimental research activities in production, and used independent educational methodological developments. During the training, students came up with new ideas and conclusions. Innovative developments are proposed that increase the efficiency of the technical object and the pedagogical and technological process.

Conclusion

Pedagogical terms have the characteristic of continuous re-emergence, which necessitates the need to carry out research on these issues. Also, the existence of issues of improving the analysis, classification and systematization of pedagogical terms on a large scale indicates that this problem is urgent.

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submitted 22.08.2023;
accepted for publication 20.09.2023;
published 8.10.2023
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Section 2. Pedagogy

DOI:10.29013/EJHSS-23-6-13-15



THE IMPORTANCE OF THE LATERAL METHOD IN THE DEVELOPMENT OF RESEARCH COMPETENCE OF HIGH SCHOOL STUDENTS

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Cite: Tillaeva R. (2023). *The Importance of the Lateral Method in the Development of Research Competence of High School Students. European Journal of Humanities and Social Sciences 2023, No 6.* <https://doi.org/10.29013/EJHSS-23-6-13-15>

Abstract

Research activities aimed at the effectiveness of intellectual development of the individual serve to increase the logical and creative abilities of students, free thinking, activity and independence, in a word, cognitive activity. Conducting small studies develops in children logical thinking, the ability to calmly solve incorrect situations in the process of searching for a reasonable answer, and the ability to treat a problem impartially. As a result, students develop the skills of attentiveness to the question, accuracy, objective assessment of events in difficult situations, and creativity. The article talks about the lateral method that develops students' learning activities and its specific aspects.

Keywords: *lateral thinking, "lateral thinking", "hat method", "substitution method", "random effect" and "creative pause", creative thinking, research competence*

Introduction

The features of the lateral thinking method develop the educational and cognitive activity of students. The introduction of this method is mainly associated with the name of the German teacher Edward de Bono. He founded the theory of lateral thinking. In the sources, the scientist's approach to educational tasks is explained mainly by the fact that it is based on the peculiarities of human thinking. Below are recommended ways to apply a number of E. Bono's methods aimed at deviating from the usual directions

of thinking. The method of lateral creative thinking proposed by the scientist is considered a creative approach to the educational process and serves to develop the thinking abilities of students. The English word "Lateral flow test" translated into Uzbek means "Lateral flow test". "Lateral thinking is deliberately different from "vertical" or logical thinking (the classic way of solving problems: solving a problem step by step based on available information) or "horizontal" thinking (having many ideas but not paying attention to their detailed implementation).

... the brain must learn more to be creative and find better solutions to known problems.

Materials and Methods

The lateral method is an important complement to the expansion of vertical thinking, which gives priority to “out-of-the-box thinking,” “horizontal thinking,” changing perspective, and refining ideas. Synonyms for this concept include methods such as “Thinking outside the box,” “Hat Method,” “Substitution Method,” “Random Effect,” and “Creative Pause.” In this case, an illogical idea is put forward and students are asked to continue it. Characterized by the ability to come to intelligent decisions from seemingly illogical thoughts while moving from unusual thoughts to new ideas. Researcher Ergashev (2014), emphasizing an important aspect of E. Bono’s teaching, comments on it: if “provocative” ideas are allowed to be evaluated, then thinking immediately rejects them due to their inconsistency with the standards found in experiments. To develop creative thinking, it is necessary to evaluate such ideas, and not to determine how much they fit within the limits of personal experience; it is necessary to achieve a transition to the next new ideas that arise from these ideas.

Goals of the method: The didactic goal is mainly to develop the creative abilities of students through the study of problematic issues.

The methodological goal is to promote alternative, creative, unusual ideas from traditional ones in data processing. Analogues: methods “Brainstorming” and “Collection of ideas”.

The theory of movement by the lateral method is described as follows:

1) obtaining and synthesizing information is carried out by preferred/usual process methods;

2) creative thinking – deviation from preferred/usual ways of processing information and searching for non-standard solutions;

3) comparison of vertical and lateral thinking.

Methods of lateral thinking are necessary, first of all, to search for ideas and submit ideas for a new educational product. The “Hat” method is mainly used as a general condition in debate, while the “Random Effect” and “Exchange” methods are mainly effective

in the cases of “no ideas”, “deadlock situation” or “zero point situation” (Olimov M., 2013). There are certain conditions and stages of using the method, which have a number of features. For example, under the guidance of creative teams and trained moderators/negotiators, identifying problems or shortcomings, forming teams to organize exhibitions, as well as identifying suitable methods, collecting ideas, proposing solutions, processing ideas, selecting promising ideas, evaluating solution options, implementing a planned development process stages. Visual thinking, dividing a problem into small parts, recreating them into a single whole, establishing priority views and lines of thought, choosing different ways of looking at problems, finding another analogue of the situation, focusing on a lower side than the protruding aspects. ways of targeted application of the lateral method.

Results and Discussions

The “idea search” method involves replacing a simple way of solving a problem with another. The content of the “Random Effect” technique, aimed at developing a number of creative thinking features in a child, includes the sequence of finding a word – a random concept that is completely unrelated to the task, the comparison of “word – task”, and the creation of connections between them. A “creative pause” is a short stop to create distance, that is, to look back.

The hat method is designed so that students wear hats of different colors, quickly switching between different ways of thinking. Tasks are assigned based on the content of each color: In particular: “White is neutral and objective. White hat is all about objective facts and figures.

Red represents anger, passion and emotion. Little Red Riding Hood makes an impression. Black – dark and denier. The black hat makes excuses for a flaw – why something doesn’t work. Yellow is a sunny and positive color. The yellow hat implies optimism and is associated with hope and positive thinking. Green is the color of growing grass. A green hat signifies creativity and new ideas. Blue – cold; moreover, it is the color of the sky above all else. The blue hat is responsible for organizing and controlling the thought process, as well as the use of the other hats.

In this case, a condition is established for the constant replacement of hats. For example, speaking about Miryokuba, the hero of Cholpon's novel "Night and Day," as a new psychological type in literature, it is appropriate to use the "Hats" method in the lesson, which allows you to learn more about his personality, experiences, and thoughts. This method allows for group work, where each "header" has its own color and a specific search function. Based on the above, it will be possible to divide the tasks as follows:

1. Group "White Hats": search for problems raised in the novel.

2. To the "Little Red Riding Hoods" team: expressing your point of view on the actions of the hero: identifying the means of artistic expression in the work: responding to the image of the portrait, details and features of speech.

3. To members of the "Black Hats" group: a critical analysis of the activities of Miriocube, contradictions in its actions.

4. To Team Yellow Hats: In response to Miriocube's positive work.

5. To the "Green Caps" group: offer the hero ways out of the situation.

6. For the participants of the "Blue Hats": search for reasons and a way out of problematic situations in which the hero finds himself.

It focuses on the following aspects: white hatters are asked questions about what information they have about the object being

studied (character, detail), what important information about it they need and how they can be found; Red Caps are asked to express their feelings and intuitive thoughts without any reason; Black hats are required to think critically, approach issues with caution, find flaws, avoid mistakes, adhere to pre-agreed conditions and not spoil the idea. Yellow hats will have the opportunity to achieve success based on the implementation of their plans; Greencaps, who are required to think creatively and search for new ideas, are asked questions about how to solve problems differently or redefine them; Blue hats, in turn, will be able to identify topics, objectively monitor and examine their thinking methods, provide guidance in the thinking process, and accelerate the activities of other hats.

Conclusion

Such research activities, organized in literature lessons, can be combined with relatively new pedagogical ideas. The essence of it is to create a creative research project to analyze the work. The rule of thumb for creative exploration is homework. During exploration, students will be required to demonstrate associative understanding of the information they observed, saw, or read. In other words, the task is to create an essay that combines theoretical knowledge and color samples to work with learners in teams.

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submitted 22.08.2023;

accepted for publication 20.09.2023;

published 8.10.2023

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DOI:10.29013/EJHSS-23-6-16-23



ENHANCING MANAGEMENT CAPACITY OF TEACHING ACTIVITIES FOR SUBJECT HEADTEACHERS IN PRIMARY SCHOOLS FOLLOWING A COMPETENCY-BASED APPROACH

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Cite: *Tran Thanh Thang. (2023). Enhancing Management Capacity of Teaching Activities For Subject Headteachers in Primary Schools Following a Competency-Based Approach. European Journal of Humanities and Social Sciences 2023, No 6. <https://doi.org/10.29013/EJHSS-23-6-16-23>*

Abstract

This study aims to improve the management capacity of teaching activities for subject headteachers in primary schools with S'Tiêng ethnic students through a competency-based approach, thereby contributing to enhancing the quality of teaching activities following this approach. The research has developed steps and procedures to enhance the management capacity of teaching activities for subject headteachers in primary schools, including: Identifying the basis for constructing the school's educational plan; Assessing the situation and conditions for implementing the curriculum during the academic year (with a focus on analyzing and evaluating the economic, cultural, and social aspects impacting the school's educational activities, identifying advantages and challenges); Determining the educational goals of the school; Developing a plan for organizing teaching various subjects and educational activities following a competency-based approach that suits the psychological characteristics of S'Tiêng ethnic students.

Keywords: *teaching capacity; primary school teachers; subject headteachers; primary school students; competency-based approach*

Introduction

The S'Tiêng ethnic group is one of the 53 minority groups in Vietnam. They are indigenous to the Southeast region, with a population of over 90.000 people (ranking fifth among minority groups) residing predominantly in Bình Phước, Đồng Nai, and Tây Ninh provinces. The vast majority, approximately 88.425 individuals (constituting about 95.6% of the total), reside in Bình Phước. In Bình Phước province alone, there

are 10.215 S'Tiêng ethnic primary school students, accounting for 49.6% of the total ethnic minority students in the province. Compared to students of other minority groups, the educational quality of S'Tiêng ethnic students, encompassing knowledge, skills, and overall competency development, is significantly lower and considerably inferior to the mainstream standard. Enhancing the quality of teaching activities in primary schools with S'Tiêng ethnic students is imperative to en-

sure educational equality for these students, both presently and in the future.

Result Research

Task Assignment

At the beginning of the academic year, the principal assigns tasks to each school staff member, disseminating objectives and regulations regarding expertise. Additionally, they guide the pedagogical team to review previously conducted activities, study and discuss the drafts of new tasks for the academic year in line with establishing the basis for the school's educational plan. This includes evaluating the program's implementation status within the academic year, focusing on analyzing and assessing the economic, cultural, and social conditions influencing the school's educational activities, highlighting advantages and challenges. Defining the school's educational goals and constructing a plan to organize teaching various subjects and educational activities based on a competency-based approach that suits the psychological characteristics of S'Tiêng ethnic students. The principal delegates tasks to vice-principals, overseeing the units, subject headteachers, and teachers responsible for specific content areas. They are tasked with sourcing authoritative materials to form the foundation for the school's contemporary educational plan, aligning it with the local situation, thoroughly studying the Ministry of Education's teaching guides, and exploring the curriculum framework at different educational levels. This includes dissecting lesson content in textbooks for each subject to determine appropriate teaching content.

The principal guides subject headteachers to collaborate with teachers to identify topics or lessons requiring adjustments or supplements if necessary. This coordination ensures consistency in constructing teaching plans within subject departments, facilitating favorable conditions for teachers in executing planned teaching activities. Moreover, it involves monitoring, inspecting, assessing, and proposing adjustments and supplementary measures fitting for an appropriate teaching plan.

Developing the teaching plan must align with each grade level, relying on the psychological characteristics of S'Tiêng ethnic

primary school students. The teaching plan should precisely outline the developmental objectives, required criteria, alignment with each grade's curriculum, specific content strands, knowledge, study themes, competency requirements, time allocations, examination and evaluation criteria for each subject. Additionally, it involves exploring study themes, lessons, time allocations for subjects, supplementary study materials, and linguistic resources found in textbooks used at the school to create an integrated plan, making adjustments, supplements in the teaching activity organization process.

Directing and Guiding Teachers in Designing Lessons through a Competency-Based Approach

Developing a teaching plan using a competency-based approach for students' capabilities should follow the following procedure:

Step 1: Understanding the curriculum and textbooks.

Step 2: Identifying general competencies and specific capabilities that need to be developed in S'Tiêng ethnic students.

Step 3: Determining a system of study tasks and learning actions that students need to perform for each lesson or subject topic.

Step 4: Selecting appropriate methods and forms to organize teaching to implement these study tasks and learning actions for students.

Step 5: Choosing methods and forms to evaluate the results of performing study tasks and learning actions during teaching activities. Step 6: Developing subject-specific teaching plans.

Directing Subject Departments to Support Teachers in Diversifying Teaching Methods via a Competency-Based Approach

The principal directs subject headteachers to focus on supporting teachers in flexibly selecting and using traditional teaching methods alongside subject-specific teaching methods during the teaching process. This ensures the principle that students autonomously complete learning tasks with teacher-guided organization, aiding students in enhancing their proactive and positive learning attitudes. This aims to foster increased interaction and communication between teachers and students.

Guiding teachers to innovate teaching methods and forms according to the competency-based approach for S'Tiêng ethnic students involves revamping traditional teaching methods. This is achieved by ensuring teachers grasp the requirements and adeptly use techniques in preparation and lesson delivery. Teachers should identify unique approaches to improve teaching methods and their personal experiences, specifically within each subject of the 2018 general education curriculum. In addition to combining traditional teaching methods and positively developing students' competencies, teachers must flexibly exploit specific teaching methods for each subject.

Through specialized activities such as workshops, extracurricular activities, the principal directs subject headteachers to assess and evaluate teachers' implementation of innovative principles in teaching according to the competency-based approach for students' capabilities. Simultaneously, they recommend to the principal the acknowledgment and reward of pioneering teachers who innovate in teaching methods towards developing students' competencies. This recognition could include commendations, early salary increments, and proposing advancement plans.

Teachers organize teaching methods and forms in elementary schools according to a competency-based approach.

Requirements for teaching methods and organizational forms based on student competency approaches:

In teaching based on student competency approaches, teaching methods and organizational forms play a crucial role. However, for these methods and forms to effectively fulfill their roles, they themselves must be positive teaching methods and organizational forms with high potential to enhance students' initiative, creativity, and application of knowledge and skills; focusing on teaching how to learn, how to think, encouraging self-learning, creating the basis for students to self-update and innovate knowledge and skills, and develop competencies; organizing diverse learning forms; paying attention to social activities, extracurricular activities, and scientific research. Positive teaching methods

and organizational forms based on student competency approaches in teaching based on student competency approaches require the application of the following teaching methods and organizational forms:

Regarding teaching methods, more attention is given to group discussion, problem-solving, project-based learning, etc., along with active teaching techniques.

Regarding the organizational forms of teaching, in addition to classroom teaching, more attention is given to social activities, extracurricular activities, scientific research, etc.

In the teaching process, the application of positive teaching methods and organizational forms based on student competency approaches needs to be carried out through a process that includes the following steps:

Step 1: Study the lesson content. The purpose of understanding the lesson content is to determine how the lesson contributes to the development of student competencies. And to develop student competencies, how should the lesson be "restructured"?

Step 2: Understand the differences in competencies and learning styles of students. Each student learns and develops through their own abilities and learning styles. Therefore, there are differences among them in terms of competencies and learning styles. This difference requires teachers, when using teaching methods and organizational forms, to "individualize".

Step 3: Survey the teaching conditions of the school. Teaching conditions not only affect the quality of education but also affect the application of teaching methods and organizational forms, especially positive teaching methods and organizational forms. Therefore, before deciding on which teaching methods and organizational forms to apply for a lesson, teachers need to understand the school's material resources, teaching equipment, and whether they ensure the organization of activities for teaching based on student competency approaches.

Step 4: Consider the strengths and weaknesses of the teacher in applying teaching methods and organizational forms. Strengths and weaknesses are general aspects of a teacher's pedagogical skills, especially in applying teaching methods and organizational forms.

For each teacher, the application of teaching methods and organizational forms might be advantageous in one aspect but limiting in another. Therefore, teachers need to consider their strengths and weaknesses in applying teaching methods and organizational forms to achieve the highest teaching efficiency.

Step 5: Implement teaching methods and organizational forms. After step 4, teachers have selected suitable teaching methods and organizational forms. In this step, teachers implement the chosen teaching methods and organizational forms in organizing teaching activities. Regardless of how teaching methods and organizational forms are chosen and implemented, they must meet the requirements for developing student competencies.

Directing teachers to diversify forms of organizing teaching based on competency approach

The principal guides subject departments and teachers to organize classes in a flexible and creative manner for students during theoretical lessons while conducting practical sessions, thereby providing ample opportunities for students to practice communication skills and utilize Vietnamese vocabulary learned across subjects.

Through seminars, workshops, and professional activities, the principal needs to introduce to teachers the integration of various forms and methods of teaching organization that are effective in fostering students' active learning during knowledge absorption, ensuring all students engage in practice, support each other, and gradually become familiar with collaborative work styles.

Directing subject departments and teachers to choose designing assessment tools for evaluating learning outcomes according to the competency-based approach.

The principal directs vice-principals, heads of subject departments, and teachers to develop specific, explicit, and measurable assessment tools. These tools must comprehensively reflect all examination contents. Simultaneously, guide the formulation of assessments aligned with competency frameworks and matrices, ensuring differentiation among students such as recognition, comprehension, application, and higher-order applications.

Direct teachers to enhance collaborative use of diverse assessment methods and forms. Develop a variety of assessments (written, practical, individual, group, etc.) for teachers to implement throughout the teaching process, ensuring alignment with competency frameworks and matrices and facilitating student differentiation.

The principal organizes an assessment of the management's implementation of evaluation and testing based on an analysis of the measured results to compare the implementation's suitability with the established standards and criteria for three purposes: (1) affirming the level of achievement or non-achievement of students in terms of competency development, learning skills, and value orientation compared to learning objectives; (2) stimulating and fostering students' positive, proactive, creative attitudes along with their efforts to strive for comprehensive development of abilities and qualities; (3) extracting lessons and serving as a basis to adjust plans and effectively execute the principal's management function, while praising teachers who perform well and providing reminders and criticism to individuals who have not performed as expected.

Enhancing the managerial capacity for teaching activities using a competency-based approach for the specialized group of primary school headteachers catering to S'Tiêng ethnic minority students

Clear objectives are established to elevate the managerial capacity in teaching activities, employing a competency-based approach for primary school managerial staff. Initially, the training goals for teachers in primary schools with S'Tiêng ethnic minority students in Bình Phước province must align with the general objectives of regular teacher training. This aims to update knowledge on political, socio-economic aspects, cultivate political integrity, professional ethics, develop teaching abilities, educational competence, and other required skills outlined by the teaching profession standards, academic year tasks, grade-level requirements, local educational development demands, innovation, and education quality enhancement. It focuses on enhancing teachers' self-learning and self-improvement abilities, self-assess-

ment skills for regular training effectiveness, organizing and managing self-learning and self-improvement activities for teachers within schools, educational departments, and the education authorities.

Additionally, the training objectives for teachers in primary schools with S'Tiêng ethnic minority students in Bình Phước province aim to meet the learning outcomes for S'Tiêng ethnic minority students. These encompass essential competencies and qualities necessary for teachers not only to fulfill their teaching duties effectively but also to assume the roles of educationalists and independent educational researchers. Teachers should be adept at resolving issues arising from the practical aspects of teaching at schools with S'Tiêng ethnic minority students. They must adapt readily to changing requirements and the evolution of education roles in modern society. Teachers in primary schools need training in S'Tiêng language, handwriting, oral communication, cultural traditions, customs, psychological characteristics, etc., of the S'Tiêng ethnic group.

Implementing training for teaching S'Tiêng language as an elective subject following the 2018 general education curriculum, comprising 70 periods per year per class. Primarily, this involves training teachers of S'Tiêng ethnic background and those familiar with the S'Tiêng language to teach it in primary schools with S'Tiêng ethnic minority students. This is regarded as an optimal solution to significantly enhance the quality of education in such schools.

Organizing the development of a program to enhance the managerial capacity in teaching activities, using a competency-based approach targeting students' capacities for primary school managerial staff. The content of the teacher training program aligns closely with the regular training program outlined by the Ministry of Education and Training, tailored to meet the teaching needs in primary schools with S'Tiêng ethnic minority students.

The program content is structured as follows:

Training Content 01: Updating professional knowledge to fulfill the academic year's tasks for primary schools nationwide. The Ministry of Education and Training specifies

annual training content regarding educational principles, policies, primary education development, primary education curriculum, subject knowledge, and primary education activities.

Training Content 02: Updating knowledge, skills, and practices in developing general education concerning local contexts over different periods.

The Provincial Department of Education and Training specifies annual training content regarding local educational development, provincial educational programs, and local educational curriculum. Special emphasis is placed on strengthening subject knowledge focusing on weaker areas in teaching at primary schools with S'Tiêng ethnic minority students.

Training Content 03: Developing professional competencies to meet job requirements, practical skills, and specialized knowledge.

The Provincial Department of Education and Training directs educational offices, schools, and primary schools to guide teachers in selecting modules for professional development, aligning with job requirements, practical skills, and specialized knowledge to identify and solve emerging issues in daily life and educational practice, especially in primary schools with S'Tiêng ethnic minority students.

Training Methodology: The training method should be engaging, flexible, suitable, guiding teachers to actively and creatively participate in learning. It should focus on teachers' activities with the principle of "self-study and self-improvement first". Instructors need to relate theories to practical applications, use teaching situations to enhance problem-solving skills, diversify teaching methods tailored specifically to the training process. Instructors should present what teachers need and what they cannot accomplish yet. As training is also a form of learning, its essence lies in active learning, not through words or phrases; learners learn through experiences gained in practice. Instructors should enhance the application of acquired knowledge. Learners need help in bridging the gap between theory and application, which the instructors can provide. Emphasis should be placed on practical applica-

tion within the training method, encouraging active participation, focusing on individual self-improvement activities, with exchange and discussion within specialized groups centering on learning content and presented scenarios.

The process of enhancing the managerial capacity in teaching activities using a competency-based approach for primary school managerial staff involves the following steps:

Step 1: Distribute training materials, provide preliminary guidance to managerial staff on the training content, particularly focusing on new or challenging sections; pose questions/tasks that need to be completed. Step 2: Allow primary school managerial staff to independently study the training materials. Step 3: Organize group discussions among primary school managerial staff (including staff from various schools), where representatives present the group's findings before the larger audience. Step 4: Address challenging points from the materials, unclear or differing content that the managerial staff has identified through self-study and discussions, debates. Step 5: Conduct Q&A sessions, supplement knowledge and skills to deepen the understanding of the materials for the primary school staff.

Training Formats: Each school needs to develop various training formats ensuring diversity and richness, allowing teachers to choose suitable forms. Based on objectives, planning, and determining training content (professional standards, innovative teaching methods, elementary student evaluation innovation, Vietnamese language preparation for ethnic minority students, organizing experiential activities for students, etc.), educational management levels and teachers identify corresponding training methods such as focused training, regular specialized activities based on topics, self-improvement, etc.

Concentrated training: Organize experiences for teachers to participate voluntarily and actively (individual activities, pair or group discussions, practical applications, emphasizing the exploitation of teaching experiences). The facilitator serves as an organizer, posing issues, guiding, managing, concluding, and providing necessary assistance and support to teachers or groups when needed.

Regular training through specialized activities in lesson planning, observations, feedback, and adjustments in teaching to enable self-directed student learning. These activities can include collaborative learning, conducted through cluster meetings among primary schools or departmental-level professional gatherings. Self-improvement through reference materials, online lectures, television, the internet, etc.

Evaluating the Results of Enhancing Teaching Activity Management Capability using a Competency-based Approach for Elementary School Management Staff

The significance of an assessment only truly comes into play when the evaluator (instructor) is able to assess the target (teacher), and the learner is able to self-assess. This means that the assessment is only meaningful when both the instructor and the teacher evaluate post-assessment. If it stops at mere grading or marking, the assessment and evaluation lack innovation as they don't drive adjustments in the adaptability, attitudes, and teaching approaches of the teacher. Evaluating the results of training involves:

Teachers grasping the content of the knowledge and skills they have been trained on.

Teachers applying this knowledge and these skills to resolve practical situations in teaching and in life.

The quality of students' learning and development after their teachers have been trained.

Teacher training is closely related to the primary duty of educators, which is enhancing the quality of teaching. Therefore, school administrators should use the results of training as one of the criteria to evaluate whether teachers have fulfilled their duties or not. This helps teachers identify their learning progress accurately. Incorporating training completion into the evaluation criteria encourages teacher development, classification during each semester or academic year.

Directing the Enhancement of Information Technology Application in Teaching towards Competency Development

The application of information technology has become a natural requirement for both teachers and students in the teaching

and learning processes, particularly in the competency-based teaching approach. Through the use of modern teaching devices and information technology, teachers develop necessary skills to proficiently use modern teaching tools. The application of information technology in teaching, such as electronic lessons, incorporates vivid sounds and images, making lessons more engaging and facilitating easier comprehension for students. It ensures an improvement in self-learning abilities, fosters positive thinking among learners, while providing teachers opportunities for self-improvement, quick information updates, and meeting the demand for innovative teaching methods.

To effectively guide the use of information technology in teaching, principals need to perform the following tasks:

Develop a strategic plan to build information technology infrastructure (purchasing new computers, installing multiple multimedia rooms, providing projectors, audiovisual equipment, upgrading internet connectivity with Wi-Fi, creating websites, etc.).

Mobilize resources from education privatization to enhance the purchase of new information technology equipment to serve teaching activities based on competency-based learning.

Direct the reinforcement of information technology application into teaching and

learning processes for each specialized department and individual teachers.

Organize training for the team of specialized department heads and teachers in computer literacy and the use of software to design electronic lessons, organize educational games through supporting software, and teaching topics supported by information technology to help teachers learn and gain experience in implementing a lesson to maximize students' competency.

Conclusion

Enhancing the teaching activity management of the specialized department heads through a competency-based approach is necessary to achieve the set educational goals, which require the development of a general plan for schools. The trial results of the measure "Enhancing Teaching Activity Management Capability using a Competency-based Approach for the specialized department heads in elementary schools with S'Tiêng ethnic students" demonstrate that this approach is suitable for the practicalities of schools with S'Tiêng ethnic students and highly effective for managing teaching activities. It reaffirms the scientific and precise nature of the proposed measure that is aligned with the specific characteristics of schools with S'Tiêng ethnic students.

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submitted 22.08.2023;
accepted for publication 20.09.2023;
published 8.10.2023
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Section 3. Philology

DOI:10.29013/EJHSS-23-6-24-29



WILLINGNESS TO COMMUNICATE IN SECOND LANGUAGE ACQUISITION: A REVIEW OF PETER MACINTYRE'S CONTRIBUTIONS TO THE FIELD

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Cite: Borasheva, A.T., (2023). *Willingness to communicate in second language acquisition: A review of Peter MacIntyre's contributions to the field. European Journal of Humanities and Social Sciences 2023, No 6.* <https://doi.org/10.29013/EJHSS-23-6-24-29>

Abstract

This paper discusses Peter MacIntyre's research on Willingness to Communicate (WTC) in second language acquisition. MacIntyre pioneered the study of WTC in L2 and developed an influential model outlining factors that shape an individual's readiness to communicate in a second language. His work highlighted the roles of psychological variables, social context and classroom environment in influencing WTC. While influential, MacIntyre's research has also received some criticism regarding reliability, validity and generalizability. Comparison with other WTC researchers reveals differences in focus and approach. MacIntyre's work has implications for future SLA research, language curriculum design, teacher training, and use of technology to promote WTC.

Keywords: *Willingness to Communicate, second language acquisition, Peter MacIntyre, WTC in L2, psychological factors, social context, reliability, validity*

Introduction

Willingness to Communicate (WTC) in a second language (L2) is a crucial factor that affects language learners' success in improving their linguistic and communicative skills. The concept of WTC in L2 was first introduced by Peter MacIntyre and colleagues (MacIntyre, Clément, Dörnyei, & Noels, 1998) as the inclination of an individual to initiate communication in a second language when free to choose to do so. Understanding WTC in L2 has significant implications for both

language learning and teaching. Language learners with high WTC tend to participate more actively in communicative activities, which in turn, enhances their language proficiency (MacIntyre, Baker, Clément, & Donovan, 2002). In addition, teachers can develop instructional strategies that foster students' WTC, creating a more engaging and effective language learning environment (MacIntyre, Burns, & Jessome, 2011).

This paper will focus on the research conducted by Peter MacIntyre and his colleagues

on WTC in L2. MacIntyre's work has provided valuable insights into the factors influencing WTC and has contributed to the development of pedagogical approaches that promote WTC in language learners.

Background on Peter MacIntyre

Peter D. MacIntyre is a Canadian psychologist and professor who has made significant contributions to the field of Second Language Acquisition (SLA). Born in Sydney, Nova Scotia, MacIntyre completed his undergraduate studies at the University of Prince Edward Island before obtaining his Ph.D. in Psychology from the University of Western Ontario. He is currently a professor at Cape Breton University, where his research focuses on the psychological aspects of language learning. Throughout his academic career, MacIntyre has held various research and teaching positions at institutions around the world, including the University of Oxford and the University of Tokyo. He has been recognized with several awards for his research and teaching, including the Canadian Psychological Association's Award for Distinguished Contributions to Education and Training in Psychology (CPA, 2015).

MacIntyre's research primarily focuses on the psychological processes and factors involved in second language acquisition (SLA). His work has contributed significantly to our understanding of the role of anxiety, motivation, self-confidence, and other affective factors in language learning.

Perhaps MacIntyre's most well-known contribution to the field is the concept of "Willingness to Communicate" (WTC) in a second language. Along with R. Clément, MacIntyre developed the WTC model, which posits that the decision to initiate communication in a second language is determined by a complex interplay of factors, including language anxiety, perceived communication competence, intergroup attitudes, social situation, and individual personality traits (Clément & MacIntyre, 1994; MacIntyre et al, 1999).

MacIntyre's Conceptualization of Willingness to Communicate in L2

Willingness to Communicate (WTC) in a second language (L2) is a concept that has been extensively researched and articulated

ed by Peter D. MacIntyre. MacIntyre defines WTC as "a readiness to enter into discourse at a particular moment with a specific person or persons, using a L2" (MacIntyre et al., 1998, p. 547). This readiness is not a fixed trait but an evolving state that can change based on a variety of factors such as the situation, the interlocutor, and the speaker's mood, among others (MacIntyre et al., 2001). MacIntyre proposed a heuristic model of variables influencing WTC in L2, which is underpinned by a layered structure of variables that interact in complex ways (MacIntyre et al., 1998). At the core are the immediate precursors to WTC — communicative self-confidence and desire to communicate with a specific person. These are influenced by a layer of situational variables, which in turn are influenced by a layer of individual variables, such as personality and intergroup attitudes. The model also recognizes the impact of social and individual context, as well as long-term and short-term environmental influences. MacIntyre's research has highlighted several key factors that influence WTC in L2. At the individual level, personality traits like extroversion and self-esteem can significantly impact one's WTC (MacIntyre & Charos, 1996). Moreover, self-perceived communication competence can also affect one's willingness to communicate (MacIntyre et al., 2002). Another significant factor is the learner's emotional state. Anxiety, for instance, has been found to have a negative impact on WTC (MacIntyre & Gardner, 1994). On the other hand, positive emotions like excitement or interest can enhance WTC. At the situational level, the topic of conversation, the relationship between interlocutors, and the setting can all influence WTC (MacIntyre et al., 2001). For instance, individuals may be more willing to communicate in a comfortable setting with familiar people and topics.

Empirical Studies on WTC in L2 by MacIntyre

Dr. Peter D. MacIntyre, a renowned researcher in the field of applied linguistics, has extensively studied the concept of Willingness to Communicate (WTC) in second language (L2) learning. WTC in L2 is a complex and multi-dimensional construct that explains why some individuals are more inclined to en-

gage in communication in a second language than others.

MacIntyre's research studies have primarily focused on the socio-psychological factors that influence an individual's willingness to communicate in a second language. He has explored various factors such as self-confidence, anxiety, motivation, intergroup climate, and social context, among others (MacIntyre, 1994; MacIntyre et al., 1998; MacIntyre & Charos, 1996). MacIntyre's research methodology has typically employed a combination of quantitative and qualitative research techniques. He has utilized a variety of data collection methods, including questionnaires, interviews, observations, and diary studies. For instance, in his 1994 study, MacIntyre used a questionnaire method for gathering data from a large sample of high school students in Canada. The questionnaire focused on several variables, including L2 class anxiety, perceived competence, and L2 use in the classroom. The data was then subjected to a statistical analysis to determine the relationships between these variables and WTC (MacIntyre, 1994).

In his 2001 study, MacIntyre and his colleagues used a longitudinal design and diary study method. Participants were asked to keep a daily diary of their L2 communication experiences over a four-month period. This qualitative approach allowed for an in-depth understanding of the dynamic nature of WTC in L2 (MacIntyre, Baker, Clément, & Donovan, 2001).

MacIntyre's studies have contributed significantly to our understanding of WTC in L2 learning. His research has revealed that WTC is influenced by a complex interplay of factors. His 1994 study found that self-perceived communication competence and L2 class anxiety were significantly correlated with students' WTC in L2. Students who felt more competent and less anxious were more willing to communicate in L2 (MacIntyre, 1994). In the 1998 study, MacIntyre and his colleagues proposed the "Heuristic Model of Variables Influencing WTC," which includes both situational and enduring influences (MacIntyre et al., 1998). This model has been influential in guiding subsequent research in this area. The 2001 longitudinal study revealed that WTC is a dynamic construct that can change over

time and vary according to the context. The study also highlighted the role of emotional variables, such as excitement and enjoyment, in shaping WTC in L2 (MacIntyre, Baker, Clément, & Donovan, 2001).

Implications for Language Learning and Teaching

MacIntyre's research on Willingness to Communicate (WTC) in second language (L2) acquisition has profound implications for language learning and teaching. It offers unique insights into how learner's readiness to engage in communication in L2 can significantly enhance their language learning journey. MacIntyre's research emphasizes the importance of the psychological and social context of the learner in shaping their willingness to communicate in L2 (MacIntyre, Clément, Dörnyei, & Noels, 1998). It has been found that learners with a high level of WTC are more likely to seek out opportunities to use the language, leading to better fluency and proficiency.

For educators, this highlights the need to foster a classroom environment that encourages WTC. Learners should be motivated to engage in L2 communication, and feel safe and supported when doing so. Instructors should consider incorporating activities that promote positive attitudes towards the L2 and its speakers, and boost learners' confidence in their L2 abilities. Teachers can promote WTC in their classrooms through several strategies. One way is by creating a safe and non-threatening environment where students feel comfortable to express themselves in L2 (Peng & Woodrow, 2010). This includes reducing anxiety, promoting positive attitudes, and providing meaningful interaction opportunities.

Another strategy is to use tasks that promote both prepared and spontaneous communication. Prepared tasks can help learners build confidence, while spontaneous tasks provide more authentic communication experiences (MacIntyre & Legatto, 2011). Teachers should also provide feedback in a supportive, non-threatening way. This can help learners feel more comfortable and confident in their abilities to communicate in the L2. Promoting WTC in L2 learning and teaching has several potential benefits. Firstly, it can lead to increased use of the L2, which

can result in improved language proficiency (Peng, 2007). Secondly, promoting WTC can enhance learners' motivation to learn the language. As learners become more comfortable communicating in the L2, their motivation to continue learning and improving can increase (MacIntyre, Baker, Clément, & Donovan, 2003).

Critique of MacIntyre's Research on WTC in L2

MacIntyre's work on WTC in L2 acquisition has undeniably been influential, contributing significantly to our understanding of the sociopsychological factors that shape language learning. However, a number of criticisms have been raised against his research, questioning its reliability, validity, and overall applicability.

One of the main criticisms of MacIntyre's research has been its reliance on self-report questionnaires to measure WTC (Baker & MacIntyre, 2003). Critics argue that self-report measures are subject to bias and may not accurately reflect an individual's actual willingness to communicate in a second language. For instance, Dörnyei (2005) suggests that self-reported WTC may not correspond with actual communication behavior, and thus the construct's predictive validity is questionable. Moreover, MacIntyre's model of WTC is criticized for its heavy emphasis on individual psychological factors, neglecting the role of social and contextual factors (Yashima, 2002). As Norton and Toohey (2011) argue, the willingness to communicate cannot be completely understood outside of its social context, suggesting that MacIntyre's model is overly simplistic.

The validity and reliability of MacIntyre's research findings have also been scrutinized. Peng and Woodrow (2010) argue that the operationalization of WTC as a stable trait-like construct may be problematic. They suggest that WTC may be more accurately conceptualized as a situational state that fluctuates depending on the context, thereby questioning the validity of MacIntyre's research. Reliability concerns have been raised in relation to the scales used in MacIntyre's research. While his WTC scale has been widely used, its reliability coefficients have shown considerable variation across studies (McCroskey & Baer, 1985). This inconsistency in reliability raises

questions about the robustness of his research findings. MacIntyre's research on WTC in L2 has further limitations. Despite its broad influence, the research is primarily based on studies in Western, English-speaking contexts. This raises questions about the generalizability of his findings to other socio-cultural contexts (Kim, 2004). Additionally, MacIntyre's research has been criticized for its lack of longitudinal studies. Such studies are necessary to understand the development of WTC over time and the potential reciprocal relationship between WTC and L2 proficiency (Yashima, Zenuk-Nishide, & Shimizu, 2004).

Comparison with Other Researchers' Work on WTC in L2

When exploring the field of Willingness to Communicate (WTC) in a second language (L2), it is essential to compare and contrast the conceptualizations of various renowned researchers. This section focuses on comparing the work of Peter D. MacIntyre with other notable researchers in the field.

MacIntyre's research on WTC in L2 has been pivotal, especially his conceptualization of the construct. He has proposed a heuristic model that considers both situational and enduring influences on the willingness to communicate in a second language (MacIntyre, 1994). Comparatively, other researchers have also offered their perspectives. For instance, Yashima (2002) emphasizes the role of international posture on WTC, where learners who are more interested in international affairs and cultures are more willing to use their L2. This aspect is less prominent in MacIntyre's model. On the other hand, researchers like Kang (2005) have focused on classroom environmental factors, such as the classroom climate and teacher support, on students' WTC. This approach seems more context-specific compared to MacIntyre's which takes a more holistic view.

While there are differences in the focus of various research, there are also some similarities. For example, both MacIntyre and Yashima recognize the importance of individual learner's variables such as self-confidence in the L2. However, while MacIntyre's model places a significant emphasis on the role of anxiety and motivation (MacIntyre, 2007), Yashima's model concentrates more

on international posture and its impact on L2 communication. Kang's study shares some common ground with MacIntyre's work in acknowledging the role of situational variables in shaping WTC. However, Kang's focus is more classroom-oriented, considering factors such as classroom environment, teacher support, and pedagogical methods. This contrasts with MacIntyre's model, which is more comprehensive, incorporating both situational and individual influences.

Conclusion

This paper has examined the research conducted by Peter MacIntyre and colleagues on the concept of Willingness to Communicate (WTC) in second language acquisition. MacIntyre pioneered the study of WTC in L2 and proposed an influential model outlining the various factors that shape an individual's willingness to use and communicate in a second language. His research highlighted the role of both enduring and situational influences on WTC, including motivation, personality traits, intergroup attitudes, social context, self-confidence, and language anxiety. MacIntyre utilized varied research methods in his studies on WTC in L2 contexts, making important contributions to our understanding of this multidimensional construct. While his research has been highly impactful, it has also received some criticism regarding issues of reliability, validity, and generalizability. Comparison with other notable researchers in the field reveals some similarities as well as differences in conceptualizing the determinants of WTC in L2.

MacIntyre's work on WTC in L2 has opened up new avenues for exploration in the field of SLA research. MacIntyre argues that the decision to engage in communication isn't solely dependent on language proficiency but also on the speaker's willingness to communicate. This shift of focus from language competence to communicative willingness has several implications for future SLA research:

a) Inclusion of Psychological Factors. The WTC model stresses the importance

of psychological variables such as anxiety, self-confidence, and attitudes towards the L2 community. Future research in SLA needs to incorporate these psychological elements to provide a more holistic view of L2 acquisition.

b) Role of Social Context. MacIntyre's research has highlighted the significance of social context in influencing WTC. Future studies could explore how different social settings impact WTC and, consequently, language learning.

c) Longitudinal Studies. More longitudinal studies are needed to understand the dynamic nature of WTC over time. These could provide insights into how WTC evolves as learners' proficiency and comfort with the L2 increase.

2. Implications for Language Learning and Teaching

a) Curriculum Design. MacIntyre's WTC model suggests that curricula should be designed to foster not just language proficiency, but also a willingness to communicate in the L2. Language programs could, for instance, include activities that build students' confidence and reduce their anxiety about speaking in the L2.

b) Role of Teachers. Teachers play a critical role in creating a safe and supportive environment that encourages students to communicate in the L2. Future teacher training programs might emphasize techniques for reducing classroom anxiety and boosting students' self-confidence.

c) Use of Technology. Technology can play a crucial role in facilitating communication in the L2. Online platforms allow learners to interact with native speakers, providing opportunities for authentic communication that can increase WTC.

In conclusion, MacIntyre's research on WTC in L2 has broad implications for both SLA research and language learning and teaching. By highlighting the importance of psychological factors and social context, this research suggests new directions for understanding and facilitating L2 acquisition.

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submitted 19.09.2023;

accepted for publication 28.09.2023;

published 8.10.2023

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DOI:10.29013/EJHSS-23-6-30-33



THE PLACE OF THE CASE CATEGORY IN THE LANGUAGE SYSTEM

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Cite: Gahramanova Y.G. (2023). *The Place of the Case Category in the Language System*. *European Journal of Humanities and Social Sciences* 2023, No 6. <https://doi.org/10.29013/EJHSS-23-6-30-33>

Abstract

The case category is a grammatical category that exists in most of the world's languages, but it is not a single system for all languages, it is a grammatical category that appears with its own characteristics due to the laws of development of each language. Although there are several types of case in world languages, for Turkic languages there is one type is characteristic.

In the Orkhon-Yenisei monuments, there were nine cases of the noun, the ninth case was called the instrumental-joint case. The same situation can also be found in Uighur written monuments. In modern times, the joint case in the Kazakh, Karachay-Balkar, Karaim, Khakas, Shor, Chuvash, and Yakut languages existed as the seventh case in the grammar books of the Azerbaijani language until 1939, but later it was removed from the textbooks and only six cases were preserved.

Methods: Since the case category exists historically in world languages, including Turkic and Azerbaijani languages, diachronic, synchronic, as well as comparative-historical and comparative-typological methods were used in the article.

Keywords: *case category, Turkic language, Azerbaijani language, noun*

Introduction

In Turkology, as well as in Azerbaijani linguistics, the case category and the study of morphological features belonging to this category have always been in the center of attention, although a lot of research and studies have been carried out in this field until now, the functional-semantic features of individual cases, morphological features reflecting different cases and their origin, there are still many unsolved problems related to issues such as historical case substitutions. This feature was also manifested in the case

category, "although some slight differences appeared in the formal signs of this category, they were mostly preserved in all periods" (Mirzazade H.,1990). Researches show that "Case suffixes, which create a connection between word combinations and words within a sentence, and connect them grammatically, performed the same function in ancient Turkic written monuments. However, the cases of the noun are different from the modern case suffixes according to the number, and the case suffixes differ from the phonetic composition" (Khudiyev N., 2015).

Declension possibilities of nouns in world languages

“The case of nouns is not a uniform system for all languages of the world, but due to the laws of development of each language, it appears with its own characteristics. For example, while Russian has three types of declension of nouns, Turkish has one declension system. (Mammadov N., 1971) N. Dmitriyev also pointed out this fact and shows that “unlike other group of languages, Turkish languages have a certain state. In other words, Turkish languages do not have the first, second, and third cases in Russian, or the strong, weak, and mixed cases in German” (Dmitriev N., 1962).

A. Shukurlu shows that it is possible to find the traces and remains of the case suffix “- in the content of some words that have been stabilized as an isolated lexical unit in the current Turkish languages. The instrumental-combination case suffix expressed by the suffix variants of -in, -in, -un is also found in Uyghur written monuments” (Shukurlu A., 1993).

It should be noted that in the modern Karachay-Balkar language, the joint case -tın, -in, -nı (djoltun keledi – comes with way), and in the Karaim language, it is formed through the suffixes -ba, -bye, be (atimba, kezibe). In the Shor language, the conjunction is formed by the case element -ba, -be, which can be considered as a remnant of the ancient conjugation.

Therefore, the case category is structurally fully formed in Turkic languages, as well as in Azerbaijani, as a category that is realized according to its morphological features and finds its true confirmation.

It is also clear from what has been said that the case category has a special place and role in the grammatical system of our language, and has not undergone significant changes historically in most Turkish languages. In the literature of linguistics, it is rightly called “a category arising from morphological requirements in form and syntactic requirements in function” (Huseynzade M., 1973) is considered.

Case category in Azerbaijani and other Turkic languages

In the Azerbaijani language, as well as in all other Turkic languages, the case cat-

egory has a stable and formed system, and although it is mostly common, it differs to a certain extent in terms of the multivariation of its morphological features and the number of cases. Therefore, “it is impossible to think about when this category was created in Turkic languages. However, the existence of the perfect case system of nouns in the Goyturk (Orkhon-Yenisei) inscriptions, which are the oldest written monuments of Turkic languages, allows us to say that the category of case in Turkic languages was formed in the inaccessible depths of history”. (Asadova A., 2009) Türk the stability of the case system in itself is a fact that shows the stability of its grammatical structure, but it is also an indicator of the antiquity of these languages. About 1.500 years have passed since the establishment of the Turkish state by Il Khagan and the emergence of the Turkish script.

So far, the case category has been given different definitions in the linguistics literature. Although all these definitions are aimed at explaining the basic nature of the phenomenon, there is still no complete and precise definition in this direction. As early as “in 1934, in the textbook “Grammar” written by associate professors I. Hasanov and A. Sharifov, “Cases of Nouns” was given as a special topic and it was noted that “Nouns are used without a suffix when they are in a sentence, but when they are complete, they take a suffix. This called noun declension. (Zeynal S., 2017). In the “Grammar” textbook written by A. Demirchizade and D. Guliyev in 1938, case suffixes and cases are defined as follows: “Nouns change in meaning and form. This change is called noun declension. The suffixes that nouns take to perform certain functions in the sentence and change their meaning are called case suffixes. (Demirchizade A., 1938)

In the book “Grammar of the Azerbaijani Language” (Part I) published by the Azerbaijan Academy of Sciences in 1951, the case is considered the main tool for distinguishing the noun from the verb, the concepts of case and case are defined separately: “The formation of a noun in a syntactic relationship with different words is called a case. The case of the noun by means of modifying suffixes is called the case of the noun (Grammar, 1951). In the book “Modern Azerbaijani language” of the Institute of Linguistics named after

ANAS Nasimi, the concepts of case and declension are not separated, the definition of declension is shown as follows: "The declination of nouns is called the declination of nouns according to the requirements of verbs, conjunctions and a number of nouns within a word combination and sentence" (Modern, 1980).

In the dictionary "Explanatory Linguistic Terms" compiled by M. Adilov, Z. Verdiyeva, F. Magayeva, the concepts of case and case are explained as follows:

"Case – 1. It is one of the grammatical categories belonging to the noun, and indicates the relationship of the object it reflects with other objects, actions, signs. 2. It is one of the forms of the noun and reflects the relation of that noun with other words in the word combination and sentence.

Declension – The subordinate word takes different case suffixes according to the requirement of the governing word" (Adilov M., 1989).

As it can be seen, the morphological and syntactic nature of the case category is shown in the dictionary in the form of separate clauses, and the case is explained as the change of the case suffixes of the controlled party. In B. Khalilov's textbook "Morphology of the Modern Azerbaijani Language" (Part I), the case category is presented as a morphological-syntactic category, and this category is referred to as a general grammatical category and given the following definition: "A combination of words that can be resolved and verbs and conjunctions within a sentence, when names change from one form to another according to the demand, it is called transformation" (Khalilov B., 2000). In the textbook "Morphology of the Modern Azerbaijani language" published by J. Jafarov and N. Abdullayev in 2004, declension was presented as one of the main morphological signs of nouns and it was shown that "Changing nouns according to the requirements of noun, adjective, number, pronoun, verb and adverb is called declension" (Jafarov C., 2004). G. Kazimov shows that case changes play a special role in the creation of relationships between the thing that is the basis of material existence and its movement, and writes that "Nouns change by accepting different case suffixes. The total number of

case changes of a noun is called case (Kazimov K., 2010).

Here, it is appropriate to remind S. Rustamova opinion that "There is no universally accepted idea about the exact definition and boundaries of grammatical categories, not only in Azerbaijani linguistics, but also in general and Russian linguistics" (Rustamova R., 2004), but we think that researchers' research in this direction and separate it is necessary to consider his efforts to give more complete definitions to separate grammatical concepts and categories, to define the boundaries of grammatical categories more correctly. From this point of view, although the definition presented by B. Khalilov is more acceptable among the definitions mentioned above, since the expression "words that can be used" is not as clear as the linguistic term, we consider it appropriate to give such a definition to use:

The case category has historically undergone an interesting development path in our language, while retaining its ancient characteristics, it has become even richer. Researches show that "case suffixes, which at first glance are clearly distinguished by common Turkish formats, actually have very complex morphological features. The emergence of such a complex situation is related to the grammatical semantics of case suffixes and the different functions of the same morpheme" (Jalilov F., 1988).

As a result of his research on the language of the Orkhon-Yenisei monuments, Y. Mammadov, who considers the substitution of noun cases by function as a legitimate feature of ancient Turkish written monuments, draws attention to the fact that these facts are widespread and shows numerous examples (Mammadov Y., 1979).

When we examine the ancient written sources of the Azerbaijani language and the creativity of our classics, it is clear that the historically stable forms of our language are mostly consistent with the Orkhon-Yenisei monuments. "The case suffixes of the noun, which have a poetic characteristic in the poetry branch of the classical style with a number of morphological features, have led to the liberation of our literary language from the series of adverbial compositions" (History, 2007).

Conclusion

The case category has an important role in the language system as a category that has a strict system in the grammatical structure of different world languages, manifests itself according to the internal capabilities of each language and serves the correct connection of words and word combinations in the speech process.

In the Azerbaijani language, as well as in all other Turkic languages, the case category has a stable and formed system, and although it is mostly common, it differs to a certain extent in terms of the multivariation of its morphological features and the number of cases. The emergence of such a complex situation is related to the grammatical semantics of case suffixes and the different functions of the same morpheme.

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submitted 22.08.2023;

accepted for publication 20.09.2023;

published 8.10.2023

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DOI:10.29013/EJHSS-23-6-34-40



WITTGENSTEIN'S ARGUMENT ON THE MIND-BODY PROBLEM AND THE ESSENCE OF MIND

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Cite: Lu Yuanzhong. (2023). *Wittgenstein's Argument on the Mind-Body Problem and the Essence of Mind*. *European Journal of Humanities and Social Sciences* 2023, No 6. <https://doi.org/10.29013/EJHSS-23-6-34-40>

Abstract

Ludwig Wittgenstein's unique construct of the philosophy of language has been one of the greatest theories among the realm of logical empiricism. Despite the fundamental contributions Wittgenstein's has made to the later post-modernist philosophy and the contemporary discussion on the relationship between algorithmic design and human-driven discourses, Wittgenstein's philosophical construct has greatly influenced the philosophy of mind, modern contemporary science, and of course, the classical philosophical topic of the mind-body problem. **Keywords:** *Ludwig Wittgenstein, Cognitive Science, Philosophy of Mind, Tractatus, Mind-body Problem*

Wittgenstein's Argument on the Mind-body Problem and the Essence of Mind

Wittgenstein's approach toward the Mind-body Problem, the constant topic of debate that lasted for thousands of years, wasn't anything similar to the responses of other philosophers. Instead of dissecting the hypothetical "spiritual" construct of a person and argue for the relation and interaction between the substances, Wittgenstein rejected the nature of the question and argued that essence of the mistake was the misuse of language, arguing that "a large class of cases of the employment of the word 'meaning'—though not for all – this word can be explained in this way: the meaning of a word is its use in the language" (Philosophical Investigations (PI), 4th edition, 2009) (PI 43) Instead, Wittgenstein believed the essence of

the problem to be about the differentiation of the language of mind. Wittgenstein's notion has in fact inspired later reductive approaches toward mind, but is of course often put into question.

Wittgenstein's Rejection to the Mind-body Problem

Wittgenstein rejected the classical formulation of the Mind-Body problem by challenging the assumptions that underlie it. The classical Mind-Body problem concerns the relationship between mental states or experiences (the mind) and physical states (the body), meaning that the problem often revolves around the question of how mental states, such as thoughts, emotions, and consciousness, relate or interact to physical processes in the brain and body. Philosophers

who engage with this problem typically fall into two camps: dualists, who posit a fundamental distinction between mental and physical substances, and materialists/physicalists, who seek to explain mental phenomena solely in terms of physical processes.

In term of rejection, Wittgenstein contends that the traditional formulation of the problem arises from philosophical confusion and misuse of language. Instead of attempting to resolve the Mind-Body problem in the traditional philosophical sense, Wittgenstein suggests that we should examine the ways in which language is used, and how different language games shape our understanding of mental and physical phenomena.

The Misuse of Language

To understand what Wittgenstein means when he argues the Mind-body problem to be a misuse of language, we must understand his concept of “language game”.

Wittgenstein’s concept of “language game” is a central idea elaborated in his work *Philosophical Investigations*. It serves as a way to challenge traditional views of language, meaning, and philosophical problems. A “language game” refers to a specific social context or practical activity in which language is used and understood. Each language game has its own set of rules, conventions, and criteria for meaningful communication. He stresses that when we ignore the context of the words used, we are bound to import an outside requirement and thus perform linguistic exchanges even without noticing, causing people to deviate an expression or consequent understandings. Meanings behind one’s diction cannot be independent of the context, “As if the meaning were an aura the word brings along with it and retains in every kind of use” (*Philosophical Investigations* (PI), 4th edition, 2009) (PI 117)

In fact, through examples of “language game” in daily conversations we would be able to see how the issue is homologous in the traditional discussion of the Mind-body problem. A casual example of language game is when people give directions: in the language game of giving directions, the meaning of phrases like “Turn left at the next intersection” is determined by the context of guiding someone to a specific location. These

phrases would be meaningless if taken out of this context. Another could be when people name objects for a child: they establish a language game in which the child learns to associate words with objects. The meaning of the words is learned through the repeated interaction with the objects and the accompanying language.

We can re-examine the dualist account of the mind-body problem in retrospection, taking Descartes’s dualism for an example. As Descartes claim that the “spirit” and the body is separable (Descartes, R., 1641) (*Meditation VI*), in what context is the “sprit” named as a concept? As Descartes phrases himself that the “spirit” is an immaterial context, in what perceivable context was it established?

Wittgenstein’s philosophy further questions the dualist account as it seems to violate the universal nature of philosophy. It is an approved common conception that good philosophical series ought to be precise, and even if the subject of discussion is an “unsayable” proposition, i.e. the essence of an object we cannot describe, it still should meet this criteria. Wittgenstein was explicit in his method of meeting the criteria, arguing that even if “things... cannot be put into words. They make themselves manifest. They are what is mystical” (*Tractatus Logico-Philosophicus* (TLP), 1922, C.K. Ogden) (TLP 6.522). In simpler terms, Wittgenstein ridicules the dualist account by suggesting that the discussion of the “unsayable” should be shown rather than said.

Entities, Activities, and Subjects

For Wittgenstein, what could resolve the Mind-body problem fundamentally is the differentiation of these related but distinct linguistic concepts: entities, activities, and subjects.

As the mind-body problem centers on the elucidating relationship between the mind and the body, Wittgenstein believes that reframing the issue on the distinction of some linguistic concepts is how the problem could be resolved as it arises essentially due to the misuse of language (*The Blue and Brown Books* (BB), 1958).

Wittgenstein introduces the concepts of entities, activities, and subjects as pivotal elements in his analysis of language and meaning.

Entities refer to objects, things, or elements that can be identified, described, or pointed to. In Wittgenstein's philosophy, entities are often associated with the objects in the world that language refers to. These can range from concrete physical objects like chairs and trees to abstract concepts like numbers or emotions. Wittgenstein acknowledges that our language is built upon our ability to refer to entities, but he emphasizes that the meaning of these entities is deeply tied to the specific language games in which they are used. The meaning of an entity is not inherent in the entity itself; rather, it is derived from how it functions within various language games and contexts.

Entities, to Wittgenstein, are objects, things, or elements that can be identified, described, or pointed to. In his philosophy, entities are often associated with the objects in the world that language refers to, ranging from concrete physical objects like chairs and trees to abstract concepts like numbers or emotions. Wittgenstein acknowledges that our language is built upon our ability to refer to entities, but he emphasizes that the meaning of these entities is directly tied to the specific language games in which they are used. The meaning of an entity is not inherent in the entity itself; rather, it is derived from how it functions within various language games and contexts.

Activities encompass various actions, practices, and behaviors that humans engage in. Wittgenstein's notion of activities highlights the dynamic nature of language and meaning. Activities involve not just the use of words but also the broader context in which they are employed. For example, the activity of giving directions involves more than just the words spoken; it includes gestures, shared understandings, and the contexts of navigation. The meaning of language emerges from the interactions between words and the activities they are a part of.

Subjects refer to individuals who use language, engage in activities, and interact with entities. Subjects are not just passive recipients of meaning but active participants in the process of creating and understanding meaning. Wittgenstein's emphasis on subjects highlights the role of perspective and context in shaping our understanding of language and the world.

The differentiation of these interrelated concepts brings us to an untraditional understanding of the mind-body problem. Wittgenstein argues that by understanding the interplay of entities, activities, and subjects within different language games, perplexity of the mind-body problem will be dissolved. He does not seek to provide a definitive solution in the sense of traditional metaphysical inquiry; rather, he aims to clarify the nature of the problem by revealing its linguistic origins.

In short, Wittgenstein's approach to the mind-body problem shifts the focus from metaphysical speculation to linguistic analysis. What matters to Wittgenstein when confronting the mind-body problem is to understand different languages of mind, but not to explore what or how they interact (Philosophical Investigations, 1953, G. E. M. Anscombe and R. Rhees (eds.)).

Wittgenstein's Differentiation of Languages of Mind

Wittgenstein introduced several concepts in his exploration of language and its relation to our understanding of the mind and the physical world. Concepts as "Description of Mind," "Report of Brain Processes," and "Generic Report of Processes," are part his attempt to dissect the intricacies of language in terms of depicting mental processes. Understanding the language of mind is Wittgenstein's approach toward the mind-body problem (Stern, D. G. (1995)).

Description of Mind

A "description of mind" addresses the intricacies and limitations inherent in attempting to convey the nature of mental states through language. Wittgenstein contends that the attempt to provide an exhaustive description of mental experiences, such as thoughts, emotions, or consciousness, faces fundamental difficulties due to the uniqueness of each individual's internal states. His insight is that language inherently struggles to accurately capture the private and subjective nature of these experiences, making it challenging to convey them to others in a comprehensive and universally comprehensible manner.

A description of mind could take place as one is expressing their miserable mood. They could tell their friends how they feel over-

whelmed by pressure of tremendous amount of unfinished task and constant state of fatigue. They could explain how they feel unsatisfied about the present, reminisce the past, and feel unsettling about the future. These specific experiences, put into words, is what Wittgenstein calls a description of mind.

Report of Brain Process

The notion of a “Report of brain processes” pertains to the endeavor of mental phenomena by referencing underlying neurological processes. Wittgenstein examines the potential reduction of mental experiences to physical processes and highlights the complexities of such attempts. Wittgenstein’s perspective underscores the challenges of mapping subjective experiences onto objective physiological processes, and he cautions against overgeneralizing or oversimplifying these translations.

To clarify, a report of brain process does not fall into Wittgenstein’s “unsayable” realm but should be considered as a form of reaction. A prominent example of such is shriek or yell when experiencing pain: the shriek is our reaction toward the stimulus of external influence, a commanded action that the brain distributes to our body parts to report to other that we are undergoing a certain physical process. The fact that normal people have the same bodily structure and the same sensory systems, we perform the same behavior to express that we are undergoing the same process.

Generic Report of Process

The concept of a “Generic report of process” addresses the broader endeavor of communicating about processes in a general and non-specific manner. Wittgenstein argues that language often allows us to convey information about processes without fully specifying the intricate details or unique attributes of those processes. This concept highlights the versatility of language, which can serve as a tool for expressing general patterns and characteristics without providing exhaustive accounts of individual instances.

Generic reports of processes are almost everywhere in our daily discourses, for instance, a person instructing his friend to bake a cake, that is, while the description is not exhaustive and doesn’t capture all the poten-

tial variations and nuances of baking a cake, it serves the purpose of conveying a general understanding of the process. The language used in the report allows for flexibility and adaptability, making it suitable for conveying the process in a variety of contexts.

To summarize, Wittgenstein’s specified distinction of the “description of mind,” “report of brain processes,” and “generic report of process” in his later stages of work has refined his notion in the *Tractatus*, challenging the assumptions that language can effortlessly encapsulate the richness of mental experiences or that it can straightforwardly bridge the gap between the mental and the physical. By delving into these concepts, Wittgenstein reveals the intricacies of language and its role in our philosophical discussions about the mind and its relationship to the body (Philosophical Investigations (PI), 4th edition, 2009).

Later Reductive Supports: Mind and Psychology

Implications of Wittgenstein’s unconventional approach to the philosophy of mind has affected many later studies of this branch. Specifically, Wittgenstein is believed to be one of the earliest influencers to the development of contemporary psychology and neuroscience, as they all attempt to reduce all sensations to physical brain processes.

Specifically, British philosopher J.J.C Smart has developed a theory of the philosophy of mind based on Wittgenstein’s approach.

Sensations and Brain Processes by J. J. C Smart

In the 1959 philosophical review, Smart developed a consequent theory of mind-body relation and personal identity based on Wittgenstein’s account.

Holding the identical central claim that sensations are physical brain processes, Smart further clarified Wittgenstein’s distinction of “generic report of process” and “report of brain process”, that is, sensations are considered as a “report of (something) process”, and that the “brain process” is only a kind of “report of (something) process” (Smart, J.J.C., 1959).

To clarify, Smart is not arguing that sensations are spatial-temporally continuous or

overlapping but is saying that sensations are identical with brain processes.

Smart's theory has greatly supported Wittgenstein's construct of his philosophy of mind.

His argument employs the concept of necessary co-implication to support his view. He argues that mental states and brain processes necessarily co-implicate each other: wherever there is a mental state, there is a corresponding brain process, and vice versa. This mutual dependency reinforces Smart's position that mental states are reducible to brain processes, eliminating the need for an immaterial mind distinct from the physical body.

Based on their similar approach of mental states and physical processes, Smart's work can be seen as a departure from dualistic metaphysical explanations. By reducing mental states to brain processes, Smart offers a physicalist account that avoids invoking separate immaterial entities.

Smart's approach in fact does resonate with Wittgenstein's reliance on specific language games. Wittgenstein's linguistic analysis encourages an examination of how terms are used in various language games. Similarly, Smart's materialism centers on the idea that mental terms find their grounding in physical processes. Both approaches aim to ground philosophical inquiry in a specific framework rather than engaging in abstract speculation.

Specifically, Smart's reply to some objections has strengthened his support to Wittgenstein. Some scholars argue that ignorance and false beliefs disconnects sensations and brain processes, reasoning that since false belief and ignorance about sensations did not affect the ability to make true statements, there is no necessary identical relationship between sensations and brain processes. However, Smart replied, when A is identical to B, one may know A only but have no clue about B, for instance, one can talk about lightning without any knowledge about electricity ('On Some Criticisms of a Physicalist Theory of Colour', 1975). Thus, Smart has again illustrated how understanding and differentiating the language of the mind is a more efficient approach toward the relation between the mind and the body.

In summary, like Smart, these later reductive approaches draw on Wittgenstein's skep-

ticism about abstract definitions and his emphasis on grounding philosophical inquiry in specific linguistic contexts. While Wittgenstein did not provide a specific reductive theory himself, his philosophical method has encouraged subsequent philosophers to adopt more nuanced and contextualized perspectives when addressing the mind-body relationship.

Objections to Wittgenstein's Notion of Mind-body Problem

Wittgenstein's linguistic interpretation toward the mind-body relation is of course, facing many challenges, namely from the physicalist approach toward the issue. The physicalist approach to the mind-body problem stands in contrast to Wittgenstein's perspective, particularly with regard to Wittgenstein's dismissal of the concept of "qualia."

Physicalist Account: Frank Jackson's *Epiphenomenal Qualia*

Frank Jackson's position, rooted in the conviction that mental states are ultimately reducible to physical states (Furash, G., 1989), offers a critique of Wittgenstein's disregard for qualia, asserting that such an approach fails to account for the experiential richness inherent in consciousness and the limitations it imposes on a solely linguistic analysis of the mind-body relationship.

Jackson challenges Wittgenstein's perspective by asserting that the concept of qualia plays a pivotal role in unraveling the nature of consciousness and the mind-body relationship. He contends that Wittgenstein's dismissal of qualia as private experiences neglects their fundamental significance in the discussion of consciousness. Jackson's argument, exemplified through the Mary thought experiment, underscores that qualia possess a distinctive experiential quality that cannot be wholly captured by linguistic descriptions or reduced to mere physical facts.

In the thought experiment, we are introduced to Mary, a neuroscientist who has an thorough understanding of the neurophysiological processes underlying color perception. Mary lives in a black-and-white environment where she has been secluded from experiencing color her entire life. Despite her comprehensive knowledge of the physical aspects of color vision, she has never personally

encountered color. The important moment is when Mary is eventually released from her monochromatic environment and exposed to the full spectrum of colors for the first time (Fürst, M., 2011).

The key question posed by the experiment is: Does Mary learn something new upon experiencing color for the first time, even though she had complete knowledge of the physical processes associated with color perception before the experience?

Jackson believes that the concept of qualia is necessary in the interpretation of Mary's experience. Factually speaking, Mary knows the exact neurophysiological processes, the wavelengths of light, the neural responses, and all relevant scientific information about how color perception occurs in the human brain. Upon stepping outside the room and experiencing color for the first time, Mary has a new, subjective experience that goes beyond her existing knowledge. She now knows what it's like to see colors firsthand, which she could not have learned from her previous purely intellectual understanding.

For Jackson, Mary's new experience of color reveals something about consciousness that cannot be fully explained or anticipated based solely on physical knowledge. This "something" is what Jackson refers to as "qualia" – the subjective, intrinsic qualities of conscious experiences. Qualia encompass the raw feel or the phenomenal aspects of experiences, which are not reducible to physical descriptions.

The essence of Jackson's critique is in his assertion that Wittgenstein's approach leaves unaddressed the central issue of subjective experience and its irreducibility. He suggests that Wittgenstein's focus on linguistic limitations does not adequately grapple with the profound nature of conscious experience. By isolating qualia from the realm of linguistic communication, Wittgenstein's approach inadvertently sidesteps the very aspect of consciousness that poses a challenge to the reductionist tendencies of physicalism.

What we could generalize, on a broader level, is that we should question whether the mind, or what we call thought, could really be reduced to anything else. In alliance with Jackson's rebuttal, it is prominent that Wittgenstein's approach of reducing thought pro-

cesses and sensations into brain processes, which is essentially materialistic, is a problematic understanding toward the mind-body problem.

In short, Frank Jackson's physicalist approach to the mind-body problem offers a critique of Wittgenstein's stance on the mind. Jackson's argument revolves around the contention that qualia hold a central role in understanding consciousness and challenging strict physicalism. While Wittgenstein's focus on linguistic limitations aims to resolve philosophical confusion, Jackson's position emphasizes the necessity of accounting for the experiential richness inherent in qualia and their implications for the nature of conscious experience.

Conclusion

To conclude, Wittgenstein dismisses the conventional framing of the mind-body problem, which posits the mind and the body as distinct substances or entities that interact in some manner. Instead of engaging in metaphysical speculation about the nature of these entities, he directs his attention towards the language we use to discuss mental and physical phenomena. He contends that much of the confusion surrounding the mind-body problem is a result of linguistic misunderstandings and conceptual confusions.

Central to his approach is the examination of the different language games associated with talking about the mind and the body. Language games are distinct and context-dependent forms of language use that have their own rules and purposes.

Wittgenstein's influence on later studies of the mind-body problem is significant. His emphasis on the analysis of language and its connection to philosophical problems has inspired many philosophers and researchers to explore the linguistic and conceptual foundations of various philosophical dilemmas. Later philosophers as J.J.C. Smart has developed and refined a new theory of the philosophy of mind based on the Wittgenstein's assumption that sensations are physical brain processes. Albeit the theory's uniqueness, physicalists as Frank Jackson has successfully pointed out the deficiency of the theory, emphasizing the significant of qualia in interpreting one's subjective experience.

In short, Wittgenstein's treatment of the mind-body problem deviates from traditional metaphysical inquiries by concentrating on the linguistic and conceptual aspects of the issue.

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submitted 22.08.2023;
accepted for publication 20.09.2023;
published 8.10.2023
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Section 4. Political science

DOI:10.29013/EJHSS-23-6-41-46



RECONSTRUCTION POLICY IN 1985–1986: REFLECTION OF ITS NEED AND CONSEQUENCES IN THE PRESS (In the example of “Soviet Uzbekistan” and “Pravda Vostoka” newspapers)

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Cite: Tangrikulov J. E. (2023). *Reconstruction Policy in 1985–1986: Reflection of its Need and Consequences in the Press (In the example of “Soviet Uzbekistan” and “Pravda Vostoka” newspapers)*. *European Journal of Humanities and Social Sciences* 2023, No 6. <https://doi.org/10.29013/EJHSS-23-6-41-46>

Abstract

The article delves into the magazine “Sharq yulduzi”, which operated on the territory of the Uzbek SSR, is only the official information page of the CPSU, a high call and slogans, a tool calling on everyone to work more and more, an important tool that shows criticism, harmful vices, shortcomings along with achievements and the consequences of indifference.

Keywords: “Sovet O‘zbekistoni” and “Pravda Vostoka” newspapers “Pravda Vostoka”, reconstruction, CPSU, Central Committee, Politburo, personnel policy, General Secretary, dichotomous views, XXVII Seym, intensification, acceleration, “personnel exchange” policy

Introduction

In the late 1980s, the consequences of the tension in the socio-economic and political spheres in the Soviet Union and the Uzbek SSR, which was part of it, became more and more intense and covered all spheres of the country’s life. It can be seen that this, in turn, harmed the standard of living of the population, production rates, and labor productivity. Over the years, many “promising” state programs developed without taking into account the existing opportunities did not give the intended results, on the contrary, they led to the further increase of economic conflicts

in later periods. The socio-economic crisis that began in the 80s of the 20th century, especially by the middle of the 1980s, began to manifest itself in all areas.

Although the country had large natural resources, the Soviet society lagged behind several developed countries of the world in terms of production and the standard of living of the population. By the mid-1980s, the crisis in the socio-economic spheres began to be felt in the republics, but also in the Soviet Union itself. By this time, the USSR was not only developed but also lagging far behind capitalist countries with an average level

of development in terms of the standard of living of the population, average life expectancy, child mortality, and provision of consumer goods and services to the population. These and other factors rightfully demanded the implementation of fundamental reforms in the expensive Soviet economy.

In such conditions, in the middle of the 80s of the 20th century, the policy, which was later called “reconstruction”, began to be implemented in Soviet society. Reconstruction is directly related to the General Secretary of the Central Committee of the CPSU Mikhail Sergeevich Gorbachev and the plenum of the Central Committee of the CPSU in April 1985. This process began with the analysis of crises accumulated in the socio-political, economic, and cultural spheres of society.

There are four distinct periods in Rish history:

- Phase 1 – March 1985 – January 1987. This stage was held under the slogans of “acceleration” and “more socialism”. Intensification of the economy and acceleration of scientific and technical progress were defined as its main goals;
- Phase 2 – January 1987 – June 1988. This stage was based on the slogans of “more democracy” and “openness”. This stage is characterized by the reduction of mass media bans, the emergence of cooperatives in the economy, the application of the principle of friendship in international relations, and the condemnation of various political decisions of the Soviet era;
- Phase 3 – June 1988 – September 1991. This stage is a period of “confusion and crisis” and is characterized by a split in the former camp of reconstruction, a transition to open political and national confrontation, economic tension, and the emergence of independent states;
- 4th stage – September-December 1991. This phase is not even considered a component of “reconstruction” in most cases. At this time, although the USSR state existed, it was divided into parts, and the decay of the system was fully manifested.

The reforms implemented in the 19th century, their causes, and their consequences

were discussed in the press of the Uzbek SSR by various professions, civil servants, and citizens who were not indifferent to the fate of the country.

Periodically, it is desirable to study the discussions on various press pages in several stages. These stages correspond to the stages of the period of “reconstruction” and allow us to determine the attitude towards each stage, to analyze the causes and consequences.

Materials and methods

It is known that on March 11, 1985, M. S. Gorbachev became the head of the government as the General Secretary of the Central Committee of the CPSU. During this period, 80 percent of Politburo members were trusted representatives of L. I. Brezhnev. One out of every two representatives at the top level of the administration started their party career during the time of I. V. Stalin and had not left their post for many years. Therefore, in the first year of his activity as the secretary of the Central Committee of the CPSU, M. S. Gorbachev began to clean the committee, increase his supporters, establish a new personnel policy, and thus gain his influence.

Of course, these changes in personnel policy did not escape the attention of the press, and from April 1985, intense discussions of what later became known as “restructuring” began. For example, in the April issue of the Pravda newspaper, an article entitled “Improving Work with Personnel” was published, according to which the Central Committee of the Communist Party of the Communist Party of Ukraine is directing the party, state bodies, and public organizations, all links of the mechanism of the national economy to intensify the economy and accelerate the socio-economic development of Soviet society. mobilizes to make a sharp turn while passing. It is emphasized that the leading personnel play a big role in this.

The election of M. S. Gorbachev as the General Secretary of the Central Committee of the CPSU brought changes in the local press as well. The analysis of the content of the March issue of “Pravda Vostoka” newspaper shows that during the leadership of K. Chernenko, the main focus was on agriculture and its problems, on the full implementation of the five-year plan, on not slowing

down production even on weekends, and on mobilizing all forces in the countryside. Critical articles are rare in these issues, and they are mainly materials about the shortcomings of agriculture and, incomplete implementation of plans. However, the remarkable thing about the newspaper information at that time is that the discussion of some changes, which were later called “reconstruction” by M. Gorbachev, the secretary of the Central Committee of the CPSU, started from the time of the former secretary of the Central Committee of the CPSU, K. Chernenko.

The changes were not carried out on a large scale and together with the policy of openness, as in the era of M. Gorbachev. In particular, such articles as “Based on technical development”, “To animal husbandry – industrial technology”, and “By way of intensification” are among them. Nevertheless, not a single major article has been published in the socio-political journals published in our Republic, which reveals complex and controversial scientific problems. More than 200 articles analyzing scientific works published in the republic in the last five years have been published in magazines such as “Communist of Uzbekistan”, “Life of the Party”, “Social Sciences in Uzbekistan”, “And Uzbek Language and Literature”. However, the authors of these articles are limited to praising their works under analysis or making a superficial statement of the content. In the evaluation of scientific works, there have been cases of worshipping a position, which is completely contrary to the interests of the development of science, allowing familiarity and familiarity.

In his speech at the extraordinary plenum of the Central Committee of the CPSU on March 11, 1985, M.S. Gorbachev said: “social and economic development of the country..., sharp turning of the national economy to the path of intensive development..., in a short time to reach the highest positions in scientific and technical development..., expanding transparency in state and party offices... As a result of this speech, significant changes began to take place in the press, its columns, and topics. Dichotomous views were observed in the articles and their content, there were cases of exposing the shortcomings of the previous work, exposing the leaders and their actions, and

“recognizing” the mistakes made in industry and agriculture. In addition, a lot of space was devoted in the press to the discussion of topics such as “intensification, development involving scientific and technical achievements, demonstrating the fight against corruption, anti-alcohol policy”, which formed the basis of the first stage of the “reconstruction” period. A lot of information was given about the necessity of the “Reconstruction” policy and its reasons. In particular, a series of articles were published about the problems accumulated over the years, the fact that they were not eliminated in time and were not publicly discussed, as a result of which problems accumulated in all sectors of the national economy.

For example, “We ask to solve the situation”, “Ignored”, “The main task of criticism”, “The earth cannot be deceived”, “The assembly...” and many other critical articles were published. By analyzing the March editions of Pravda Vostoka newspaper alone, it is possible to determine the differences between the two heads of state and the two policies.

During the first phase of the “Reconstruction” period, many articles, opinions, and debates were periodically published in the press on why acceleration was necessary. For example, in several issues of the newspaper “Soviet Uzbekistan”, there are many policy-justifying articles under the titles “Acceleration is the need of the era”, “On the path of acceleration”, “Steps on the path of acceleration”, “Acceleration, quality and efficiency-the demand of the era”, “Acceleration is our battle slogan” was printed.

On the pages of the article, the fact that the current socio-economic situation is not at the level of demand was strongly criticized, saying that “instead of concrete work, they are often engaged in various activities and making many decisions”, the lack of practical work was condemned, and the article “Acceleration is the need of the times!” ended with the slogan.

It consists of the fact that, firstly, it is aimed at getting rid of all the old things that have lived their life and are an obstacle to life, destroy them, and remove them from the road. Second, both the party and Marxist philosophy denied that anything that permitted development had to be destroyed.

In the newspaper “Soviet Uzbekistan” such articles as “Need and Extravagance”, “Haqgoylik”, “Kozboyayamachilar”, “Superficiality”, “Where the demand has weakened”, justifying the correctness of the reconstruction policy, the fact that many works in this regard have been abandoned over the years, An attempt was made to “openly” show that unemployment and indifference have increased, and as a result, the economy, agriculture, and industry have fallen into a difficult situation.

The decisions of the first speed fundamentally changed the political, socio-economic, and cultural life of the people of Uzbekistan. In practice, such big and sensational changes did not happen, but in the press, the changes of the last year in the country were presented as “very big” and “revolutionary”. The XXVII Diet, which lasted from February 25 to March 6, 1986, issued decisions that led to important changes in the Soviet Union and the period of “reconstruction”. In the press, on the one hand, it helped to “justify” the appropriateness of these decisions in the eyes of the people, and on the other hand, by “openly” stating the problems in the people’s lives, it helped to show its basis.

Among the instructions of this session, the “competition of minds and talents” was mentioned. It was a very well-thought-out idea that such a competition was planned in the society, and it can be seen that the idea of “there is no progress in the place where the mind is rusty, where the talent is false” was put forward.

The contrast between many positive and negative articles and opinions published in March and April of the “Soviet Uzbekistan” newspaper can be clear proof of this. In 1986 and later, there was no other case of “sharp opposition” such as the articles and opinions issued in these two months.

Along with the slogan of “acceleration” in the early period of the “reconstruction” policy, the slogan of “intensification” was also frequently encountered in the first issues of 1985 and 1986. Articles such as “By way of intensification”, “The honor of intensive technology”, and “Intensification is the main task” envisage the intensification of existing capacities to further fulfill the economic plans set by the center. The analysis

of the press shows that after the XXVII siesd passed, this slogan almost disappeared from the press pages, and the term “reconstruction” began to take its place. As opposed to the term “intensification,” the term “acceleration” has been consistently used even after the term “reconstruction” entered the press. From this situation, it can be concluded that since the April plenum of the CPSU in 1986, the press put into practice the term “reconstruction” of the Secretary of the Central Committee of the CPSU M. S. Gorbachev, and this term took the place of “intensification”.

Result and discussion

The first use of the term “reconstruction” in the newspaper “Soviet Uzbekistan” “Where does reconstruction begin?” and “Restructuring work is an important task” is highlighted in the articles. Journalist J. Mamatov “Where does reconstruction begin?” – when addressing some professional representatives with the question, the painter N. Jumayeva answered the question “Do we do the work at home as if we wanted it, but not at the enterprise?” This is the result of the political-educational gap. “The party organization should focus on working with people, or rather, on fundamentally rebuilding their relations with work, forming them based on the requirements of the present time,” he answers.

In the November 22, 1986 edition of Pravda newspaper, the main article entitled “Education in the spirit of a master” announced the call to “not be a spectator from the sidelines, but to be an active and demanding participant in the reconstruction initiated by the party.”

A. Panchenko, a driver of the “Bustanvodstroy” trust in Zarbdar district, and a member of the party committee, in the column “About the Communist himself and the collective” of the newspaper “Soviet Uzbekistan”: leaders abused their positions in the discussion of the need for “reconstruction”, allowed waste in the disposal of state property, the CPSU He said that the XXVII Congress clearly showed the necessity of restructuring the activities of the communists and that this situation pleased him.

The article “Reconstruction is our work” in i” newspaper discusses the reasons for re-

construction. According to him, “relinquishment of paperwork, old-fashioned, bureaucratic, ready-made moods cannot be done without changing anything. For this, a person needs to start work from himself – thinking and psychology, organization of work, its methods and methods. It is emphasized that reconstruction should be carried out in the workplace, collective, party, and state bodies – everywhere. At the end of the article, each communist asked his comrade: “You talk about reconstruction, what did you do for its success!” – it is advisable to ask.

In addition to the frequent publication of political, socio-economic, and cultural changes in the country, “Soviet Uzbekistan” newspaper also has columns that are constantly published, depending on their changes, it is possible to periodically monitor the political changes in the country and the issues that are in the center of attention. One such regular column is “Party Life”, where a topical issue is discussed several times a month. For example, in the period from May 1985 to April 1986, on topics such as “Party Life: Report and Elections”, “Party Life: Season in the Affairs of the Communists”, “Party Life: Communist Reflections”, “Party Life: On the Eve of the Oblast Committee Conference” discussions were held.

It can also be seen from the above information that the “Party Life” column in the indicated period focused on reports and elections, personnel issues, and the working methods of the committee. Among them, the most prominent issue is “reports and elections”, in which attention is paid to listening to reports, analyzing them critically, pointing out shortcomings, and choosing the right leaders. It can be concluded that the first year of the “restructuring” policy, which began in 1985, focused on the acceleration of production and the national economy, the anti-alcohol company, and the issue of personnel, and this process was carried out both at the upper and lower levels of management. During

this period, A. N. Yakovlev, Ye. K. Ligachyov, N. I. Ryzhkov, B. N. Yeltsin, A. I. Lukyanov took the place of the old nomenclature, and this “personnel exchange” policy was also observed in other regions of the Soviet Union, especially in Uzbekistan. reflected in local newspapers.

From April 30, 1986, a thematic change took place on the “Life of the Party” page. From now on, the main issue in this column will be “Party Life: Work Restructuring is an Important Task”, “Party Life: From the Road to Restructuring”, “Party Life: How is Restructuring Going?”, “Party Life: Personnel and Restructuring” discussions were held. In the articles presented in this column, the main attention is devoted to the discussion of reconstruction works, their necessity, reasons, stages, and problems. At the Plenum of the Central Committee of the CPSU on January 27, 1987, the document of the Secretary of the Central Committee of the CPSU M. S. Gorbachev on “Restructuring and the personnel policy of the party” was heard. After that, its influence was felt in the press, and the main columns were focused on personnel issues. This situation can also be seen from the number of articles published under the column “Party Life: Personnel and Reconstruction” mentioned above.

Conclusion

To conclude, analyzing the columns of “Soviet Uzbekistan” and “Pravda Vostoka” newspapers over the period shows that the level of censorship has decreased as the reconstruction policy developed, and the number of critical, opinionated, and controversial articles in the press has also increased. In general, during the period of reconstruction, the press served to change people’s consciousness and to form attitudes towards different values. Although this information does not fully reflect real life, it is an important source for studying this period of Uzbekistan’s history.

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submitted 22.08.2023;

accepted for publication 20.09.2023;

published 8.10.2023

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DOI:10.29013/EJHSS-23-6-47-50



REFLECTION OF THE NEED FOR RECONSTRUCTION POLICY, SOCIAL SITUATION AND POLITICAL CHANGES IN THE "SHARQ YULDUZI" MAGAZINE

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Cite: *Tangrikulov J.E. (2023). Reflection of the Need for Reconstruction Policy, Social Situation and Political Changes in the "Sharq Yulduzi" Magazine. European Journal of Humanities and Social Sciences 2023, No 6. <https://doi.org/10.29013/EJHSS-23-6-47-50>*

Abstract

In this article, the magazine "Sharq yulduzi", which operated on the territory of the Uzbek SSR, is only the official information page of the CPSU, a high call and slogans, a tool calling on everyone to work more and more, an important tool that shows criticism, harmful vices, shortcomings along with achievements and the consequences of indifference. It is justified that he walks.

Keywords: *XXVII Seym, State Farm, Journal "Social Sciences in Uzbekistan", atheism, internationalism, developed socialism, democratic socialism*

Introduction

The changes that took place in the country in the mid-80s of the 20th century were widely discussed not only in the press publications of the government but also in the pages of literary-artistic and socio-political magazines. As mentioned above, the XXVII Congress of the CPSU was interpreted as a period of "sharp turning" in the country's political, socio-economic, and cultural life. For example, H. Ghulam stated in his article "In the Service of the Party and the People" that "we are living in a great era when the most important issues are being solved..., the Soviet state will almost double its national income by the year 2000..." and other opinions. In A. Oripov's article entitled "The Age of Turning", it is especially emphasized that "acceleration and its characteristics..., the purpose of exposing the

shortcomings without any concern..." was especially emphasized.

The head of the cotton brigade of the Ulyanov state farm in Usman Yusupov district, MP G. Mominova, in her article entitled "Sense of Responsibility" about changes and reconstruction policy in the country: "the arrogance, forgetfulness of responsibility, the need to increase practical measures to turn around the past twenty years..." and expressed other opinions.

R. Bobojonov, the foreman of the Okhunnoboyev collective farm in the Urganch region, in his article entitled "Each of us has a duty", considered "science and technology development, intensification, agro-industrial complex, strengthening the connection between science and production, further improving party leadership as urgent events and

tasks” and expressed the party’s passion for reconstruction. fully supported. In this article, the fulfillment of tasks is assessed as the duty and responsibility of every Soviet person.

I. Rasulov’s article entitled “Reconstruction and Teacher” published in the magazine “Sharq Yulduzi” is the first of the openly critical works with the term “reconstruction” in the title of the article. Of course, in every issue of “Sharq Yulduzi” magazine published since 1985, publicist opinions in prose or poetry can be found in the form of reaction to the implementation of the decisions of the CPSU, changes in the country, and speeches of the union leader. However, none of them was published as an article until June 1988, only on pages 3–8 of each issue of the magazine, political changes in the country were reported in the form of information.

Materials and methods

From the information given above, it is clear that “Soviet Uzbekistan” and similar central newspapers and magazines have published opinions, articles, and comments related to the term “reconstruction” since April 1986. In particular, in the article of I. Rasulov, the need to fundamentally change the attitude towards the teacher, the need to cure the ills of red tape, the need to establish relations between scientists and school life, the reasons for the low level of literacy, and many other negative aspects were raised. It was discussed that the work of the school is to be fundamentally reconstructed. It can be concluded that in 1988, the second stage of the reconstruction policy was in progress in the country, and the door of wide opportunities for discussions and debates was opened, and this situation was also reflected in the press pages.

There may be several reasons why the article of this name was published in “Sharq Yulduzi” magazine two years later:

- Firstly, this magazine specializes in covering news and changes in the literary and artistic sphere rather than the political life of the country;
- Secondly, the “reconstruction” carried out throughout the territory of the Soviet Union and the policy of transparency at its core gradually penetrated the press, so that the writers and publicists, who were subjected to censor-

ship and persecution for many years, moved very slowly and carefully to the state of openness;

Thirdly, the composition of the editorial board of the magazine consists mainly of writers, poets, or journalists, and it can be shown that their views on the political changes in the country did not go beyond the boundaries of science, culture, and art.

Political openness, criticality, discussion, and debate in “Sharq Yulduzi” magazine began to be evident in the 1989 issues. In the 1989 editions, columns such as “White Spots of History”, “Reconstruction and Historical Heritage”, and in the 1990 editions, “Controversy”, “Reflection, Discussion, Debate”, “Problems Awaiting Solution” appeared, in which the country’s political, social – economic, cultural changes, reconstruction policy, and its essence, purpose, and reasons were openly discussed. As mentioned above, real open discussions of reconstruction in the field of culture, art, and history in the literary and artistic magazine “Sharq Yulduzi” were carried out in 1988, especially in 1989–1990. served to ideologically justify the ongoing reconstruction.

Political, socioeconomic, cultural, and scientific changes in the country, new trends, books, discussions, and debates were also published in the journal “Social Sciences in Uzbekistan”. In particular, there is a special column entitled “Party Decisions – Life”, in which several authors give comments and opinions on changes in the political life of the Soviet Union, new decisions, and projects. Also, a discussion of the “reconstruction” policy of M. S. Gorbachev, secretary of the Central Committee of the CPSU, was published, among many other issues. For example, in the article of R. K. Karimov and Ye. V. Dashin, M.S. Gorbachev’s speech on June 11, 1985, in which he discussed the planning and management, the demand for the radical restructuring of the economy, was highlighted. According to the authors: “to perfect the economic mechanisms, it is necessary to study the theoretical and methodological aspects of the issue.” It tries to prove the differences between socialism and communism, why socialism was not followed by communism, socialism during the time of V. I. Lenin was not “without a solid foundation” as it is today, but it was strongly based on new productive forc-

es and collective property, and therefore it is important to move to advanced socialism.

In addition to the reasons for restructuring given in “Soviet Uzbekistan”, “Sharq Yulduzi” and other newspapers and magazines, the development of a new methodology and theory of economic development, the use of new management methods are indicated as reasons considered necessary for the implementation of restructuring.

Result and discussion

“Pravda Vostoka” newspaper also gave various discussions about the fact that the situation in the country is unsatisfactory and that everyone should reconsider their activities, and increase labor efficiency and demand. M. Ayubov, chief physician of the central hospital of the Samarkand region, said that “there is a need to re-equip the scientific and technical basis of the health care system..., every Soviet citizen should do his work with a sense of responsibility and accountability, and the decisions of the April 1985 plenum of the CPSU are very important in this regard. “It is also appropriate,” he said. A. Davletbayev, the foreman of the Nukus state farm of Nukus region, gave his opinion about “the importance of increasing demand, the need for everyone to work together”.

There are many examples of such discussions. Issues, discussions, and debates raised in the main party newspapers and magazines were also carried out in local regional, and district newspapers. Most of them raised the same problems and repeatedly emphasized the need for new work to find a solution. In the press pages, the following are listed as the main reasons for the “reconstruction” policy:

1. The fact that the economy of the Soviet Union did not meet the requirements of the time and was increasingly lagging behind the economy of “capitalist” countries;

2. Problems have accumulated in the national economy, and there is no other way but to speed it up to move forward;

3. Science and technology development is not implemented in real life and as a result, the quality and quantity of products are decreasing;

4. The need to eliminate the backwardness in the fields of heavy metallurgy, chemical industry, railways;

5. Accumulated shortcomings in housing, communal economy, transport, medicine, cultural and educational work and the need to solve them immediately with new decisions and a new approach;

6. The need to restructure the personnel system;

7. The need to eliminate vices such as bribery, speculation, stealing public property, indifference, and drunkenness, and to rebuild a socialist way of life;

8. The need to increase transparency, to strengthen criticism and self-criticism, and to turn the press into a tool for reconstruction;

9. The need to create an equal and strongest union based on internationalism;

10. Revising the existing social system and developing the ideas of advanced socialism and democratic socialism;

11. Revising and liberating attitudes towards atheism and religion and other reasons.

It is clear from the above that the policy of “reconstruction” in the Soviet Union and the discussions surrounding it were constantly presented in periodicals. The press has become one of the main tools of reconstruction. The secretary of the Central Committee of the CPSU M. S. Gorbachev tried to spread and develop his ideas among citizens in this way. The number of critical articles in the press has gradually increased since the April 1985 plenum. In it, each author approached based on his profession and activity, tried to reveal the situation he saw with his own eyes, to justify the need to revise his worldview, attitude to work, and property to change it. The discussion of the reasons for the reconstruction later, in 1988, turned into a criticism of the shortcomings of the Soviet administration and the Communist Party, which tried to justify the transition to democracy and the market economy.

Conclusion

In short, the press releases that operated in the territory of the Uzbekistan SSR since 1985 have only been the official information page of the CPSU and its regional bodies, high-flying calls and slogans, critical comments, harmful vices, shortcomings along with achievements from a tool that invites everyone to work harder and work harder, has become an important tool showing

the consequences of indifference. The level of censorship also decreased as the reconstruction policy developed, and the number of critical, opinionated, and controversial articles in the press also increased. In general, during the period of reconstruction, the

press served to change people's consciousness and to form attitudes towards different values. Although this information does not fully reflect real life, it is an important source for studying this period of Uzbekistan's history.

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submitted 22.08.2023;

accepted for publication 20.09.2023;

published 8.10.2023

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Section 5. Psychology

DOI:10.29013/EJHSS-23-6-51-56



PROFESSIOGRAMS OF MANAGERS AND ORGANIZATION MANAGEMEN

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Cite: Makhmudov I. (2023). *Professiograms of Managers and Organization Managemen. European Journal of Humanities and Social Sciences 2023, No 6.* <https://doi.org/10.29013/EJHSS-23-6-51-56>

Abatract

The article explores the professional and personal portrayal of managers, providing a comprehensive analysis and definition of the concept of a professiogram. It emphasizes considering the psychological description of individuals when promoting them to managerial positions. The article also incorporates data from a study on the characteristics of professional activities among civil servants and outlines the fundamental requirements for leaders in public administration.

Keywords: *Leader, management, psychology, method, competency, evaluate, civil service*

Introduction

Defining and evaluating the personal and professional qualities of a leader is becoming relevant not only for the psychological sciences, but also for other disciplines that study management problems. In modern psychology, research methods and performance indicators of the manager's work are always being improved. In this regard, it is worth mentioning that nowadays such methods as the Assessment Center, Expert assessments and more advanced types of various psychodiagnostic techniques are in active use. The main advantage of these methods is determined by their objectivity and predictive capabilities. In this regard, when compiling a battery of tests for assessing managers, attention should be paid specifically to their predic-

tive capabilities and the ability to ensure the objectivity of the information received. Such requirement can be achieved through the use of several mutually compatible techniques. Only such comprehensive approach, i.e., the use of complementary methods, makes it possible to obtain comprehensive and more holistic information about the leader.

Body paragraph. Today, the entire procedure for assessing managers is becoming a multi-stage. Information about a particular leader is updated or supplemented with new information after a certain time. For example, after evaluating compliance for a position, it may be necessary to identify the level of motivation of this manager to work on improving their competencies or ability to withstand stress. In this regard, nowadays,

the requirements for the position, profession are being carefully developed and, based on this, the most decent specialists are selected for this position. Determining the level of compliance of a person for a certain position requires, first of all, the development of a description of this position. Only in the presence of certain requirements for the position, it is possible to start developing appropriate standards for a particular managerial position and, on the basis of this, determine the necessary personal qualities and professional skills of a manager. In this regard, at the initial stage of assessing the leaders of various managerial positions professionograms of managerial positions are created with the help of special studies. In the future, it is the profile of the position, i.e. the professionogram acts as the main document on the basis of which candidates for a certain position can be evaluated or determine the degree of compliance of a particular person of a particular position.

A professionogram is a document that embodies the generalized requirements of the profession in relation to a specialist, his professional activities and qualities. A. Zh. Kholbekov claims that the professionogram, first of all, reflects the professional requirements for a specialist, therefore, without taking it into account, it is impossible to determine the ultimate goal of professional training, retraining and advanced training of civil servants (Xolbekov A. J. 2008). The professionogram by its nature has a normative and recommendatory character and should be the main guideline for the manager's professional study.

In the professional profile of the modern head of the civil service, the following main professional aspects of the personality are distinguished: informational and analytical, planning, managerial, leadership, organizational and executive, coordinating, control and calculation, innovative, expert-consulting and representative. All these functions of public service employees involve the active work of a specialist on their professional self-development and personal qualities related to self-government and self-regulation of the individual. According to M. Kuranov, "Professionogram of a certain position is the sum of answers to the question – What should be the holder of this position?" (Kuronov M. 1998). During the creating managers profes-

siogram, people were based on the following models of describing professions: modular approach and expert assessments of professional qualities. The modular approach is the development of a set of common, universal properties of professional activity and can inform about the ability and possibility of a person to move from one profession to another. In a certain sense, the modular approach is aimed at identifying universal, common qualities of specialists from different professions. In identifying the personal and professional qualities of any particular position, the method of expert assessments is used.

In the course of the study, based on the requirements of the professional activities of leaders in various fields, professionograms of several positions were developed. At the same time, it was used a general model that includes a list of personal qualities and professional skills of a modern leader. This model is based on a description of the personal and professional qualities of a person, which is used in the expert assessment of a manager. During the experimental development of managerial professionograms, the analysis of managerial positions in the following areas was carried out: electricians of the railway power supply service, heads of gas supply enterprises, leaders of expeditionary groups for oil and gas production heads of the banking sector and senior officials of public service bodies. In total, during the study, work was underway to create 24 professionograms of five areas of management and 110 experts took part in the study. During the study and professionograms development, the features of socio-economic processes in society, the specifics of the work performed and the profession were analyzed as well.

The technology for developing professionograms for a specific profession was as follows: there is a generalized, universal list of professional qualities and personality traits that can be used to describe any profession (Ilin E. P., 2008). This list is presented to experts in a particular industry (in our case, experts in five areas) and they are asked to first read the list of qualities, and then rate each quality in terms of its importance for the successful performance of the profession. If necessary, the experts themselves can add this list with those qualities that, in

their opinion, a specialist needs to successfully complete his work. At the next stage of the study, the selected qualities are grouped into different blocks. Blocks can be marked as – a group of professional qualities, personal qualities, qualities that contribute to personnel management, qualities expressing attitudes towards the organization and etc. Blocks in which the greatest number of qualities enter may mean that this group of qualities is the key to the successful implementation of this activity. And it is obvious that during evaluating a specialist, most attention is paid to this block of qualities. Grouped by similarity qualities, i.e. the blocks are then presented to the experts and their task is now to determine which block of qualities can be assessed as the most important for the successful completion of the profession. Thus, by the end of the study, we get the qualities of most important, medium and least important significance grouped into blocks. As a result, an organized list of qualities, indicating the professionally important properties of a specialist in a particular area of the profession, at the end takes the form of a specialist's profессиogram. It should be noted that these profессиograms can later be used to develop the competencies of specialists.

The profессиograms developed with the help of experts were also used as criteria for evaluating a particular manager in the future. For this, it was invited three people as an expert, who know well the assessed manager. At the same time, those criteria and qualities that were developed for the profессиogram acted as the means of evaluation. Assessing people, in addition to knowing this leader well, are also advanced specialists in their profession and, of course, in the area being assessed. Each expert was asked to evaluate the qualities of the leader based on the methods that were used to develop the profессиogram. Thus, a particular leader was evaluated according to a questionnaire, which presents a list of personal and professional qualities, each of which was correlated with the working behavior of a particular leader. The correspondence of a real person with the reference model of the leader was calculated using the Spearman rank correlation formula. As a result, it was found that managers who have the maximum degree of compliance with the

main blocks of the profессиogram model have the highest indicators in the performance of their functional duties. Below, based on the study of leaders in various fields, special qualities are given that contribute to the successful implementation of a certain managerial position. In particular, on the example of banking, it is revealed that in the field of finance, the necessary qualities for a manager are economic sensitivity, the ability to predict changes in the financial sector, and the development of intuition when analyzing the dynamics of economic indicators. At the same time, in ensuring the safety of the bank's work, the head is required to be careful, sensitive and foresight in organizing the work of the institution.

The study also studied the leaders of the oil and gas industry. The main specificity of the leaders in this area is that they organize the work of specialists working in the field and on a rotational basis, i.e. teams of specialists are away from home for 15 days and live in difficult natural and living conditions. From a psychological point of view, the organization of work in such conditions requires special qualities and skills. Among them are the following – high degree of self-control, ability to control emotions in life-threatening situations, fast decision making, the ability to maintain volitional effort for a long time, psychophysiological stability, the desire to complete the work in any conditions and most importantly, the desire to ensure the safety of employees, as well as maintaining and ensuring a healthy and positive psychological climate in the team, in the conditions of a long stay in the field and the lack of domestic comfort. It is these qualities that occupy the leading quality in the profессиogram of this category of leaders.

When studying the activities of managers at the middle and lower levels of the electric power supply service of railways, the following aspects of the professional profile of specialists were identified. One of the key qualities necessary to ensure successful performance as the head of the energy supply service is reflected in the group labeled "Qualities that reflect the attitude towards work." The next group of qualities identified is referred to as "Propensity to improve professional skills." The third group

is designated as “Qualities that demonstrate attitude towards others,” which signifies the leader’s ability to build partnerships with colleagues and exhibit strong communication skills. At the same time, during the monitoring of energy specialists’ activities, a feature was discovered that was not previously noted by experts but was revealed through observation and analysis of regulatory documents. This feature pertains to the requirement of at least two people working together when dealing with high-voltage voltage in the railway power supply system. The foreman is responsible for assigning specialists in pairs and organizing their daily tasks (Instruksiya po tehnikе bezopasnosti... 2008). Through observation and conversations with foremen, it was found that no work in this field is performed by a specialist alone. Even the simplest tasks require the presence of an assistant observer. Many of these tasks are performed at a significant height, necessitating good spatial orientation and visual assessment of wire conditions. Due to the nature of their work, electric track repair specialists operate at high altitudes and in open air environments. Therefore, the team leader must possess stability under pressure and not be prone to quick fatigue. Rail network electricians must be adept at quickly troubleshooting problems, which requires a more agile nervous system. Consequently, the team leader should not have an inert nervous system and should preferably have a sanguine temperament. Electricians always work in pairs, so they must be sociable and possess conflict resolution skills. Furthermore, since their work relies on partnership interaction, effective verbal communication skills are essential. They should be able to articulate their thoughts clearly and explain the current situation comprehensibly.

In the development of professional profiles for fitters of high-voltage lines in the railway power supply system, the following list of personal and professional qualities was identified as important for a specialist:

- Ability to work in a team;
- Stability of attention, the ability to observe an object for a long time;
- Distribution of attention, that is, the ability to simultaneously perform several actions – performing one’s work,

monitoring and controlling the partner’s behavior, fixing intermediate work operations, etc.;

- The ability to manage oneself, that is, to complete the work begun in any conditions and situations. This requires a high degree of responsibility for the result and quality of work;
- Sufficient physical endurance;
- Ability to determine the state of an object by eye, accuracy of spatial perception;
- Caution, refraining from risk;
- Judgment, that is, the desire to be patient in collecting information to make a decision in conditions of uncertainty;
- Manifestation of operational thinking, that is, to find a timely response to the current situation and the work performed;
- Performing Ability. In the conditions of teamwork, be well aware of your role and perform the functions assigned to you.

The mentioned requirements are outlined in relation to electrician specialists, but these qualities should be even more ingrained in leaders in this field. Furthermore, when forming a team for collaborative interactions, the leader should have a good understanding of subordinates’ psychology, consider compatibility among team members, and thereby foster a positive work environment.

Speaking about the features of the professional profiles of managers, I would like to outline the information about managers in the gas supply enterprises. During the study of the specific labor activities of these professionals, it was found that leaders in the gas supply industry require a high level of communication skills, the ability to effectively handle conflict situations, and the capability to propose solutions that satisfy both the client’s needs and the organization’s interests. They are also expected to act as intermediaries in resolving conflicts between employees of the organization and consumers. In addition, professional skills related to the prevention of emergency situations in the gas supply system and the prompt resolution of arising problems in the gas supply to users are necessary.

When creating job profiles for civil service leaders, a significant amount of scientific literature was reviewed, and a content analysis of personal qualities and professional characteristics of leaders in public administration was conducted. In particular, the study revealed that the normative behavior of civil service leaders includes regulation of official conduct, maintaining a certain distance in communication, and a tendency towards either analytical or operational activities, depending on the position held by the employee in the management system.

When developing job profiles for managers, it should be noted that the nature of decisions and the behavior of leaders largely depend on their position within the hierarchical structure of the organization (Markova A. K. 1996). Typically, managerial positions are categorized into the highest, middle, and lower levels of management within the organization's hierarchy. The study revealed that managers at the same level but in different areas of management possess different decision-making powers. When discussing the business sector, it is important to consider that the decisions made and the nature of the issues being resolved can vary significantly between managers in different positions within an organization. This variance in positions also translates to different forms of managerial power that they exhibit. For instance, senior managers in the business sector often rely on the intellectual capital of the organization and are responsible for making strategic decisions. Their position grants them the ability to influence major changes within the organization. Consequently, when evaluating those leaders, it is common to present them with cases that reflect the complexity and strategic nature of their decision-making. Secondly, senior management can tap into their social capital and influential connections to address pressing issues by seeking assistance from professional experts in relevant fields. Thirdly, senior managers possess the ability to see projects through to completion, ensuring that the work they initiate is brought to a successful conclusion. In this regard, it becomes important to tailor training programs for senior managers accordingly. Senior executives in business organizations also have direct contact with

major shareholders of the company. It is crucial for them to demonstrate qualities such as sincerity, diplomacy, and strong individual willpower when engaging with these stakeholders. However, it is worth noting that not everything mentioned above is universally not applicable to heads of public institutions or the public administration system (Yablokovoy E. A., 2005).

In conclusion

When developing a psychological profile for a specific area's leader, various testing methods are also actively used. Among the most informative methods are Cattell's multifactorial questionnaire, Leary's test, Ershov's questionnaire for studying the orientation of the head, and methods that assess the leadership potential of individuals. As a result, the requirements were formulated for the leaders of a particular area and the degree of compliance of a particular leader with these requirements was revealed. Throughout the development of profессиograms and studies that assess managerial personnel, several fundamental qualities have been recognized as universal traits for leaders in every area of management.

- Spiritual and moral maturity of the leader;
- Communication;
- Leadership skills.

The study also analyzed methods for evaluating managers. In this regard, the existing methods were analyzed in terms of their theoretical and practical significance. At the same time, special attention was paid to those methods that could provide the most objective information and had predictive capabilities. As a result, it was concluded that a separate technique cannot provide complete and reliable information about the leader and the study of the leader's personality requires an integrated approach in combination with several methods. In this regard, when creating a management personnel assessment system, it is necessary to create a battery of methods that are highly indexable and have a complementary function. The very creation of professional profiles of managers requires an integrated approach, and therefore the assessment of real leaders should align with this requirement.

Thus, in the process of developing professionograms of managers across different industries involves identifying specific features associated with the sphere of management and the organization of professional activities within that particular field. At the same time, common aspects have emerged that

unite the psychological profile of leaders in various areas of management. In addition, the methods used to develop professionograms of a managerial position can also be used to evaluate real managers for their compliance with the position held and the professionogram model.

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submitted 22.08.2023;
accepted for publication 20.09.2023;
published 8.10.2023
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Section 6. Sociology

DOI:10.29013/EJHSS-23-6-57-69



THE ENVIRONMENTAL JUSTICE MOVEMENT: AN ANALYSIS OF ITS HUMAN FOCUS AND DYNAMIC PATTERN

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Cite: *Yushen Luo. (2023). The Environmental Justice Movement: an Analysis of its Human Focus and Dynamic Pattern. European Journal of Humanities and Social Sciences 2023, No 6. <https://doi.org/10.29013/EJHSS-23-6-57-69>*

Abstract

As global warming and climate crises become more pressing issues, an increasing number of studies have begun to focus on the intersection of environmental problems and social justice, or what is more commonly known as “environmental justice.” The present paper offers an overview of this form of justice by first illustrating the history of the environmental justice movement from a small strand of the Civil Rights Movement to an independent and comprehensive grassroots social movement. Thereafter, the paper discusses the major participants of the movement and presents the overall pattern and how grassroots efforts interact with legislative, juridical, and administrative sectors of the government. This part of the paper draws upon major cases of environmental justice from the cities of Oakland, Richmond, and Hinkley in California and Flint, Michigan. Finally, the paper describes some of the challenges that the movement has faced in connecting environmental hazards to racism and minority communities and suggests potential directions for future movements such as inter-regional efforts and more emphasis upon other climate-related problems.

Keywords: *environmental justice, racial inequalities, global warming, government policies, urban, United States*

Introduction

Terry Gonzalez-Cano, a Latina mother who lives in Vernon, Los Angeles, used to encourage her children to play outside. But now she feels an overwhelming sense of regret and depression about what she has done. She laments, “I felt like I was the worst mother in the world. I felt that I had killed my children” (Guardian News and Media, 2021, para.4).

The significant change in her attitude originated from the news six years ago. In June 2015, the California Department of Toxic Substances Control tested the lead content of the soil on her property. Ten months later, the tests revealed the following results: the content of the soil was significantly higher than California’s standard acceptable level. “When I found out, I couldn’t breathe,” Terry

recalled (Guardian News and Media, para.4). This result also led Terry and many other residents to wonder if that same toxic soil would be found in other neighborhoods in Los Angeles. Vernon sits to the immediate south of downtown LA and forms one of the more densely populated areas. The neighborhood also includes many impoverished workers and minority populations. “Because we’re working-class and Latino, we’re not a priority” (Guardian News and Media, para.11). In fact, Terry’s doubts weren’t groundless: a large number of similar pollution cases have increased in recent decades and they are all related to one type of injustice that brings together demographics, race, class, and environment: environmental justice.

The United States Environmental Protection Agency (EPA) defines environmental justice as “the fair treatment and meaningful involvement of all people regardless of race, color, national origin, or income with respect to the development, implementation, and enforcement of environmental laws, regulations, and policies” (Environmental Protection Agency, n.d.). This includes people’s opportunity to make decisions about the activities that might influence their health and living environment. Environment, in this circumstance, would be understood as covering a broad context that includes “where we live, where we work, where we play, and where we learn” (Cole & Foster, 2001). The value of this part of the definition is that it does not reduce the environment to where people live but also addresses their movements in daily life, which would encompass work, leisure and other activities. Studying environmental justice is beneficial for us not only because it can enhance overall health conditions, but also because it can improve and ensure social equality and justice, thereby establishing a more harmonious society. As a result, an increasing number of studies are focusing upon the subject of environmental justice and its various manifestations around the globe (Banzhaf et al., 2019; Carrión et al., 2022; Chowkwanyun, 2023; idem, 2022; Harrison, 2019).

This essay will examine environmental justice as a movement by focusing upon its integrated history, the characteristics of its participants, the patterns associated with its development, and the limitations and scope

of the movement. The first section will describe some of the more significant historical events connected to the movement in order to explain how the movements gradually developed from an adjunct of the civil right movement to a movement integrating anti-toxic and justice concerns. Thereafter, the second and third sections will examine the role and contribution of its different participants and then explain how they interact with each other in order to form a regular pattern of grassroots work and interaction with governmental channels. Subsequently, the fourth section will analyze the challenges that the movement has faced in getting courts to recognize the racist aspects of the environmental injustices and the difficulties that overly bureaucratic aspects of the government pose to the movement. The last section will situate the movement against the emerging climate change crisis in order to point out potential areas where the environmental justice movement might collaborate with climate change activists to form larger inter-regional partnerships.

History of Environmental Justice

In order to provide a more robust definition of environmental justice, it is necessary to trace the movement’s roots and early history. Rather than representing a linear development, the movement has been a continuous process that kept absorbing the legacies of different events in the civil rights and environmental movements. This means that we could view the movement as a river in which “no one tributary made the river the force that it is today” (Cole et al., 2001). The metaphor of a river with many tributaries helps to form a picture of what the history of the environmental justice movement has looked like in the past few decades. Although some scholars dispute whether we should view the proposal of “environmental racism” by the Warren County protesters as the start of the movement, many trace the movement’s origins to the protesting campaigns of the Black Americans, which were mainly composed of the Civil Right Movement during the 1950s and 1960s. Initially, the protesters mainly focused on fundamental human rights that enabled people to survive in modern society: desegregation, voting rights, and equal employment and education opportunities. After

fighting through sit-ins, marching, and establishing local and even national organizations, the movement achieved some significant progress. As a result, President Eisenhower signed the Civil Right Act of 1957 which protected black Americans' voting rights and President Lyndon B. Johnson signed the Civil Right Act of 1964 which guaranteed employment for all (Morris, 1999).

Increasingly, leaders such as Martin Luther King Jr. directed some of their attention to a relatively minor but also important thing: environmental rights. In 1968, King Jr. went to Memphis to seek support for the garbage workers who were unpaid and exposed to dangerous working conditions. Such dangerous working conditions included the risk of being crushed by trucks (King Institute, 2018). Before he could complete his environmental justice mission, however, he was assassinated. After 1968, no prominent nation-level movements involving environmental justice occurred. But this does not mean that injustice ceased: discrimination and injustice continued to occur. In Houston, for example, more than 80 percent of garbage landfills and incinerators functioned in mostly Black neighborhoods up until the late 1970s. Their efforts were limited: although they could impact the city's and state's waste facility site regulations, they could not shut off the equipment directly (Bullard & Borgmann, 2007).

In 1978, the anti-toxic movement became one of the tributaries of the early environmental justice movement. The serious chemical leakage of the Love Canal ignited public concern and brought environmental justice issues to national headlines (Mah, 2020). The Love Canal is located in New York and abuts the Niagara Falls Industrial Corridor, which is predominantly occupied by chemical industries. Starting from 1953, the inappropriate processing mode of toxic chemical waste generated by Hooker Chemical Corporation caused serious health problems for the residents, mostly the working class. The health problems included miscarriages, birth defects, and illnesses. As a result, the residents campaigned hard for the government's investigation under the leadership of a local mother named Lois Gibbs. In August, 1978, the government declared an emergency and evacuated the residents (Mah, 2020). However, this was not the end of the

story. A group known as the Citizens Clearing House for Hazardous Waste (CCHW), which was founded by former residents of Love Canal, has assisted grassroots activists nationwide and worked with more than 7,000 local groups. Under several national umbrella organizations including CCHW, the anti-toxic movements were more organized and thus were able to make more sophisticated and systematic actions. Through this case, we can identify that in comparison to the Civil Rights Movement anti-toxic movements have chiefly tackled the toxic substances disposal and regulations issue rather than racial discrimination toward minority people.

Although isolated at first, the anti-toxic movements were further integrated with social justice movements in the 1980s since three of five Black and Hispanic Americans live in communities with uncontrolled toxic waste sites (United Church of Christ, 1987). Warren County, North Carolina, a region which is mainly composed of Black communities, was selected and became the final resting place for highly toxic PCB waste. Led by local church officials and Rev. Benjamin Chavis, a civil rights activist, the residents fought against the illegal dumping behavior bravely, and more than 500 people were arrested. The protests led the United Church of Christ to publish the 1987 "Toxic Wastes and Race in the U.S." report. The study first established a relationship between the disproportionate distribution of toxic substances all around the nation and minority populations. In the following years, similar protests continued to happen. Starting in 1989, Citizens Against Nuclear Trash (CANT) struggled hard to prevent Louisiana Energy Services company's plan of setting up its uranium enrichment plant in a mostly Black rural community. Finally, in 1998, after eight years of perseverance, CANT defeated the company in court (Louisiana Energy Services, n.d.). This grassroots work shows that in the 1980s there was an emerging trend toward grassroots communities becoming more united and expanding their influence.

Characteristics of the major participants

Investigating the early history of the movement helps to provide a clearer understanding of the major participants in the movement as

well as their different contributions. Whereas the grassroots forces often lay the foundation of the movements by asking for improvements because they are the most directly impacted by injustices, the government's involvement mainly arrives in the form of regulations. Academics also play an important role in the movement by collecting data and synthesizing that data into authoritative reports and other types of studies.

Grassroots organizations are mostly composed of local residents who face the immediate hazards of environmental problems such as the leakage of toxic chemical waste (Chen et al., 2012; Bullard & Johnson, 2000). Their resident-based identity and their geographical proximity to communities, as a result, form an important component of their duties and give them several advantages. First, they have authenticity and credibility, which stem from their close ties to the community members. As a result, through reciprocity, trust and cooperation, the grassroots organizations are able to thrive in the local communities (Oers & Boon & Moors, 2018). In other words, they are considered trustworthy for representing the demands of local residents. In order to secure the safety of local populations, the basic requirement for one's survival and development, grassroots organizations have to stand out and express their thoughts to the government and take immediate action. Moreover, the organizations are typically smaller and decentralized, compared to the large and complicated governmental bureaucracies. Many of them are not ambitious in aggrandizing their power. Instead, they choose to serve the community and provide benefits locally (Ornetzeder & Rohrer, 2013). This enables them to make decisions quickly and to respond with considerable flexibility to emerging issues.

Due to the enormous number of communities with working class or minority people, the influence of grassroots movements has expanded quickly. A 2022 Gallup poll found that 46 percent of Americans identified as either "working" or lower class. The American Community Survey, which was published about the same time, provided data showing that Black, Hispanic, and other workers of color constitute 45 percent of the working class. These polls suggest that if grassroots

forces were to unite together, their numerical superiority would make their influence spread rapidly all around the nation, and the government would directly receive the demands and requests from local residents (Center for American Progress, n.d.).

Abundant evidence has proven that the most enduring characteristic of the environmental justice movement is its reliance upon grassroots activism. For instance, West Harlem Environmental Action (WE ACT), a community-based organization run by people of color, can directly validate this point. West Harlem is located adjacent to the Hudson River, which historically saw a lot of industrial activities and was negatively affected by transportation infrastructure like highways and elevated train lines. WE ACT was committed to driving community-led political change to guarantee that individuals of color and those with low-income have the opportunity to participate in environmental policy making. In March 1988, three community leaders considered that there was serious environmental racism in their West Harlem Neighborhood and as a result they decided to establish the organization. They conducted activities from grassroots perspectives, zealously contacting different institutions and groups. In 1997, WE ACT launched a major public awareness raising program named "Dump Dirty Diesel" and urged the Metropolitan Transportation Authority only to invest in fuel buses. In 2009, the organization invited over 400 environmental justice advocates and community leaders and convened a two-day conference to discuss the topic of climate change (Ink, 2021). They effectively urged improvements, including the passage of policies and regulations, and spread the importance of environmental justice to the general public. These case studies show how the grassroots organizations often take active measures, including public advocacy, litigations, and cooperations with officials and other grassroots organizations in order to struggle for legitimate rights. These organizations point out the potential problems, urging the government to tackle them and thus harness the initiative and become the main face and force of the movement.

The government, which is considered the one of the most authoritative institutions

among these forces, recognizes the demands of local communities and formally responds to them by adopting regulations, setting standards, and issuing licenses. All of the appeals for environmental justice become legitimate only after the approval and confirmation from the government. In February 1994, President Bill Clinton issued Executive Order 12898, which directed federal agencies to reduce adverse health effects on minority and low-income populations (National Archives, n.d.). The order intended to provide minority communities with educational and participation opportunities. On a practical level, it authorized the creation of an Interagency Working Group on environmental justice, and encouraged the research coordination between different governmental institutions (Buckhoy, 2015). Additionally, the accessory Presidential Memorandum emphasized certain provisions of extant law (National Archives, n.d.). This administrative action was a pioneering step and helped to foster the spread of environmental equality (Environmental Protection Agency, n.d.).

One of the more significant government agencies to arrive out of Clinton's Executive Order was the Federal Emergency Department, or FEMA as it is more commonly known. This agency was created to oversee whether or not companies were conforming to the requirements of the order. It identified common FEMA-funded project types that may generate environmental justice concerns, including debris hauling and burning, in order to evaluate their potential impacts (Fema.gov, n.d.). On January 27, 2021, President Joe Biden issued Executive Order 14008, which established the Justice40 Initiative: 40% of the overall benefits of certain Federal investments should flow to disadvantaged communities. This unprecedented national commitment to environmental justice transformed hundreds of Federal programs and helped compensate for decades of underinvestment in disadvantaged communities (The United States Government, 2023). Chronologically, from encouragement to investment, the government keeps reinforcing institutions related to environmental justice.

The role that academics play also complements governmental work by raising public awareness through books, publications, and

conference participation. Dr. Robert Bullard, who is often considered as the father of environmental justice, studied Houston land-use patterns and found the disproportionate effect of garbage dumps on Black Americans in the late 1980s. He kept publishing academic work which covered the topics of sustainable development, environmental racism, urban land use, etc ("Biography. Dr. Robert Bullard," n.d.).

In 1990, a group of professors who have devoted their research to the pursuit of environmental justice wrote letters to the Secretary of Health and Human Services and William Reilly, the head of the EPA, presenting their discoveries of the disproportionate impacts of pollution. This group came to be known as the Michigan group and after they met with Reilly later that same year the Office of Environmental Equity (renamed as the Office of Environmental Justice in 1993) was created. The mission of this office was to build partnerships with community advocates in order to "protect overburdened and underserved communities from the harm caused by environmental crimes, pollution, and climate change" (United States Department of Justice, 2023). The case of the creation of this office thus shows that conscientious professors who are concerned about the future of environmental justice can use their research to advocate for improvements and bring changes to governmental structures.

Methods and Patterns

Surveying the history and major participants of the environmental justice movement allows one to see the different methods and approaches that undergird a variety of environmental justice movements. These movements in turn showcase how different participants collaborate and work to eliminate environmental injustice. After respectively discussing the role each participant plays in the environmental justice movement, it is important to note that they are interwoven in their activism. They actively interact with each other and form a regular pattern as they develop. Grassroots movements, which form the foundation of every action related to environmental justice, seek support from powerful institutions to legitimize their demands and the fruits of their hard work.

In the United States, authoritative power is divided into three distinctive parts: administrative, judiciary, and legislative. Grassroots work, thus, tends to campaign around these three forms of power. The hope then is that these authoritative powers will respond to their demands, pay further attention to the problems, and also use any legitimate means to tackle the issue. In this way, while the environmental justice movement proceeds from the ground up with much energy, there remains hope that these efforts will result in the powers at the top working toward fixing problems on the ground. The value of examining this chain or the patterns of the movement is found in how it strives to verify the existence of racism as an important component of environmental injustice.

Administrative System

We might begin with the case of air pollution in downtown Oakland because it vividly presents the pattern of the administrative system. It also closely connects to our daily life and frequently plays an important role in the environmental justice movements. As an important trade center and economic engine, Oakland is a city which is located on the east side of San Francisco Bay, California. However, such a prosperous region also faced disproportionate air pollution. A 2022 study found that in West and Downtown Oakland, where people of color composed 70 percent of the population, has a considerably higher rate of childhood asthma due to air pollution than its neighborhood with the majority of the population white (Southland et al., 2021). Specifically, Richmond communities, where more than 80 percent of residents are people of color, suffered twice the rate of childhood asthma as their neighbor countywide (Guardian News and Media, 2019). This disproportionate distribution of exposure and illness-causing rate violates the “fair treatment” part of the EPA definition of environmental justice.

Chevron, an energy industry company, was tightly rooted in the soil of California for over a century and contributed at least 10% of the city’s budget through property taxes and fees. In more recent years, the leakage accidents and air pollution became increasingly serious, requiring immediate remediations. Under this circumstance, activists

formed the Richmond Progressive Alliance (RPA) in 2003. The RPA ran a list for city government in 2004, who vowed to take on Chevron as soon as they won the office. Gayle McLaughlin, the RPA co-founder, won a seat on the city council and served two terms as a mayor. After the 2012 fire in Chevron factories, Richmond sued the company for the first time in history, under the leadership of McLaughlin (CSB, n.d.). Despite the fact that Chevron spent an enormous amount of money to oppose the EPA and salvaged its reputations, the RPA won a supermajority in the city council and limited the expansion of the company’s refinery.

However, the story didn’t end there. In 2013, the Levin-Richmond Terminal Corporation, another energy industry company, began to export coals through Richmond. Because of the inflammability of coals, trains transported them without cover. As a result, the dust spread along the train lines, causing serious air pollution to the communities. In 2015, the Richmond city council passed a resolution requesting managers to regulate the transportation of coal and pet coke (“Council meeting – 5/19/2015,” n.d.). In 2019, the council voted on a proposal, gradually stopping the storage and handling of coal and prohibiting the expansion of new facilities (Domingo, 2022).

In conclusion, we can see in this case that grassroots organizations are able to directly interact with the government through democratic elections and petitions. In this way, the government may be influenced by and in some cases eventually become composed of grassroots activists, who authentically reflect the demands of residents conducting appropriate actions.

Judicial System

While the Environmental Justice Movement most often uses administrative methods to achieve certain ends, it also relies heavily on the judicial system. This method may be seen most clearly in the lawsuit that was brought against the local government of Flint, Michigan. As a leading manufacturer of carriages and automobiles, Flint has long been a traditional industrial center. While high-tech industries emerged and flourished, mainly alongside the west coast, Flint gradually lost its important role and eventually experienced

a dramatic downturn (Encyclopædia Britannica, n.d.). The current population has plummeted to 100,000 people, a majority of which are African-American (“Flint. Flint – Place Explorer – Data Commons,” n.d.).

Nearly half of the residents in Flint now also live in a situation of poverty. This means that the population that remains in the city today is experiencing the long-term effects of the industrialization of the city in the second half of the 20th century. However, the pollution originated from the industrial age brought it with high potential risk, both to the environment and public health. In order to save money, the local government decided to give up treating water and directly pumping water from the Flint River from 2014. Inadequate water treatment and testing system, thus, led to abysmal water conditions: foul smelling, discoloration, and metamorphism. Although the residents had complained about the water quality and protested about the condition, most of their requests were completely ignored by the officials.

At this time, academics intervened: a study conducted by researchers at Virginia Tech revealed that the lead levels of water registered above the federal action level and that corrective action should be taken. What is worse, Flint pediatrician Mona Hanna-Attisha showcased that the children’s blood-lead level nearly doubled since 2014, indicating that the long-term negative impact on children’s further developments. Immediately after the release of the testing results, local residents joined the Natural Resources Defense Council (NRDC) and other groups and petitioned the EPA to launch an emergency federal response to the problem. But the EPA failed to take any actions.

As a result, in 2016, an army of citizens and local groups sued the city and state officials and the lawsuit worked. A federal judge ordered the implementation of bottled-water delivery to every home. A settlement was also reached that resulted in the replacement of the lead pipes with state’s funding and guaranteed further funding for continued health programs. Michigan Attorney General Bill Schuette investigated relevant personnels and charged 15 people as “criminally responsible for causing or contributing to the crisis,” including Nick Lyon, the director of Michigan’s

Department of Health and Human Services (MDHHS) (Denchak, 2018). As a result, the irresponsible governors paid for their mismanagement and inappropriate behaviors.

Erin Brockovich vs. Pacific Gas and Electric Company, another example, perfectly illustrates the scenario of grassroots suing companies. Erin Brockovich is a divorced, unemployed single mother who lived in Hinkley, a small southern California community in the Mojave Desert. The residents there are predominantly working class, along with a high proportion of minority residents. Since the foundation of a natural gas station in Mojave Desert in 1996, the company Pacific Gas and Electric has used hexavalent chromium, a toxic chemical, to prevent rust. Without proper management, the toxic substances contaminated the water supply of the residents of Hinkley. Annoyed by the serious diseases, Erin Brockovich became a leading force of building a case against the company. Finally in 1996, the case was settled for 333 million dollars, which is the largest payment in a direct-action law (Genecov, 2022; ABC News Network, n.d.)

These two examples illustrate that court-centered approaches often are composed of two main strategies: the residents of the city sue both the government as well as the private companies responsible for waste management. If the government cannot effectively respond to their requests or the companies fail to negotiate peacefully with them, the residents will defend their survival and health right through legitimate lawsuits.

Legislation System

Whereas the judicial method may result in a one-time payout or compensation for damage, more permanent measures often arrive through a legislative approach. Only through this method, environmental justice can be established under the protection of laws and regulations, which is also the ultimate goal of the movement. As we saw in the introduction, the creation of agencies like the EPA leads to the defining of justice movements in governmental language. This then serves to promote a top-down concern.

Through negotiation and collaboration, the grassroots organizations are able to influence the legislative process and help improve the regulatory system. WE ACT, which I have mentioned in the characteristic section,

illustrates this method. Located in New York City, this grassroots organization frequently interacts with the government department. From the scope of the state, it prompted the signature of the legislation they developed with other organizations and officials about prohibiting the use of trichloroethylene (TCE), a widely used toxic chemical that can damage different organs. Additionally, it announced the passage of New York City legislation, prohibiting the use of perfluoroalkyl and polyfluoroalkyl substances (PFAS) in food packaging. PFAS, a human-made chemical, cannot be naturally degraded and as a result, keeps accumulating in people's bodies. Excessive exposure to this substance will generate a series of health concerns, including organ disruptions, reproductive and developmental disorders, and low infant birth rate. Furthermore, a 2019 study published in the *Journal of exposure science & environmental epidemiology* showed that among African-Americans, frequent consumption of prepared foods was associated with higher levels of four PFASs (Boronow et al., 2019). This research reinforced the idea that PFAS exposure is influenced by products and varied by races, inspiring and motivating the grassroots organization to take immediate actions. Being supported by New York State Governor Andrew Cuomo and other governmental officials, the legislation was signed and passed. This bill, as a result, promoted environmental justice, provided the anti-toxic actions with a legal ground, and stimulated companies to manufacture environmentally friendly products (Ink, 2021).

Beside grassroots promoting the passage of environmental justice laws, there is another rarer scenario: the local public health crisis is so serious that the government has to take immediate actions. Donora air smog in 1948 and the passage of the Clean Air Act, is a classical example. Donora, an industrial borough with a majority of African American population, is located in Washington County, Pennsylvania, along the Monongahela River. Two major industrial plants, including the American Steel and Wire plant and the Donora Zinc Work, continuously polluted the local resources. At first, the smog which occurred in 1948 was not a surprising phenomenon for the residents. However, in a few days after the

smog was overed, 20 had died in Donora and Webster, with an additional 1440 cases of serious diseases. Immediately afterward, the United States Public Health Service (USPHS) investigated the smog, discovering that the first major contributing factor was the pollution emitted by the plants. Subsequently, the *American Journal of Public Health* published an editorial in 1950, pointing out the higher death rate of non-Whites than Whites in Donora as well as the influence of poor housing quality (Jacobs et al, 2018). In addition, stimulated by another public health crisis, the notorious killer fog crisis in London in 1952, the Congress passed the Air Pollution Control Act, recognizing pollution as a problem. A few years after Lyndon B. Johnson signed the 1963 Clean Air Act, the first federal law to set standards for air quality and control, Donora steel mills closed because of various worker strikes and the passage of the Act. In December 1970, furthermore, Richard Nixon signed a stricter Clean Air Act, preventing another similar incident to happen again. Indeed, the emissions of toxic lead in the US have dropped 98 percent, which was a significant success (Peterman, n.d.). Supported by the strict laws and regulations, environmental injustice is reduced and the grassroots are able to defend their environmental interests through lawsuits and other legitimate means.

In general, through these case studies, we can observe a clear chain of progress: the grassroots encounter or discover the problem, the academics confirm the problem, the non-profit organizations bring the problem into the public eye, and the authority recognizes and solves the problem. Racism and class difference, which are the fundamental motivation and the constant topic for environmental justice movements, determines their enormous social influence. Different stakeholders communicated with each other, forming a dynamic equilibrium and improving the current inequalities.

Scope and Limitations

Part of understanding the current state of environmental justice involves paying close attention to both the different limitations and setbacks that the movement has faced and the evolving scope of it when using the methods described in the previous

section. As the following section describes, the main setbacks that the movement has experienced revolve around the challenge of connecting pollution to racism in both judicial and administrative efforts. This means that the movement continues to evolve as efforts build to draw more attention to the harm that pollution does to specific demographics. Moreover, as academics and more grassroots movements conduct new research highlighting additional disparities, the scope of the movement broadens and brings into its efforts national efforts and policies. Since the movement has not operated as a top-down organization or plan, evaluating its successes becomes a challenge. Deciding whether or not the movement has improved environmental qualities must be measured with considerable nuance and in a way that addresses the constant developments inherent in new discoveries and new research (Pulido, 2017).

While environmental justice movements gradually developed through a regular pattern, which means that they are systematic, their limitations are non-negligible. When we return to the water crisis of Flint, Michigan, we can see how the movement always involves gradual progress alongside specific setbacks. Although the citizens were successful in suing governmental officials and obtaining compensation, they did not achieve all of their goals. Initially, the case *Waid v. Snyder* was one of many similar lawsuits after the abysmal Flint water pollution was exposed to the public. On June 27, 2017, this case consolidated the other ten pending class action cases related to the water crisis. The residents, or plaintiffs, amended their complaints and added a few clauses including equal protection claims involving racial and wealth discrimination and a 42 U.S.C. § 1985(3) racial animus claim. However, the Judge Judith E. Levy found that the equal protection claim is invalid because the plaintiffs “did not allege that the defendants controlled both water supplies”. Furthermore, she pointed out that the racial animus claim also could not be approved since “the plaintiffs consisted of all water users in Flint rather than those of a particular race”. Finally, there are few remaining valid claims, including bodily integrity against various city and state officials, Monell liability against the City

of Flint, and professional negligence against two private defendants: nothing about racial discrimination (Civil Rights Litigation Clearinghouse, n.d.).

In this case study, we can observe that the residents of Flint have attempted to link the polluted water supply to racism, but the court failed to recognize that a racist component could be attached to the claim. As environmental pollution affected a specific region instead of only a single race, it is possible that the respondent companies or institutions used this condition to evade their responsibilities and refuse to admit the racial and class aspects of the litigation. But we should always remember the fact that many predominantly minority communities are located in industrial areas with worse environmental conditions, as the United Church of Christ study revealed. Moreover, the EPA’s definition also directed that “all people regardless of race, national origin, or income” should be fairly treated and involved in environmental activities (Environmental Protection Agency, n.d.). As a consequence, it is irresponsible to exclude regional pollution events out of the category of racism.

The setbacks over the challenge of wedding racism to environmental pollution are also felt in the administrative realm. Richmond, another community made up mostly of people of color, has also faced a similar problem as Flint. The city council conducted a meeting discussing the topic of preventing coal pollution. During this meeting, the council adopted the resolution of “supporting increased local, state, and federal regulation of the storage and handling of coal and petroleum coke”. Admittedly, this is a success that boosts the health security of residents, but it did not proclaim the existence of environmental racism although the leader of the grassroots organization knew there was. Thus, they improved the situation but did not stress the presence of environmental injustice (“Council meeting – 5/19/2015,” n.d.).

Beyond the setbacks that the judicial and administrative approaches have faced, the complexity of the EPA’s bureaucracy creates further limitations to the movement. Although the president issued Executive Order 12898, there is a long and complex rule-making process, involving considerable

developments of alternatives, collection of scientific information as well as public comment, and review by multiple offices in the agency and administration (Noonan, 2015). Researchers also suggested that the large strands of the movement gradually developed a less than oppositional nature: activists cooperated with the state and even became part of it, influenced by the bureaucracy and failed to make meaningful changes. This made the movement weaker and impeded the resolution of more significant problems (Carter, 2016).

While addressing these issues, environmental justice movements have to change accordingly under the backdrop of global warming. Specifically, the unevenly distributed heat burden is becoming increasingly prominent. Using tract-level temperature data, national studies have found that the minority and low-income neighborhoods are more likely to experience extreme heat and soaring temperatures. Moreover, studies discovered that governmental policies and programs also catalyze the maldistribution. For instance, a 2014 research conducted by John and Geoffrey pointed out that Portland Program, a voluntary tree planting program, had environmental implications because the program tended to be more successful in areas of higher socioeconomic status (Donovan & Mills, 2014). Another study in New York City also observed that additional trees tended to be planted in areas with fewer non-white residents (Garrison, 2021).

Fortunately, the fissure between the environmental justice movements and the climate changes is shrinking, although it remains significant. Since climate problems are considered to be national or global problems, local grassroots organizations seem unlikely to directly solve them. However, environmental activists have started to look beyond the scope and consider the national potential of their work. As a trend, the interconnection and collaboration among grassroots organizations may be even more pronounced (Chowkwanyun, 2023). Moreover, significant actions as well have facilitated the integration between climate issues and the movement. The Inflation Reduction Act, passed in 2022, provided \$2.8 billion in block grants to community organizations participating in envi-

ronmental justice movements and \$27 billion Greenhouse Gas Reduction Fund, including \$15 million aimed at improving infrastructure in “low-income and disadvantaged communities” (Harvard Law School, n.d.). Consequently, we might observe an increasing amount of environmental justice movements addressing climate problems in the near future.

Conclusion

The global average temperature for July 2023 was the highest on record for any month, with around 1.5 °C temperatures warmer than the average for 1850–1900 (World Meteorological Organization, 2023). The surging temperature and serious climate conditions have led to intensive heat-related death. For instance, Phoenix and its suburbs set a record with 31 consecutive days of 110-degree-Fahrenheit weather in 2023 summer, breaking the record set in 1974 (The Associated Press, 2023). As of July 15, at least 18 people had died of heat-related causes in metro Phoenix, and another 69 suspected heat deaths remain under investigation (Boehm, n.d.). In fact, extreme heat events now exceed hurricanes, lightning, tornadoes, floods, and earthquakes as weather-related causes of human mortality (George & McGeehin, 2008). As a result, excessive heat events emerged along with other environmental problems such as water, soil, and air pollution and have resulted in uneven distribution of environmental injustice. More alarmingly, extreme heat events are no longer limited to specific regions but are impacting many areas around the world. Consequently, the scope of the environmental justice movement continues to expand as new disparities are revealed by nature’s reaction to human activities and connects more closely to our daily lives. When we think back about the image of tributaries flowing together into a larger movement, we can see that the heat element forms yet another one of these. To be specific, new participants such as climate change advocates and activists might participate in the movement and make contributions to its development. As more people become affected by these new forms of injustice, the movement becomes increasingly urgent and it is important to emphasize the different roles

that people play in speaking out about the environment.

When we return to the story of Terry Gonzalez-Cano, the latina mother described at the beginning of the essay, we can see how environmental justice does not live in a historical past tense. Instead, the rapid-changing climate conditions might trigger more concerns for her: she might not only have to worry about the lead pollution, but also excessive heat burdens, which would also

prevent her children from playing outside and having a carefree childhood. More importantly, we should always remember that Terry is only one representative of a massive number of people, including many minority and working-class individuals. As new environmental injustices such as extreme heat events continue to surface, we might ponder the trans-generational influence of those problems and repeatedly stress the necessity of uncovering more injustices.

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submitted 22.08.2023;

accepted for publication 20.09.2023;

published 8.10.2023

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