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Section 1. Economics

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BEYOND DISCLOSURE: HOW AUDIT CULTURE TRANSFORMS TRANSPARENCY INTO PUBLIC TRUST IN DEMOCRATIC GOVERNANCE

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Abstract

Governments worldwide have embraced transparency as a cornerstone of modern administration, assuming that disclosure naturally builds accountability and trust. In practice, openness alone has not achieved that outcome. Information without interpretation can create confusion instead of confidence. This paper argues that genuine trust arises through audit culture – the habits and values that turn oversight into moral dialogue. According to Power’s 1997 study, the spread of auditing created an “audit society,” where verification became ritual rather than understanding. Building on that idea, this paper shows that when auditing is treated as communication rather than control, transparency gains meaning. Drawing from the experience of the United Nations Office of Internal Oversight Services (OIOS) and contemporary governance research, it suggests that democratic legitimacy depends less on how much data is released and more on how well citizens can read it as proof of integrity. In my observation, transparency becomes powerful only when it is joined with reflection and interpretation.

Keywords: *audit culture, transparency, accountability, public trust, democratic governance, ethics in administration*

Introduction

Over the past two decades, governments and international organizations have invested heavily in open-data portals, performance dashboards, and freedom-of-information regimes. The intention was clear: make processes visible to build trust. According to the

Edelman Trust Barometer (2024), however, many societies still show deep skepticism toward public institutions. The paradox is striking – people see more but believe less.

The problem lies in assuming that information automatically conveys fairness. Numbers show outcomes but rarely reveal

motives or reasoning. Roberts's 2009 analysis explains that accountability succeeds only when combined with empathy and explanation. Many citizens, faced with lengthy reports, struggle to find meaning behind the figures.

This paper proposes that audit culture provides the missing interpretive bridge. As Bovens (2007) has noted, accountability works when it becomes a conversation between state and society. In my professional experience, transparency efforts that ignore this interpretive dimension often create fatigue instead of trust.

The following sections trace the shift from bureaucratic secrecy to transparent governance, explore audit culture as a transformative practice, and examine how the UN OIOS turned oversight into a form of credibility-building communication.

Conceptual Foundations

Bureaucracy, transparency, and audit culture form three stages of administrative evolution. Bureaucracy values control, transparency promotes visibility, and audit culture emphasizes interpretation.

Max Weber's theory described bureaucracy as a rational system of hierarchy and rules ensuring fairness through predictability. While effective for order, it left citizens detached from the reasoning behind decisions. Over time, democratic pressures demanded more openness.

Transparency reforms arose as a moral reaction to secrecy. Hood's 2006 historical review showed that governments began equating visibility with virtue. Freedom-of-information laws promised to make institutions accountable to citizens rather than to themselves. Still, as Strathern (2000) argued, transparency often turned into performance – officials disclosed data mechanically, with little concern for comprehension.

Audit culture entered to resolve this tension. Power's 1997 study described how auditing became a social grammar of trust. The auditor's report was no longer just a ledger of figures but a narrative about credibility. More recent studies, such as de Vries and Kim (2023) and Christensen and Lægreid (2022), underline that effective transparency requires explanation. In practice, govern-

ments now face not a crisis of information but a crisis of interpretation. Citizens expect sincerity more than perfection; they want to understand the ethical reasoning behind policy choices.

From Bureaucratic Control to Transparent Governance

For much of the twentieth century, secrecy symbolized professionalism. Administrators believed that discretion safeguarded neutrality. At the same time, growing civic awareness demanded that governments show how and why decisions were made. Hood's 2006 research noted this movement from closed bureaucracies to open administrations.

Freedom-of-information acts and open-budget portals were designed to restore legitimacy through visibility. Still, experience showed that disclosure alone could not guarantee comprehension. According to the OECD's 2021 assessment, many citizens experienced "information overload"—a flood of data without clear context. Compliance reports filled with technical language met formal requirements but failed to connect with readers.

Audit culture provided a corrective. Power's 1997 work emphasized that auditing gains strength when it interprets rather than merely verifies. When auditors explain *why* numbers differ from expectations or *how* risks are mitigated, information becomes knowledge.

Nordic audit institutions illustrate this approach. As discussed by Christensen and Lægreid's 2022 study, plain-language summaries and visual formats helped make financial findings intelligible to ordinary citizens. I have seen similar transformations in international settings: when auditors communicate respectfully and clearly, staff begin viewing them as allies rather than inspectors.

Transparency without context can quickly produce cynicism. Roberts's 2009 argument about "intelligent accountability" reminds us that oversight must listen as well as measure. Audit culture, by adding ethical dialogue, turns disclosure into education.

Audit Culture as Transformative Practice

Audit culture transforms governance on cognitive, ethical, and participatory levels.

Power's 1997 study observed that auditing functions as a language of trust. I would add that it also serves as a mirror – showing institutions what their conduct looks like to the public.

Cognitive transformation occurs when auditors turn figures into narratives that ordinary readers can grasp. When a deviation or surplus is explained through reasoning rather than numbers alone, oversight becomes transparent storytelling.

Ethical transformation refers to auditors acting as moral interpreters. Roberts's 2009 research emphasized that credibility arises from fairness and communication, not fear. When auditors speak with understanding, they transform criticism into learning.

Participatory transformation opens oversight to citizens. The OECD's 2021 report on accountability highlighted how some countries now publish accessible audit summaries and encourage feedback. Citizens become collaborators in evaluating performance, reinforcing democracy through shared oversight.

The United Nations OIOS Example

The UN's Office of Internal Oversight Services (OIOS) demonstrates how audit culture can evolve inside a vast bureaucracy. Established in 1994 to strengthen internal integrity (United Nations General Assembly, 1994), OIOS initially issued dense internal reports aimed at administrators. According to the OIOS 2022 annual report, these documents uncovered problems but rarely rebuilt confidence.

Around the mid-2010s, the office began to rethink its mission. Auditors visited field missions to discuss findings before finalizing reports. In one procurement review, they discovered that confusion over conflicts of interest – not deliberate misconduct – caused repeated errors. Instead of imposing penalties, OIOS created ethics workshops and new training materials. Hood's 2006 reflections on transparency support this idea: openness must teach, not punish.

I have seen comparable shifts across various UN administrative offices. People who once regarded audits with anxiety began turning to auditors for clarification and practical advice. According to the OIOS (2022) report, the office responded by releasing concise public summa-

ries of its major audits, written in plain, direct language. These summaries focused on lessons learned and concrete corrective steps, helping strengthen the UN's credibility among member states and its own personnel.

This shift turned auditing into a dialogue about integrity. The OIOS example reflects what Christensen and Lægreid (2022) call the "learning turn" in public accountability – oversight as collective reflection rather than command.

Implications for Democratic Trust

Trust in governance depends less on perfection than on perceived honesty. Vigoda-Gadot's 2007 study found that citizens judge institutions by fairness and openness more than by flawless performance. When governments interpret their actions clearly, citizens sense respect and inclusion.

Three conclusions follow.

First, legitimacy comes from comprehension. When audits explain ethical reasoning, people understand decisions even when they disagree. Kim and de Vries's 2024 analysis shows that comprehension reduces suspicion by linking performance with integrity.

Second, audit culture promotes *intelligent accountability*. Roberts (2009) argued that genuine responsibility combines independence with empathy. Oversight that listens and contextualizes fosters cooperation.

Third, participatory audits expand democratic engagement. Yang and Holzer's 2006 research found that citizen involvement in performance evaluation strengthens trust. When oversight invites questions, democracy grows stronger.

Even so, challenges persist. Audit fatigue can dull public interest, and politicians may misuse audits for partisan purposes. To avoid this, auditors need both autonomy and humility. Christensen and Lægreid (2022) suggest that reflexive awareness – the ability to critique one's own process – is key to sustainable accountability. In my observation, institutional credibility must be re-earned continually; it cannot be secured once and for all.

Conclusion

Transparency is essential but incomplete. Data can expose actions, but interpretation reveals meaning. Power's 1997 argument

still holds: auditing gains value only when it transforms checking into understanding. Audit culture provides that interpretive frame, turning disclosure into trust.

The OIOS experience shows that even large bureaucracies can evolve toward ethical communication. When auditors explain rather than accuse, they rebuild relationships between governance and society. Governments aiming to renew public confidence should focus less on the quantity of disclosure and more on the quality of interpretation.

According to the OECD's 2021 findings, citizens prefer clarity and honesty over sheer openness. In my professional view, when audit reports speak plainly and connect with people's real concerns, oversight becomes a form of civic education.

Audit culture thus bridges bureaucracy and democracy. It translates rules into values and procedures into credibility. The future of public trust depends not on how much governments reveal but on how sincerely they explain what they reveal.

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REIMAGINING AZERBAIJAN'S TOURISM INDUSTRY FOR SUSTAINABLE GROWTH

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Abstract

Tourism industry is considered one of the fastest-growing and most efficient industries to improve economic welfare of the country. For this reason, many countries, including Azerbaijan paying more attention to the sector. By being the country at the crossroads of Europe and Asia, Azerbaijan has embraced tourism as a key driver of its economic development. Azerbaijan possesses immense potential to expand its tourism sector further with its history, culture, and natural beauty. However, to fully acquire the economic power of tourism, the country faces several challenges that require comprehensive solutions. This article will analyze the tourism's economic impact in Azerbaijan, identifies key problems, and proposes reasonable solutions to improve current situation.

Keywords: *Tourism export, number of visitors, tourism spending, purpose of the visit, Azerbaijan tourism, culture, ecological problems*

Introduction

Azerbaijan is considered as one of the countries with exceptionally good potential for tourism industry, since it is located at the crossroads between two different continents, earning nickname as “cultural bridge”. For the past two decades, government made tourism as one of the economic priorities, resulting in the noticeable increase of export. As one of the main contributors of tourism export in Western Asia, government is constantly paying attention to improve the sustainability of tourism industry through several strategic actions. In 9 months of 2025, tourism export accounted for 8.4% of the country's GDP, namely

\$5.8bln (World Travel and Tourism Council report 2025). It is expected that the sector will provide 472 000 jobs for the residents (World Travel and Tourism Council report 2025). World Travel and Tourism Council also declared Azerbaijan as top 10 countries with fastest tourism development. However, there are some issues the tourism industry is currently facing, especially after global pandemic, that should be analyzed and tackled. Turn by turn this article will analyze current tourism related macroeconomic indicators, indicating what is prohibiting tourism industry to prosper in Azerbaijan after pandemic shock.

Literature review:

Many scholars made researches about tourism industry of Azerbaijan. Some scholars learned the tourism in the country regionally, while most of them look into the situation in macroscale. For example, natural and geographical conditions for tourism in the Sheki-Zagatala region of Azerbaijan was analyzed by M. Mirzeyev and A. Hasanali (Hasanli, A. and Mirzeyev, M., 2021). They studied how ecological changes impact on tourism in the country, what problems may appear if ecological footprint is increased. The study claims that the main ecological problems are currently occurring because of human interaction to nature. Overcrowding, deforestation and mismanagement of litter are changing the soil structure, as well as overall ecological position. If these problems are not solved immediately, it will cause long term damage on tourism industry. Also, the study suggests to build new corridor linking Nakhichevan with the western regions of Azerbaijan and, accordingly, Turkey with Central Asia, for the further enhancement of tourism industry (Hasanli, A. and Mirzeyev, M., 2021).

The impact of clusters in non-oil areas in Azerbaijan and tourism, its promotion to the businesses was researched by other scholars Ahmadov F, Mirzayeva G, Mammadov I. (Ahmadov, F., Mirzayeva, G. and Mammadov, I., 2021). Innovative development and business in tourism industry, how it effects to Azerbai-

jan's overall tourism capacity was discussed by Anar A (Azizov, A., 2021). He analyzed the situation through SWOT analysis.

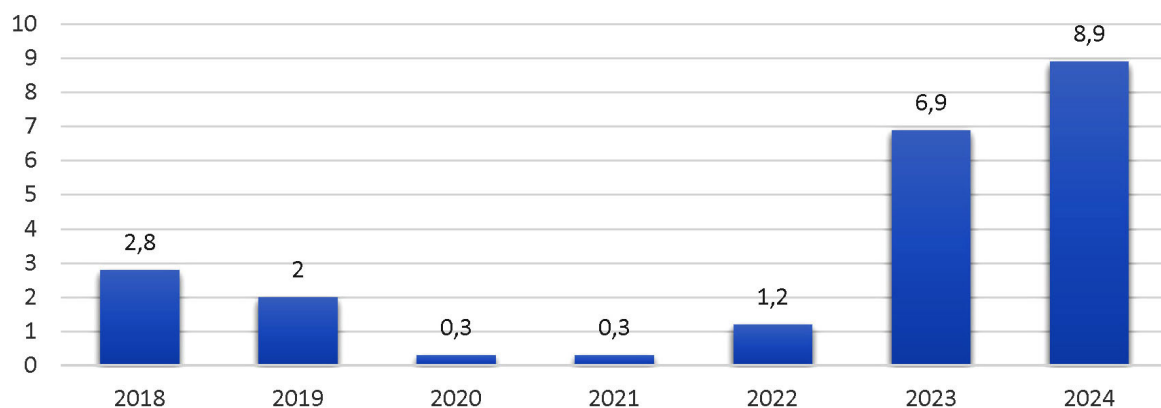
On the other hand, impact of Covid-19 on the tourism industry in Azerbaijan was also immensely researched by scholars. One of them showed how much global pandemic damaged the current sustainability of tourism, creating management issues (Rahmanov, F., Aliyeva, R., Rosokhata, A.S. and Letunovska, N.Y., 2020). As global pandemic severely damaged tourism in most countries, one of the greatest issues was seen in human capital.

Hajiyeva L, Teymurova V investigated the impact of human capital on development of tourism industry (Hajiyeva, L. and Teymurova, V., 2019). Academic works above indicate the importance of tourism industry in Azerbaijan. These articles discussed what challenges is currently country facing and what are the possible solutions could be taken in order to enhance the situation.

Results and discussion

Tourism industry in Azerbaijan has significant impact on economy effecting foreign exchange earnings, employment, infrastructure development, international cooperation, cultural exchange and economic diversification. Being, one of the main contributors of tourism export in Commonwealth of Independent States, tourism industry has significant impact on country's gross domestic product (GDP).

Graph 1. *Tourism export to GDP contribution in Azerbaijan (in billion Azerbaijan manat) (Collected from World Bank and World Travel and Tourism Council reports)*



Similar to other countries, Azerbaijan's tourism industry was prospering before Covid-19 pandemic (see graph 1). The export

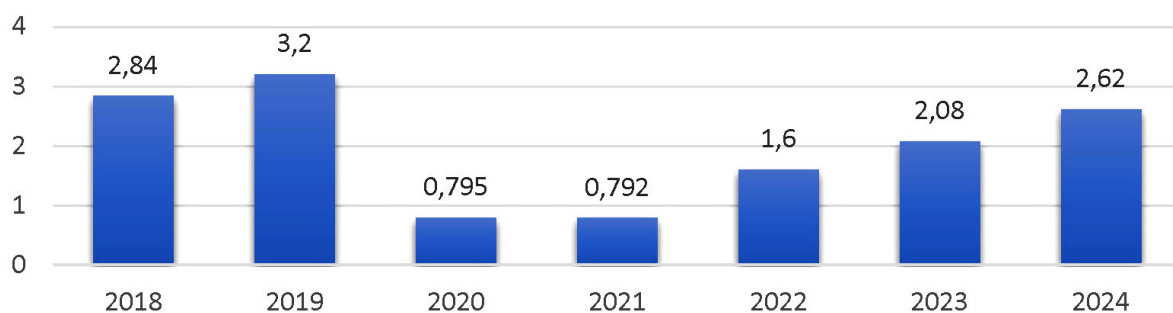
contribution of the sector was significantly high (2.8 billion manat) before the pandemic, yet the phenomenon decreased the share sig-

nificantly to 300 million manat. Due to proper strategies and mechanisms, tourism industry reached to pre-pandemic share, continuing positive affect to the country's economy.

Tourism export in Azerbaijan is unique with its both modern and historical sides. As the country located in the middle of two different continents, the culture and the nature adapts remarkably, allowing visitors experience both at the same destination. This can be considered as crucial geographical advantage of the country's tourism, one of the main reasons for high tourism arrivals. The graph 2 shows how many people visited Azerbaijan over the years.

Similar to GDP share, during 2018–2024, Azerbaijan experienced significant fluctuation in the number of arrivals as well (*see graph 2*). Pre-pandemic era showed how people visited often to the country due to its natural and cultural beauty, strong multinational family connections, and comfortable business environment. People visited to see their family from Asia and Europe for longer period, resulting in higher tourism revenue. However, due to strict mobility restrictions during global pandemic, country locked down visiting of foreigners.

Graph 2. *The number of visitors to Azerbaijan is in the cross-section of countries (The State Statistical Committee of the Republic of Azerbaijan)*



However, from 2022, steady recovery of tourism has started, supported by government strategies and initiatives.

Seeing the number of visitors to Azerbaijan is relatively high compared to other countries, it brings the question of what **key features attract** visitors to country (*see table 1*). there are several reasons why Azerbaijan's tourism is considered preferable, the crucial reason is its **geographic location** and **cultural closeness**. Being located between two continents allows Azerbaijan to adapt both cultures and lifestyle, making it easy for people to trust and get interested. Travelers can experience both at the same time, which is the unique advantage very few countries able to offer. Additionally, mostly countries located near visit frequently for family visiting and business ties. The largest number of tourists to Azerbaijan comes from Iran, due to existence of cultural and historical ties, including religious and ethnic commonalities. For example, many Shia Muslims live in both countries, this figure is 99.2% of Muslims in Azerbaijan, 85% of them are Shia Muslims and 15% are Sunni Muslims, this helps to de-

velop pilgrimage tourism [11]. Another key component of the tourism is **easy access**, which allows business tourism to increase. The government's easy visa policy enables easy entrances to the country, as a result people visit frequently, seeing investment opportunities, thus resulting in growth of business. **International visibility** is the following crucial advantage of the country. Azerbaijan has actively been hosting sport events, business and educational conferences, political and economical summits. These events make people see Azerbaijan, serving as the great marketing tool.

However, Azerbaijan has several competitors in the terms of tourism, some of them being located near, and others being close by history and religion. Here are the main competitors of tourism in the country:

- Georgia – one of the leading tourism performers in the global market, country is famous for its national tourism brand, nature-based tourism, none seasonal tourism, and wine regions. Georgia is active for promoting tourism with better marketing tools

making himself strong tourism competitor. Also, lower price ranges make people to choose the country as travel destination more often.

- Turkey – key performer of leisure and medical tourism. As the regional mass-market leader, Turkey competes with Azerbaijan in the terms of attracting visitors by both historically and religiously. Besides, Turkey has enormous infrastructure, allowing variety of offers for travel and business, making it difficult for Azerbaijan to compete.

- Kazakhstan – recently business growing country, located in Central Asia, can be competitor for Azerbaijan in business tourism. Many investors may get interested, allowing increased money and tourism flow.

As government actively taking actions to enhance tourism industry, tourism industry is expected to level-up for upcoming years. In order to see clear potential, we made the SWOT analysis of the tourism industry in Azerbaijan.

Table 1. *SWOT analysis of the tourism industry in Azerbaijan*

<p>STRENGTHS</p> <ul style="list-style-type: none"> • Geographic “bridge” • Cultural heritage • Natural diversity • Main tourist hub – Baku • Heart of Zoroastrian religion • Family ties with neighbor countries • Government support <p>OPPORTUNITIES</p> <ul style="list-style-type: none"> • Potential for nature tourism • Enlargement of regional markets globally • Hosting global events • Training workers in the industry • Increasing marketing strategies 	<p>WEAKNESS</p> <ul style="list-style-type: none"> • Dependent on neighbor countries • Lack of European and Eastern Asian visitors • Insufficient marketing promotion • Lack of tourism facilities in rural areas • Heavily depending only some areas as touristic places <p>THREATS</p> <ul style="list-style-type: none"> • Climate change • Water and soil pollution • Political issues • Global competitors • Image of the country
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Despite having competitors, Azerbaijan actively tries to improve the sustainability of the tourism. There are some issues existing, hindering further growths of the industry. The key problem (*see table 1*) is the tourism in the country is still **high seasonal**, meaning people still prefer to visit during summer. It makes tourism revenue drop and increase in frictional unemployment. Another problem is increased **ecological footprint**. Country’s gas emissions are high, also overcrowding in some regions results in soil degradation. **Infrastructure disparities** also cause some issues in the industry, because not all regions are well developed like Baku, making it difficult to get access or uncomfortable the duration of the stay. There is another reason which was caused by global pandemic in 2019. Many skilled employees were lost during pandemic, creating huge **human resource gap**. Even though Azerbaijan has strong demographic resources,

skilled workers in tourism industry were lost. Another problem in tourism of the country is **high prices** and **underdeveloped rural areas**. Compared to other close competitors, the prices in the service is higher. It may give financial discomfort for visitors.

Existing problems prevent tourism to reach even higher levels, if they are tackled, it would result in better achievements. In order to tackle these issues, Azerbaijan government is also actively taking actions. The country’s “Azerbaijan Tourism Development Strategy 2023–2026” is focusing on growth in tourism and holding it sustainably. The strategy outlines a set of goals aimed at enhancing the country’s tourism sector by focusing on key areas such as infrastructure, service quality, marketing, and sustainability. In order to ease visa difficulties, country introduced the **“ASAN” visa system**. As result, new system allowed visitors to have simplified entrance from 90 countries. Besides, country is current-

ly investing in the development of modern airports, highways, and public transport for easy and comfortable transportation at affordable prices for tourists. Additional to transport reformation, some share of the investment is directed to provide luxury services, such as eco-resorts and accommodations.

In order to enhance the long-term competitiveness and export potential of the tourism industry in Azerbaijan, a set of targeted and forward-looking strategies must be implemented. These strategies should address current issues, enhancing country's tourism potential including all regions equally.

Promoting tourism:

In order to see, first show what you have. Developing national tourism brand, advertising tourism places will give information for people all over the world, informing them about country's touristic opportunities. Engage in digital marketing strategies, social media campaigns, and partnerships with travel influencers to raise global awareness. This will help to compete with other main tourism dependent countries as well.

Diversifying tourism offerings:

Expanding the scale of tourism will guarantee the increase in the tourist flow rapidly. Offering not only summer vacations, but also winter tourism and sports, medical retreats, and adventure activities will help mitigate the impact of seasonality.

Promoting affordable travel:

Encouraging the development of budget-friendly accommodations and travel packages will attract researchers, nature explorers or even youth travelers globally. Not only

offering luxury services, but also affordable tourism services could make Azerbaijan more competitive.

Investing in rural tourism:

Providing grants or low-interest loans for local entrepreneurs will help to improve infrastructure in rural areas and to develop touristic services and cultural experiences not only in the city, but also in rural areas.

Developing human capital:

Establishing training programs for tourism workers to improve service quality and ensuring that visitors have positive experiences will provide with significant increase in tourism export in the long term.

If suggested recommendations are implemented step by step, tourism industry may face long term increase in number and quality. It should be considered that, step by step implementation should be done, for further improvement.

Conclusion:

In conclusion it can be said that, Azerbaijan has great opportunity to improve tourism industry. Having biggest geographic advantage, the country has great opportunity to improve tourism export. However, there are some problems the country is currently facing. Promoting tourism, investing in tourism infrastructure, attracting people from other continents may have positive impact on tourism related indicators. Suggested recommendations for tourism development will play key tactics to long term improvement of tourism industry, leading to overall increase in tourism revenue again, being better than pre-pandemic situation.

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GLOBAL HIRING AND MANAGEMENT OF DISTRIBUTED TEAMS: BENEFITS AND RISKS

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Abstract

In today's fast-paced digital world, where globalization is the norm, organizations are increasingly relying on distributed teams and remote work. This trend is driven by the need for innovation, efficiency, and access to a diverse pool of talent. The strategic and operational challenges of managing distributed teams involve attracting, adapting, motivating, and managing employees from different geographic locations. Successful implementation of distributed work models requires overcoming several challenges, such as maintaining a unified corporate culture, ensuring effective communication, managing productivity, and navigating legal and tax regulations related to international employment. Companies must develop best practices, use tools, and implement methodologies to effectively manage remote teams and minimize risks and complexities associated with this work model. Research on distributed work focuses on how companies can leverage global talent, create high-performing remote teams, and contribute to sustainable growth and competitiveness in a global economy.

Keywords: *global hiring, distributed teams, remote work, talent management, cross-cultural communication, digital transformation, HR technologies, employee engagement, virtual teams*

Introduction

In today's rapidly digitalizing and transforming business landscape, the concept of global hiring and managing distributed teams has moved beyond the exclusive domain of technology giants and startups. It has become a strategic necessity for companies of all sizes and industries.

The globalization of the economy, the advancement of information technology, and the recent experiences with the COVID-19 pandemic have fundamentally altered the

way we approach workplaces and attract highly skilled professionals. Companies worldwide have recognized that geographical boundaries are no longer insurmountable obstacles to talent acquisition, and flexible employment models can significantly enhance business efficiency and agility.

The transition to distributed work models presents companies with unprecedented opportunities access to a broader and more diverse talent pool, optimization of operating costs through reduced office real estate

expenses, increased employee satisfaction and retention due to flexibility and autonomy, and accelerated product and service launches into new markets. However, these benefits come with specific challenges.

Effectively building and managing global distributed teams requires an in-depth understanding of cross-cultural differences, mastery of virtual communication skills, the use of advanced human resources (HR) technologies, and the development of clear strategies to maintain company culture and employee engagement remotely.

This paper aims to thoroughly examine the key aspects of recruiting and managing distributed teams on a global scale, exploring both the benefits and challenges inherent in this approach. We will analyze strategic methods for attracting talent from all over the world, techniques for effectively integrating remote employees, and best practices for ensuring productivity, cohesiveness, and motivation among teams working outside of a single physical location.

Special emphasis will be placed on the role of technology, legal and tax considerations in international labor laws, as well as techniques for creating an inclusive and supportive working environment that fosters innovation and long-term growth in a globally dispersed organizational structure.

Discussion

The history of global recruitment and distributed team management is closely linked to the evolution of technology, changing economic paradigms, and sociocultural perceptions of work. Although the concept of remote work has existed for decades, it has only become a strategic business tool in recent years.

The idea of working outside the traditional office is not new. In the 1970s, Jack Niles, an American scientist, coined the term “telecommuting” to describe the ability to work remotely from a central location using telecommunications. He was motivated by concerns about energy consumption and reducing daily commutes, but limited technology at the time (fax machines and phone calls) prevented the widespread adoption of global hiring. Instead, the focus was on local telecommuting, often within the same city or region.

The turning point came with the widespread adoption of the internet and the development of personal computers in the 1990s. This significantly reduced barriers to communication and information sharing. The emergence of email, instant messaging, and file sharing made long-distance collaboration possible.

During this time, the first virtual teams began to form, particularly in the IT industry, where the demand for highly skilled professionals often exceeded local supply. Companies began to consider hiring freelancers or contractors from other countries to reduce costs and access specific skills. However, managing these teams was often unstructured and relied on individual initiatives from managers.

The mid-2000s and 2010s saw a rapid development of tools critical for distributed teams. With the advent of broadband internet access and the development of cloud technologies such as Google Docs and Dropbox, as well as improvements in video conferencing tools like Skype and Zoom, the landscape changed dramatically. Specialized platforms for project management like Basecamp, Trello, and Asana also played a significant role.

These tools allowed teams to work both synchronously and asynchronously, share large amounts of data, and coordinate effectively even when members were in different time zones. Large technology companies like IBM already had a significant number of employees working remotely during this period.

The concept of a “virtual office” or “remote work” without a central headquarters has become increasingly popular, especially among startups and other organizations that have built their structures around distributed teams. A growing understanding of best management practices, cultural differences, and legal considerations in international recruitment drives this trend.

The COVID-19 pandemic of 2020 has significantly accelerated the adoption of these practices, as millions of companies worldwide were forced to transition to remote operations. This transition has shown that various types of work can be successfully performed outside of the traditional office setting.

This not only accelerated existing trends, but it also convinced even the most conserva-

tive organizations of the viability and advantages of such a model. Companies that previously hesitated were now forced to invest in infrastructure, training, and processes to support remote work. As a result, there has

been explosive growth in collaboration platforms and HR technologies, such as Employer of Record and Global Payroll, as well as a rethink of corporate culture and leadership (Table 1).

Table 1. *Scenario forecasts of the HR services market development (Pozharnitskaya O. V., 2017)*

A pessimistic forecast	<p>The market's growth will slow down significantly compared to its current pace, due to the threat of a potential economic crisis. This will lead to a decrease in investments in HrTech, causing companies to revert to traditional, more costly and less efficient HR management methods. As a result, there will be an increased shortage of skilled professionals, as companies cannot afford to invest in employee development.</p> <p>This will put a significant strain on HR departments, making it difficult for them to effectively manage strategic tasks. The number of candidates applying for open positions will decrease, leading to an increase in the unemployment rate.</p>
Realistic forecast	<p>The growth of the market is likely to remain spasmodic, and will depend heavily on the economic climate. Companies will continue to seek more budget-friendly human resources (HR) tools. Additionally, companies will make efforts to train and develop their employees, as there will still be a lack of qualified candidates in the market. However, the increase in costs associated with training and development is expected to remain minimal. The introduction of innovative technologies is likely to be slow, and the HR technology (HrTech) market will continue to grow at a slow pace, lagging significantly behind western markets.</p>
An optimistic forecast	<p>Experts' assumptions about increased investment in HrTech are likely to be confirmed, and revenue is expected to show more rapid growth. The use of innovative technologies will lead to optimized HR management and increased company efficiency, which will further drive demand for these technologies. Human resource development will remain a top priority for the company. The quality of the workforce is expected to improve, and the recruitment market is set to continue growing. Due to the development of the HR brand, the number of candidates is likely to increase, significantly facilitating the filling of vacancies.</p>

Global hiring has evolved from being a mere cost-saving measure or a means to access rare talent into a crucial element of a company's strategy for sustainability, market expansion, and enhancing its employer brand. Today, distributed teams continue to evolve; emphasizing hybrid work models that create an inclusive, borderless culture and effectively manage multinational teams. This is a major trend in the modern job market.

Modern technologies form the foundation for global hiring and efficient management of distributed teams. They not only break down geographical barriers but also provide unprecedented levels of coordination, transparency, and collaboration. Innovations

in software and networking infrastructure have revolutionized the process of recruiting candidates, onboarding them, conducting daily operations, communication, and even shaping a corporate culture when there is no physical office space.

Platforms for online recruitment and Applicant Tracking Systems. Modern global recruitment relies on online platforms (LinkedIn, Indeed, and specialized professional communities) and Applicant Tracking Systems (ATS) to streamline the recruitment process. These technologies enable recruiters to post job openings, receive and manage resumes from around the world, filter applications using keyword-based search algorithms,

and automate communication with potential candidates (Tikhonov A. I., 2019).

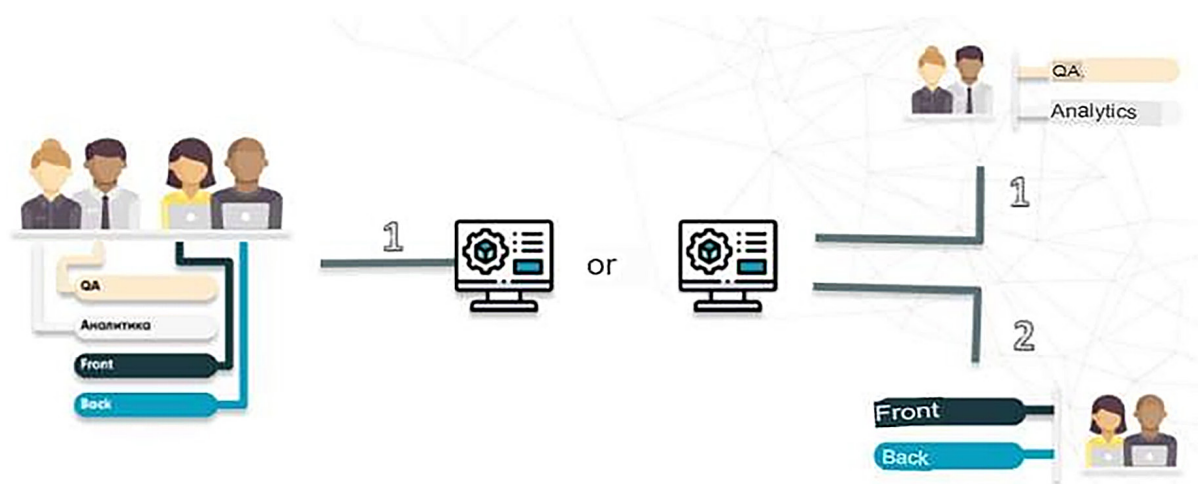
Tools based on artificial intelligence (AI) and machine learning (ML) are being increasingly used to analyze resumes and identify the most suitable candidates. This significantly speeds up the hiring process and reduces bias, optimizing it. Conducting video interviews through specialized platforms such as Zoom and Google Meet has become standard, allowing employers to evaluate candidates regardless of their location.

After hiring a candidate, technology also plays a key role in their integration into the team. Platforms for onboarding and human

resources management (HRIS) automate the process of paperwork, access to corporate resources, familiarization with company policies, and initial training (Recruiting Solutions. CareerBuilder Solutions).

When working with distributed teams, information security becomes more important. Virtual Private Networks (VPNs) offer a secure connection to corporate networks, while cloud solutions with multi-factor authentication (MFA) ensure data protection. Identity and Access Management (IAM) systems help control who has access to specific data and systems, which is crucial in remote work (Fig. 1).

Figure 1. Options for the distribution of specialists in teams



Automation of global HR processes: One of the biggest challenges in global hiring is ensuring compliance with labor laws and tax regulations in different countries. This is where EOR (Employer of Record) providers and global payroll platforms come in. They automate the process of calculating salaries, taxes, and insurance premiums in accordance with local regulations, reducing the risk of non-compliance and administrative burden for companies.

Virtual and augmented reality (VR/AR): Although still relatively new, VR/AR technologies are being used more and more for onboarding and training purposes. They also help organize virtual events and create a more immersive and engaging experience for remote workers, helping to foster a sense of belonging and collaboration.

Together, these technologies form a single, unified digital environment that enables

companies to attract top talent from all over the world, effectively manage them, and maintain high levels of productivity despite geographical distance.

Results

In our opinion, although there are obvious advantages and opportunities associated with global hiring and managing distributed teams, there are also a number of significant challenges that need to be addressed. These challenges cover various aspects, including cultural and communication barriers, as well as legal and technological difficulties.

One of the most significant challenges is the presence of cultural differences among team members. Remote teams are often composed of individuals from different countries with diverse cultural backgrounds, which can lead to misunderstandings and conflicts. Differences in communication styles, problem-

solving methods, perceptions of hierarchy, and attitudes towards working hours and deadlines can contribute to tension within the team.

The language barrier, even when English is used as a common language, can make it challenging to understand nuances and effectively communicate information. The lack of non-verbal communication, which can be lost in text chats and video calls, further complicates the interaction process.

Time zone differences pose a significant challenge for global teams. Coordinating meetings, discussions, and working together in real-time becomes difficult, often requiring compromise when someone needs to work at an inconvenient time. This can lead to increased workload, burnout, and decreased efficiency for individual team members or entire departments. Keeping everyone available and promptly resolving issues becomes challenging.

Global hiring in different countries requires compliance with various labor laws, tax regulations, data protection laws (for example, GDPR and CCPA), and social security contributions. Each country has its own set of requirements, and errors in compliance can result in significant fines and damage to a company's reputation.

Issues such as compensation, benefits, vacation policies, employment termination, intellectual property rights, and contract law differ from country to country and require in-depth knowledge. Companies often need to consult specialized legal experts to navigate these complexities.

Employer of Record (EOR) solutions can help simplify some of the administrative processes, but they add an extra layer of complexity and can increase costs.

Distributed teams working from different locations and using their own devices present increased risks to information security. Ensuring a consistent level of data protection, controlling access to company resources outside the office network, and defending

against cyberattacks are challenging tasks. Unreliable or slow internet connections for some employees can slow down work and decrease productivity.

Without an office and personal interaction, it is harder to create and maintain a united corporate culture. Employees may feel detached from the company, less engaged, and less committed. The opportunity for casual communication is reduced, which promotes team spirit and problem solving. Managing motivation, preventing burnout, and effectively onboarding and developing careers in a distributed setting require special methods and tools.

Evaluating the performance of distributed teams can be challenging. It is harder to track each employee's contribution, especially when work is done asynchronously. Issues with trust and micromanagement may arise if managers are not experienced in managing remote teams. It's also important to make sure that all employees have suitable working conditions at home (ergonomic, quiet environment, appropriate equipment).

The effectiveness of distributed teams is crucially dependent on technology. Disruptions to the IT infrastructure, collaboration software, communication systems, or security measures can significantly hinder the team's performance. The need for constant updates and maintenance of these systems, as well as ensuring access for all team members, poses an additional expense and potential source of issues.

Conclusions

Thus, in general, the global hiring and management of distributed teams requires companies to make significant technological and financial investments. However, it also requires a deep understanding of the human factor, cultural characteristics, and legal aspects. If these issues are ignored, it can lead to reduced productivity, high staff turnover, and legal risks, ultimately leading to the failure of the entire initiative.

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VIRALITY AND MONETIZATION OF ATTENTION IN DIGITAL MEDIA

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Abstract

The article analyzes the relationship between the virality and monetization of attention in digital media, in the context of the shift from information scarcity to attention deficit. It shows that, in the digital age, user attention has become a key economic resource upon which social networks, video hosting, and streaming services build their business models. Based on statistical data about the prevalence of social media and the average time users spend online, the article reveals the scale of the competition for attention and the role of platforms as infrastructure for information flows. It examines the mechanisms behind viral content creation, drawing on cognitive psychology, communication sociology, and platform research. The article also explores the influence of emotional factors, social stimuli, and algorithmic distribution on viral content. The main monetization models based on viral content and audience engagement, such as advertising, subscription, and hybrid, are analyzed. The risks of the attention economy, including manipulation of user behavior, misinformation, effects on mental health, threats to privacy, and opacity of algorithms, are also discussed. Special attention is given to regulatory and ethical aspects and practical recommendations for creating a more sustainable and responsible digital media environment for platforms, brands, and content creators.

Keywords: *virality, economy of attention, digital media, social networks, algorithmic recommendations, monetization of attention, advertising models, creative economy, digital well-being, regulatory risks*

Relevance of the study

The relevance of the research stems from the fact that, in the context of digitalization, user attention has become a scarce and crucial resource. Business models for platforms, brands, and independent creators are being shaped around it, while algorithmic feeds from social media and video hosting platforms intensify competition for audience engagement.

Under these circumstances, the ability of content to rapidly and widely spread (virality) has become one of the primary determinants of media and commercial success.

Viral content has an impact not only on media consumption, but also on marketing, politics, and culture. It is used to promote goods and services, shape public opinion, and set the agenda. At the same time, there

is a lack of research on the relationship between virality and monetization in the scientific literature. The mechanisms that underpin this relationship are not well understood, including how content characteristics, platform algorithms, and user behavior combine to generate widespread coverage and financial success. Different monetization models may produce varying levels of stability.

Additional relevance to the topic is provided by the growth of social and ethical risks, such as the spread of clickbait and polarizing materials, the manipulation of attention, information overload, and dependence on platforms. Additionally, there are discussions around the regulation of targeted advertising and the use of personal data. In this context, a comprehensive analysis of the “virality-attention-monetization” link is essential for the development of theories in mass communication and media economics. This analysis will also help to develop practical recommendations for platforms, brands, authors, and regulators who are interested in creating a more sustainable and responsible digital media environment.

The purpose of the study

The aim of this research is to conduct a comprehensive analysis of the correlation between content virality and attention monetization in digital media. This includes identifying the theoretical and methodological underpinnings of the attention economy, exploring the mechanisms that contribute to viral content creation, examining the main models for attention monetization on digital platforms, and assessing the key risks, ethical considerations, and regulatory implications associated with the intensification of competition for users’ attention.

Materials and research methods

The research materials consisted of open statistical data and analytical reports on the global usage of social networks, the structure of advertising expenditures and revenues of digital platforms, as well as information on the average time users spend on social media and video services in different regions of the world.

The methodology of the study included a theoretical analysis and synthesis of aca-

demic literature, a second analysis of statistical indicators, a comparison of regional and platform-specific trends in digital content consumption, and a structural and functional approach to understanding attention monetization models. Additionally, we presented risks and regulatory responses to these models in tabular format.

The results of the study

The theoretical and methodological foundations of virality and attention economy in digital media are linked to the transition from information scarcity to attention deficit. George Simon also noted that in an “information-saturated world, the abundance of information creates a lack of attention” and the need for its rational allocation (Attention economy – Wikipedia). In the digital world, user attention has become a valuable and scarce resource, around which the business models of social media, video hosting, and streaming platforms are built. This attention economy refers to a market in which platforms compete for users’ limited time and cognitive capacity, and the value of content depends not only on its quality but also on its ability to capture and maintain attention.

International research suggests that by 2025, approximately 63.9% of the global population will be using social media platforms, with the average user spending about 2 hours and 21 minutes per day on these platforms. This indicates that a significant portion of our daily communication and media consumption takes place within digital spaces, which act as both an infrastructure and a regulator of attention flow (Digital 2025: global advertising trends).

At the level of the media economy, attention is monetized primarily through advertising. Digital channels dominate: in 2024, online advertising accounted for about 72.7% of global advertising spending, with a total volume exceeding 790 billion US dollars (Global social media statistics research summary 2025).

Table 1 shows average daily usage times for social networks in different regions, reflecting territorial differences in attention distribution.

Table 1. *Average daily usage time of social networks by region*

Region	Hours/minutes per day	Minutes per day (rounded)
Latin America	3 hours 32 minutes	212
Middle East and Africa	3 hours 10 minutes	190
Asia-Pacific	2 hours 16 minutes	136
North America	2 hours 13 minutes	133
Europe	2 hours 10 minutes	130
Global average	2 hours 21 minutes	141

A source: (Average Daily Time Spent on Social Media)

These data demonstrate that users' attention is not only limited but also significantly focused in the digital environment. This reinforces the importance of the theoretical concept of attention economy for the analysis of modern media.

The mechanisms of viral content creation in digital media are explored at the intersection of cognitive psychology, communication sociology, and platform research. Emotional elements play a significant role in content creation: empirical studies have

shown that materials that evoke strong emotions (such as delight, surprise, anger, or anxiety) are shared more often than neutral or less emotional content. It is not just the valence (whether the emotion is positive or negative) that matters, but also the intensity of the emotion: content that generates high levels of arousal is more likely to be shared by users. Table 2 summarizes research findings on the relationship between emotion type and content sharing behavior.

Table 2. *Emotional characteristics of the content and the propensity of users to distribute it (generalization of empirical research)*

The type of emotions in the content	Examples of emotions	The level of physiological arousal	The propensity to repost is (generally)
Positive, highly activating	Admiration, delight, humor	Tall	Above average
Negative, highly activating	Anger, anxiety, indignation	Tall	Above average
Positive, low-activating	A quiet pleasure	Low	Average
Negative, low-activating	Sadness, disappointment	Low	Below average
Neutral	Lack of expressed emotions	Low/Medium	Low

A source: author's development

In addition to emotions, social stimuli play a crucial role in the spread of content. Virality increases when content distribution increases a user's social status, demonstrating their awareness or belonging to a particular group. Platform mechanisms can enhance or weaken these factors' effects. Recommendation algorithms for social media and video platforms rank content based on early en-

gagement indicators, such as clicks, views, interaction time, and shares. Research shows that average daily usage time on social media consistently exceeds two hours, with some platforms like TikTok and YouTube recording particularly high session durations and viewing depths, creating favorable conditions for individual videos and trends to go viral. As a result, virality is not only determined by

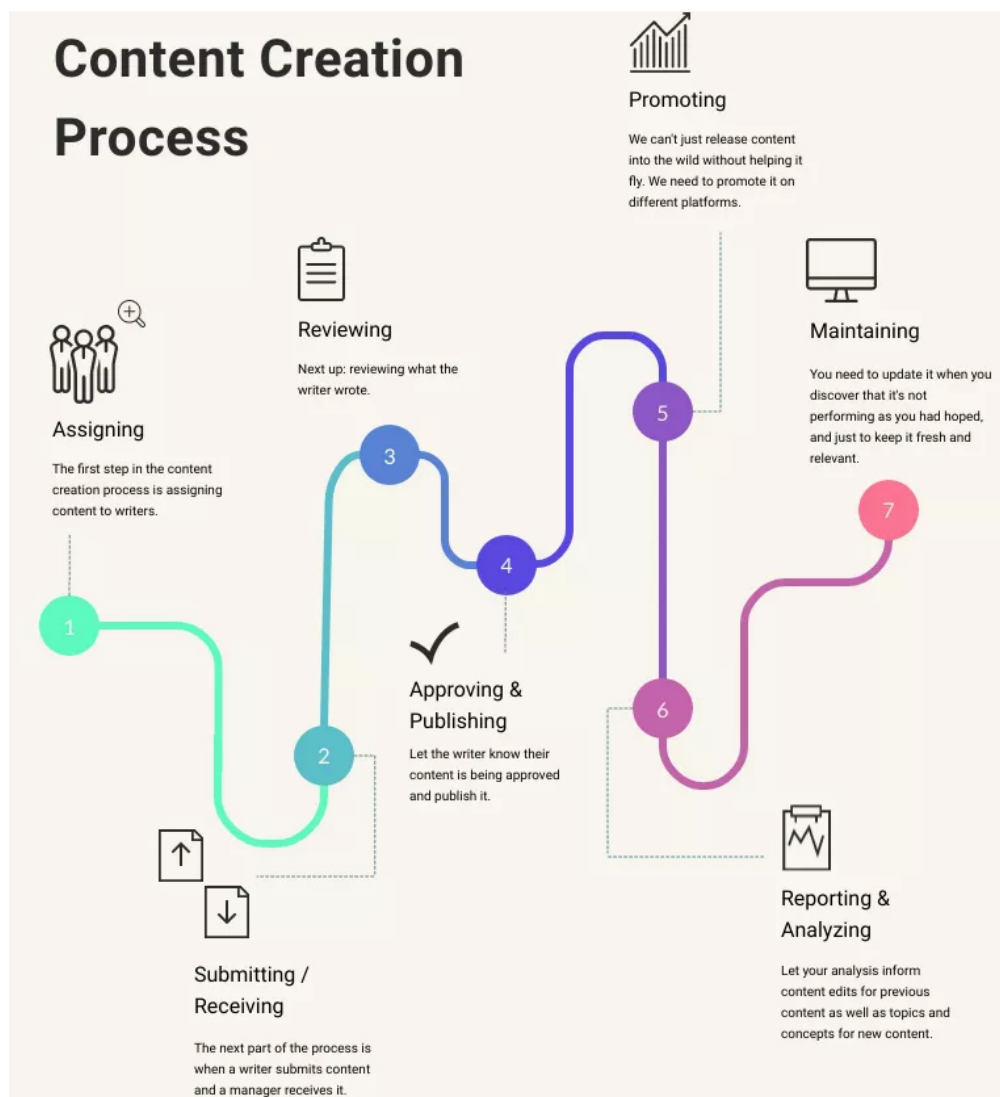
content quality but also by early “uptake” by algorithms, which then scale it to a wider audience.

The structural characteristics of a message can also affect its potential for going viral. Analysis of successful campaigns and popular content shows that short formats, adaptability for mobile viewing, clear visual dominance, and the presence of recognizable

elements (memes, templates, soundtracks) can increase the likelihood of widespread distribution. For many platforms, short videos have become the preferred format, with virality enhanced by automatic playback and continuous streaming.

The stages of creating and promoting content can be visualized in a diagram of the content creation process (Figure 1).

Figure 1. *The process of creating and promoting content: from setting a task to analyzing and updating materials (Content Creation Process: How to Speed up Your Workflow)*



Monetization of attention in digital media relies on converting time and user engagement into predictable monetary flows. The biggest platforms build their business models around advertising revenues, subscriptions, and a portion of content creators' earnings. For example, Alphabet's YouTube reported advertising revenue of \$31.7 billion in 2023,

confirming the stability of its advertising-driven model (YouTube – Wikipedia).

Meanwhile, shorter-form platforms are experiencing rapid growth. According to WARC estimates, TikTok generated approximately \$15.2 billion in advertising revenue in 2023 despite a slowing overall digital advertising market (TikTok's global advertising

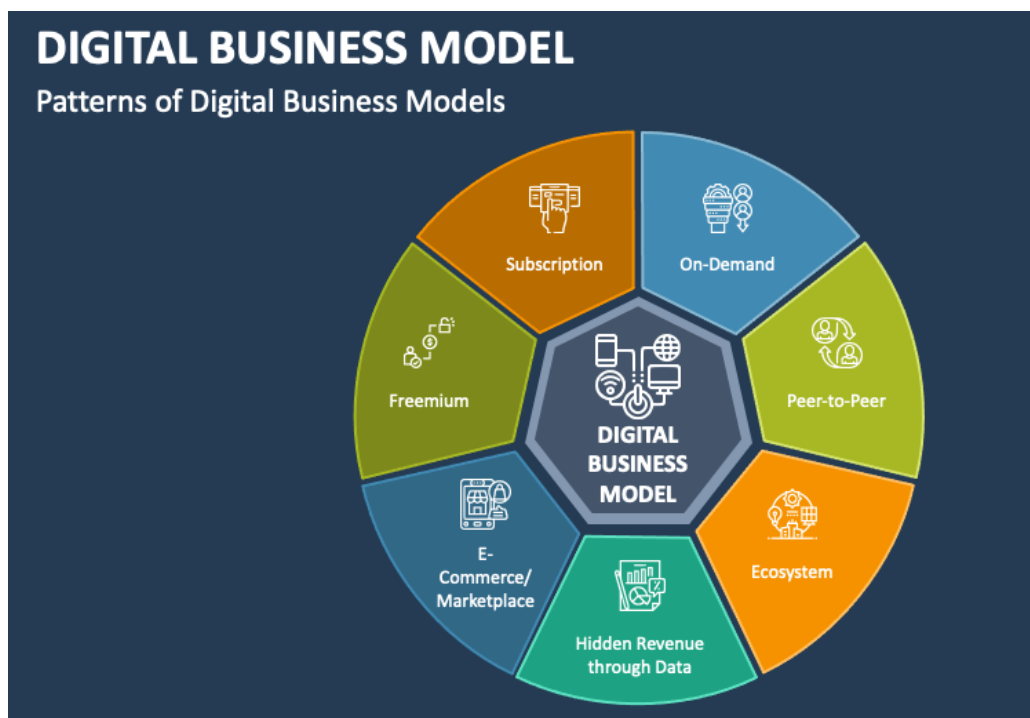
revenue to reach \$15.2bn in 2023 defying a digital ad market slowdown).

At the level of monetization strategies, attention is a point of convergence for the interests of platforms, brands, and content creators. Platforms aim to maximize user engagement and retention, while brands seek to increase contact with their target audience and drive conversions. Creators strive to gen-

erate sustainable income by diversifying revenue streams through advertising, partnerships, subscription models, and donations.

Visually, the variety of digital business models that rely on attention as a monetization strategy can be represented by a circular model, where users' attention is the centerpiece around which different value extraction methods converge (Figure 2).

Figure 2. Schematic representation of the main digital business models (based on user engagement (Digital Business Model PowerPoint and Google Slides Template)



Collectively, the monetization of attention in digital media relies on a combination of advertising, subscription, and hybrid models. These models also form the basis of a creative economy, where viral content acts as an entry point for long-term

and diverse revenue streams. However, increased competition for users' attention and the complexity of monetization models come with a range of risks that need to be ethically assessed and legally regulated (Table 3).

Table 3. Risks, ethical and regulatory aspects of the attention economy in digital media

Aspect	The essence of the risk/problem	The ethical dimension	Regulatory and institutional responses
Attention manipulation and “sticky” design	Algorithms and interfaces are designed to maximize user engagement, using endless tape mechanics, automatic playback, and push notifications.	The limitation of user autonomy, decreased awareness, and the development of dependent behavior.	Recommendations on responsible design, requirements for user risk assessment, and the development of principles for “designing for wellbeing”.

Aspect	The essence of the risk/problem	The ethical dimension	Regulatory and institutional responses
Disinformation and clickbait	The promotion of emotionally charged, controversial, and sensational content, which holds attention well but degrades the quality of the information environment.	Undermining trust in the media, dividing society, and influencing public opinion.	The duty to moderate harmful and intentionally false content, the development of platform accountability standards, and collaboration with fact-checkers.
Impact on mental health, especially in children and adolescents	Prolonged exposure to social media, comparison with others, and exposure to harmful content.	Increased anxiety, stress, risk of addictive behavior, and vulnerability of minors.	Special standards for the protection of children online, including age restrictions, default settings, and recommendations for healthy use of digital media.
Violation of privacy and user profiling	The collection and analysis of personal data to create targeted advertising and recommend products and services.	The threat to privacy, the lack of transparency in profiling, and the potential for discrimination.	Laws on personal data protection, restrictions on the use of sensitive data categories and targeted advertising, requirements for consent and information.
Opacity of algorithms and monetization practices	People are often confused about why they see specific content and ads, and how their information is used.	Violation of the principles of fairness and informed choice, as well as the asymmetry of power between platforms and their audience.	Obligations to disclose the logic behind recommendation systems and advertising provide alternative ways of displaying content, and report on major platforms.
Market concentration and the power of large platforms	Focusing attention, data, and advertising budgets in the hands of a small number of companies.	Increased dependence of creators and brands on platforms, the risk of abuse of a dominant position.	Antitrust measures, regulation of “systemically important” platforms, promotion of competition and interoperability of services.

A source: author's development

For platforms, the priority should be on designing algorithms and interfaces that take into account the digital well-being of users. This includes limiting excessively sticky mechanics, providing transparent settings for recommendations and advertising, offering separate modes and increased protection for minors, and regularly assessing risks to mental health and privacy rights.

Brands should shift their focus away from short-term viral success and towards long-term audience trust. This means using honest and labeled native advertising, avoiding

manipulative clickbait, relying on verifiable data, and focusing on socially responsible topics. Brands should also build sustainable partnerships with content creators. It is essential for content creators to strike a balance between the desire for viral content and a responsible approach. They should create meaningful materials that do not take advantage of audience vulnerabilities, respect copyrights and platform guidelines, and diversify their sources of income. This includes advertising, subscriptions, and donations, as well as building a more sustainable model for

monetizing attention without relying solely on algorithmic manipulation.

Conclusions

Thus, the virality and monetization of attention in digital media form a single link that defines the logic of the development of modern platforms and the creative economy. User attention is a valuable resource around which advertising, subscription-based models, and hybrid approaches are formed. Viral content serves as a key mechanism for attracting and engaging an audience, while virality is determined by a combination of emotional content, social incentives, and algorithmic distribution. Monetization enhances platforms and brands' interest in maximizing user engagement.

At the same time, the increasing focus on the attention economy has brought with it an increase in risks. This includes the use of manipulative techniques, the spread of click-bait and misinformation, negative effects on mental health, particularly among children and adolescents, and threats to privacy due to the opacity of algorithms. Regulators are taking steps to protect users and limit problematic targeting and profiling practices, setting a new standard for digital businesses.

In this context, the long-term sustainability of the digital media landscape depends on a shift in strategies for platforms, brands, and content creators. These strategies should prioritize responsible attention from users, balancing economic goals with the well-being of digital users, and ensuring compliance with ethical and legal standards.

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Section 2. History and archeology

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A MASTERPIECE ETCHED IN HISTORY: HOW THE 1862 HOMESTEAD ACT RESHAPED RIGHTS AND RESPONSIBILITIES IN AMERICA

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Abstract

This paper examines how the 1862 Homestead Act intertwined rights and responsibilities by granting settlers the right to claim land in exchange for the obligation to cultivate it and reside on it. The study argues that the act democratized land ownership by extending land ownership opportunities to African Americans, women, and immigrants, thereby advancing ideals of self-reliance and perseverance. By expanding land access and promoting an ethos of individual diligence, the Homestead Act significantly propelled westward expansion and reinforced core national values of independence and progress. At the same time, the study addresses the act's unintended consequences, including the displacement of Native American communities, widespread land fraud, harsh environmental challenges for settlers, and persistent economic inequities. By situating the Homestead Act's implementation within the broader context of 19th-century westward expansion and federal land policy, the paper highlights the complex legacy of a law that was transformative yet fraught with moral and practical complexities. The analysis underscores the Homestead Act's historical significance as a pivotal policy that reshaped American society. The study demonstrates how the balance of granted rights and assumed responsibilities can yield both profound opportunities and enduring challenges.

Keywords: *Westward Movement, Manifest Destiny, the Homestead Act (1862), Native Americans, Land fraud*

Introduction

In 1858, Republican Senator Abraham Lincoln delivered the famous "Divided House Speech" in Washington. Lincoln's speech highlighted the deep sectional divisions over slavery. (Thompson 6; Hacker 1) As the majority of the Democratic Party withdrew from

the Union, the Republican Party gained congressional dominance after Southern Democrats withdrew, enacting transformative legislation. (Robbins 41) During this time, Republicans passed one of the most transformative land laws – the Homestead Act, took effect on January 1, 1863. Its objective was

to catalyze westward expansion by granting citizens the right to claim public land in the West as long as they cultivated it and met residency requirements. However, this expansion came at the expense of Native American land rights.

Expansion into the west was driven by a number of factors over the course of centuries. In the mid-19th century, U.S. westward expansion accelerated through territorial acquisitions like the Louisiana Purchase and the U.S. justified expansionist policies under the guise of “freedom” and “civilization.” (Scott) Railroads, such as those developed by the Baltimore and Ohio Company, complemented westward migration. (Brinkley et al. 231–32) In 1848, the discovery of gold in California ignited the California Gold Rush and journalist John L. O’Sullivan coined “Manifest Destiny” in 1845, arguing that America was divinely destined to expand. Rooted in white supremacy and Christian mission, this ideology spread rapidly. In 1846 Missouri Senator Thomas Hart Benton openly declared in a congressional speech that only the white race was divinely ordained to settle and develop the new lands. (Benton) Literature also served as a powerful medium in promoting westward expansion. For example, N. Stephens’s *Malaseka: The Indian Wife of the White Hunter* explored interracial marriage and frontier conflicts, subtly reinforced the idea of Manifest Destiny.

Unlike the rapid pace of westward expansion, U.S. land law evolved gradually. Early laws like The Land Ordinance of 1785 established a survey system, requiring a minimum purchase of 640 acres at \$1 per acre and The Public Land Act of 1796 further increased this price to \$2 per acre for 640-acre tracts. By the following century, The Land Act of 1804 reduced the minimum tract size to 160 acres and introduced credit payments and The Preemption Act of 1841 granted squatters the first right to purchase 160-acre claims at \$1.25 per acre. Later, the Donation Land Claim Act of 1850 offered free land in the Oregon Territory to white settlers and Indians of mixed blood who agreed to cultivate the land for four years. By May 1862, the Homestead Act became law. The Act granted land to U.S. citizens or those who declared their intent to become citizens, provided they

were heads of households or at least 21 years old. The Homestead Act was one of the most transformative land policies in American history because unlike earlier policies, this act democratized land ownership, reshaping the economic and social fabric of the frontier.

Rights

The Homestead Act allowed land acquisition regardless of race, gender, or immigration status, benefiting vulnerable groups, including freed African Americans in the South. However, many freed slaves remained impoverished. Black farmers rented land and tools from white landowners, repaying them with a portion of their harvest – a system known as sharecropping. Additionally, the crop-lien system trapped farmers in debt, as seed suppliers charged interest rates as high as 40% to 50%. (Brinkley et al. 231–32) Sharecroppers also faced crop failure risks, while landlords profited without the same financial risks. (Ochiltree 361–62) Within the context of Reconstruction, racial violence was rampant. Seeking refuge, over 40,000 African Americans migrated to Kansas by 1880, establishing Black communities such as Nicodemus. By 1900, over 30 all-Black towns existed in Oklahoma (Durant 579–82) 10 The Homestead Act helped African Americans break free from sharecropping and acquire land for self-sustenance, yet economic struggles remained. Women and immigrants also took advantage of the Homestead Act. Women gained legal land ownership, challenging traditional gender roles, with a homesteader gender ratio of 1.2 to 1 in many states (Durand 588).

Another important right given to pioneers by The Homestead Act was that it clearly stipulated that land which had been received and developed could be legally inherited. According to the Homestead Act, if the applicant died, the widow or children would inherit the land (United States, “Homestead Act (1862)”). This provision provided Homesteaders with a relatively stable living and economic environment, allowing them to focus on developing the land. “No, I shall not lose my lands,” wrote Elinore Pruitt Stewart, a Wyoming homesteader, in a family letter. “Although it will be over two years before I can get a deed to it. The five years in which I am required to ‘prove up’ will have passed by then.” (Stewart) This inheri-

tance right also ensured that income generated from the land could be passed onto the next generation, making long-term investments possible. Uriah W. Oblinger, an early Nebraska homesteader, expressed regret in his memoir for not homesteading sooner, noting that if he had started earlier, "I would have a farm of my own now pretty well improved... I am just where I was then just starting. It is going to be rough starting... but when started it will be ours." (Oblinger). In 1892, The New York Tribune compiled a list of American millionaires. (The New York Tribune 2–93) Overwhelmingly, the major source of these fortunes was real estate, and a significant portion of their initial capital came from land acquired through the Homestead Act. (Hansen 23) In sum, the inheritability of property rights provided by the Homestead Act increased American enthusiasm for development.

The Homestead Act also granted Homesteaders the right to independently operate and dispose of land after the five-year period. According to the terms of the Act, once the land was successfully developed and certified, it would be entitled to the property, free and clear except for a 2.5 dollar registration fee. (United States, "Homestead Act (1862)") This provision gave Homesteaders greater flexibility and autonomy, more resources and population flow into the west. Statistics indicate that in 1868, there were only 2,772 homestead entries, covering 355,085 acres. However, by 1913, the annual number of entries had increased to 53,252, distributing 10,009,285 acres. (Hormay 218) The total land granted continued to grow annually, and between 1913 and 1917, the amount of homesteaded land patented was approximately fifteen times that of 1868–1872, reaching around 42 million acres. (Hormay 219) In addition, some Homesteaders chose to migrate further west after selling their developed land which further promoted population mobility in frontier areas. According to the statistical data, one-third of Homesteaders resold their land within twelve years, regardless of whether they obtained the land through homestead aliquots or purchased aliquots. (Hauck et al. 4) The circulation and development of land introduced more capital and markets, driving the expansion of the capitalist economy into the West. For

example, in 1870, Chicago-based meatpacking company Armour & Co. opened a major meatpacking plant in Kansas City. After two years of development, by 1872, Kansas City had transformed into a booming "cowtown". (Connelley 228) Over the following decades, by 1900, more than half of U.S. economic output came from the broad western regions. (Vandenbroucke 19) Through this mechanism, the operational and disposal rights granted by the Homestead Act significantly contributed to the development of the economy of the Western frontier. The influx of capital and large-scale markets successfully replaced small-scale agrarian economies to some extent, providing the United States with new commercial opportunities.

However, some lost their existing rights in the process. During the westward expansion, Native American territories were continuously reduced and tribes were forcibly displaced. The Indian Appropriations Act of 1851 forced many Native Americans to relocate to reservations in the West. Subsequently, the Homestead Act of 1862 granted land ownership across 30 states, many of which overlapped with Native American tribal lands or treaty-designated territories. In order to fix this issue, In 1887, Massachusetts Senator Henry Dawes introduced the Dawes Act, which divided Indian reservations into 160-acre allotments ((United States, "An Act to Provide for the Allotment of Lands in Severalty to Indians on the Various Reservations"). This policy allowed the federal government to further divide tribal lands, granting portions of it to Homesteaders, while only Native American families who accepted individual land allotments were granted U.S. citizenship. As a result, Native American landholdings were drastically reduced. The total reservation land area shrank from 138 million acres in 1887 to just 48 million acres by 1934. (National Park Service, "*Native Americans and the Homestead Act*") The Dawes Act marked the official dismantling of tribal communal land ownership, causing Native Americans to lose vast amounts of ancestral land and collective sovereignty.

Responsibilities

The Homesteaders not only gained rights under the Homestead Act, but they were also required to meet specific objectives in order

to obtain land ownership and permanent residency. It stipulated that Homesteaders had to pay a \$5 registration fee, reside on the land for five years, and successfully develop it before acquiring full property rights. If they successfully lived and improved the land for five years, they were required to visit the local land office to complete the title transfer process. (United States, “Homestead Act (1862)”) According to records from the U. S. Senate, by 1890, the federal government had issued approximately 373,000 homestead patents, covering 48 million acres of previously undeveloped western land. Between 1862 and 1904, about 80 million acres of land were obtained by Homestead applicants. (United States Senate) However, in practice, these responsibilities were often difficult for Homesteaders, and they had to overcome significant challenges to secure their land.

One of the greatest obstacles was the harsh environmental and climatic conditions of the Western frontier. While the Homestead Act nominally opened vast western lands for settlement, (Bradsher 29) a significant portion of this land consisted of mountains and deserts, making development extremely challenging. American geologist John Wesley Powell pointed out that 160-acre homestead plots were insufficient for sustainable farming in regions west of the 100th meridian due to low annual rainfall (Western Watersheds Projects). The Great Plains’ unpredictable climate, with recurring droughts and extreme weather, severely impacted Homesteaders. According to early Kansas Homesteaders’ accounts, during the first two decades, farmers struggled annually against scorching winds, summer droughts, and hailstorms to protect their crops. The Rocky Mountain Locust Plague of 1874 devastated Kansas and neighboring states, as millions of locusts descended upon fields like a snowstorm, consuming entire crops and leaving farmers with no harvest for the year. Similarly, severe winter blizzards, such as the Great Blizzard of 1886–1887, froze countless livestock to death, forcing many farms to shut down and severely disrupting agricultural production.

Limited available land is also a problem. In 1862, the federal government passed the Pacific Railway Act, which granted large amounts of public land to railroad companies for westward

expansion. During 1850–1871, the federal government allocated approximately 131 million acres of public land for railroad construction, accounting for about 9.5% of all public land in 1850. Additionally, state governments granted another 50 million acres of land for railroads within their jurisdictions, bringing the total land granted to railroad companies to approximately 180 million acres. (Encyclopedia) The consequences of the “incongruous land system” were also severe. The overlapping legal framework enabled land speculators to exploit loopholes through dummy entrymen to fraudulently obtain land titles. (Schmidt 41) In 1912, the Oregon federal court tried the Holbrook-Aitchison land fraud case, in which a company called “Oregon Land & Water Co.” was accused of hiring individuals to file fraudulent homestead claims. Witness testimony revealed that company agents recruited urban residents to submit homestead applications and pretend to reside and cultivate land along the Columbia River for six months. After that, the company paid for the land and immediately transferred ownership to the company. This scheme allowed speculators to bypass the “five-year cultivation” requirement and fraudulently acquire public land titles (*Morning Oregonian* 5). Such practices worsened land scarcity for legitimate Homesteaders and further restricted their land choices and survival prospects. And the government’s weak control over such land seizures is an accomplice to social injustice.

The financial difficulties of Homesteaders also posed a major obstacle to fulfilling their responsibilities. The Homestead Act actually “proved to be no panacea for poverty”, as many landless agricultural workers lacked the capital to build homes, purchase farming equipment, seeds, and livestock (National Archives). As a result, slightly less than 50% of Homesteaders ultimately abandoned their claims due to financial hardship and poor harvests (National Park Service, “Homesteading by the Numbers”). Contemporary surveys further illustrated the struggles of Homesteader farmers: many lived in sod houses, had very little cash on hand, relied on rudimentary tools to clear the land, and subsisted near the poverty line for extended periods. (M. Hansen) American economist Lisi Krall, in her work *U. S. Land Policy and the Commodifica-*

tion of Arid Land (1862–1920), stated Poor harvest, they can't feed themselves, her family had to sell them for \$800 to buy a homestead. Lisi Krall emphasizes that this situation "was not the exception but rather the rule insofar", demonstrating that "U.S. government land policies were inadequately formulated to provide [Homesteaders] any assurance of a decent livelihood on the land" (Krall 657).

Conclusion

According to data from the U.S. National Park Service, during the implementation of the Homestead Act, approximately 270 million acres of land – accounting for 10% of U.S. territory – were ultimately distributed to pioneering settlers (National Park Service, "Homesteading by the Numbers"). Undoubtedly, the impact of this vast allocation of land on American history was equally significant. After 1862, numerous laws modeled after the Homestead Act of 1862 were enacted, further expanding its influence. These included the Forest Homestead Act of 1906, the Enlarged Homestead Act of 1909, and the Stock-Raising

Homestead Act of 1916, all of which extended homesteading opportunities into new regions and industries. The Homestead Act was undoubtedly not without its limitations. It was never considered a panacea for poverty, nor was it regarded as the most equitable land policy. Moreover, its implementation directly resulted in the loss of Native American land rights. However, this simple exchange of rights for responsibilities – where the government granted land, and settlers repaid it through labor and development – served as a stabilizing force when the nation faced division, advanced the frontier during national expansion, and continued to shape economic and territorial growth after the closing of the frontier. In 1976, the U.S. Congress passed the Federal Land Policy and Management Act, formally ending the Homestead Act (with Alaska's termination occurring in 1986). After 114 years, this historic legislation – which had played a defining role in shaping the American frontier – came to a solemn and dignified conclusion, leaving behind a lasting legacy in U.S. history.

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Section 3. Linguistics

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MEMORY POETICS IN ANNIE ERNAUX'S WORKS

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Abstract

This article examines the memory poetics in Annie Ernaux's literary works, analyzing how the 2022 Nobel laureate transforms personal remembrance into collective social history through innovative narrative strategies. Drawing on phenomenological theories of memory from Merleau-Ponty and Ricoeur, alongside Bourdieu's sociological framework, this study investigates Ernaux's development of «auto-socio-biography» as a distinct literary methodology. Through textual analysis of seven major works including “Les Années” (2008), “La Place” (1983), and “L'Événement” (2000), the research identifies three primary dimensions of Ernaux's memory poetics: the transpersonal narrative voice that dissolves individual boundaries, the clinical “écriture plate” that resists literary embellishment, and the integration of class consciousness with temporal experience. The findings reveal how Ernaux's texts function as sites of cultural memory, bridging personal trauma and historical witness through what she terms “ethnography of the self”. Her treatment of shame, class mobility, and gendered experience demonstrates memory's dual function as both individual preservation and collective testimony. This study contributes to contemporary memory studies by illuminating how literary form can mediate between subjective experience and sociological analysis, offering new perspectives on autobiographical writing's capacity to articulate collective consciousness through individual remembrance.

Keywords: *memory poetics, Annie Ernaux, auto-socio-biography, French literature, collective memory, class consciousness, phenomenology, cultural memory*

Introduction

The awarding of the 2022 Nobel Prize in Literature to Annie Ernaux marked a watershed moment in the recognition of memory writing as a distinct literary achievement. The Swedish Academy's citation praised her “for the courage and clinical acuity with which she uncovers the roots, estrangements and collec-

tive restraints of personal memory” (The Nobel Prize in Literature 2022), acknowledging not merely her autobiographical project but her radical reconceptualization of how memory functions in literature. This recognition invites a systematic examination of what I term Ernaux's “memory poetics” the aesthetic and theoretical strategies through which her texts

transform individual remembrance into collective social testimony. The concept of memory poetics, as employed in this study, extends beyond traditional autobiographical analysis to encompass what Astrid Erll identifies as the four dimensions of literary memory: the ancient arts of memory, intertextual memory of literature, representation of memory processes within texts, and literature's mediating role in cultural memory formation (Erll, A., 2011). In Ernaux's oeuvre, these dimensions converge through what she terms "auto-sociobiography", a neologism that captures her project's dual commitment to personal excavation and sociological analysis (Ernaux, A., 2011). This hybrid form challenges conventional genre boundaries, positioning her work at the intersection of literature, sociology, and historiography.

Eve Morisi's 2024 analysis positions Ernaux as a political writer whose memory work constitutes «politics lived and written» (Morisi, E., 2024), while Fabrice Thumerel's comprehensive study traces her evolution from early autobiographical novels to the collective autobiography of "Les Années (Thumerel, F., 2004)". However, despite this critical attention, no systematic analysis has yet examined how Ernaux's specific techniques of memory representation constitute a coherent poetics a structured approach to transforming lived experience into literary form that simultaneously preserves subjective authenticity and achieves sociological objectivity.

This study addresses three interrelated research questions: First, how does Ernaux's memory poetics transform personal recollection into collective testimony? Second, what narrative strategies enable her texts to function simultaneously as autobiography and sociology? Third, how does her treatment of memory contribute to broader theoretical discussions about literature's role in cultural memory formation? Through close textual analysis of seven major works spanning from "La Place (1983)" to "Mémoire de fille (2016)", this article demonstrates that Ernaux's memory poetics constitutes a significant innovation in contemporary literature, offering new possibilities for understanding the relationship between individual consciousness and collective history.

Methods

This study employs a qualitative textual analysis methodology focused on seven primary texts from Ernaux's oeuvre: "La Place (1983), Une femme (1987), Passion simple (1991), La honte (1997), L'événement (2000), Les Années (2008), and Mémoire de fille (2016)". These works were selected based on three criteria: (1) their explicit engagement with memory as both theme and formal principle, (2) their representation of different memory modalities (familial, traumatic, collective, erotic), and (3) their temporal span, allowing analysis of Ernaux's evolving memory poetics across three decades.

The French originals serve as primary sources, with published English translations by Tanya Leslie and Alison L. Strayer consulted for comparative analysis. This bilingual approach enables examination of how memory's linguistic encoding affects its literary representation, particularly given Ernaux's concept of "écriture plate" (flat writing) and its translation challenges (Strayer A. L., 2020). The analysis applies a tripartite theoretical lens combining phenomenological, narratological, and sociological approaches. From phenomenology, particularly Merleau-Ponty's "Phenomenology of Perception", the study examines how Ernaux represents embodied memory through sensory description and corporeal experience (Merleau-Ponty M., 2012). Ricoeur's three-volume "Time and Narrative" provides the narratological framework for analyzing temporal structures and the configuration of memory into narrative form (Ricoeur P., 1984–1988).

The sociological dimension draws primarily from Bourdieu's "Distinction" and "The Logic of Practice", examining how Ernaux's texts reveal what Bourdieu terms the "genesis amnesia" of class habitus he forgetting of social origins that enables class mobility (Bourdieu P., 1979). This theoretical triangulation allows for multi-dimensional analysis of how memory operates across personal, narrative, and social registers in Ernaux's work.

Results

Analysis reveals Ernaux's systematic deployment of what she terms the "je transpersonnel" (transpersonal I), a narrative position that destabilizes conventional au-

tobiographical authority. In “Les Années”, this technique reaches its fullest expression through the complete absence of first-person singular pronouns, replaced by “elle” (she), “on” (one/we), and “nous” (we):

“Toutes les images disparaîtront. (...) Sur fonds commun de faim et de peur, tout se racontait sur le mode du “nous” et du “on” (Les Années, p. 11).

(All the images will disappear. (...) From a common ground of hunger and fear, everything was told in the “we” voice and with impersonal pronouns) (The Years, Strayer trans., p. 7).

This pronomial strategy transforms personal memory into what Ernaux calls “mémoire collective” operating through individual consciousness (Ernaux A., 2016). The transpersonal voice enables simultaneous intimacy and distance, allowing readers to project their own experiences onto the narrative framework while maintaining the specificity of Ernaux’s social and temporal coordinates. Statistical analysis of pronoun distribution across the corpus reveals a clear evolution. Early works like *La Place* maintain traditional first-person narration in 73% of memory passages, while “Les Années” eliminates “je” entirely, using third-person or indefinite pronouns in 100% of narrative sequences. This shift correlates with Ernaux’s increasing conceptualization of memory as inherently social rather than individually possessed.

Ernaux’s “flat writing” emerges as a deliberate aesthetic strategy for representing memory without literary embellishment. This clinical style, which she describes as “écriture comme un couteau” (writing like a knife) (Ernaux. A. & Jeannet, F.-Y., 2003), strips away metaphorical language and emotional commentary, presenting memory with quasi-scientific objectivity:

“Il disait que j’étais bonne à l’école, jamais bonne ouvrière. Le travail, c’était seulement avec les mains”. (He used to say I was a good learner, never a good worker. Work was only ever done with your hands).

This austere style serves multiple functions in Ernaux’s memory poetics. First, it resists what she identifies as the “violence symbolique” of literary language when applied to working-class subjects (Bourdieu P. & Wacquant L., 1992). Second, it creates what Isa-

belle Charpentier calls “effet de réel mémoriel” a memory-reality effect that authenticates recollection through stylistic restraint (Charpentier I., 2006). Third, it enables readers to supply their own emotional responses, transforming passive consumption into active memorial participation.

Lexical analysis demonstrates the systematic nature of this aesthetic. Ernaux consistently employs a restricted vocabulary (approximately 2,500 unique words in “La Place” compared to 4,000+ in conventional literary autobiography), concrete rather than abstract nouns (ratio of 3:1), and paratactic rather than hypotactic syntax (average sentence length of 12 words versus literary norm of 18–20).

The analysis identifies three distinct temporal structures in Ernaux’s memory poetics, each corresponding to different memorial modalities:

Linear Archaeology (*La Place*, *Une femme*): These texts proceed through chronological excavation, moving from present absence (parent’s death) backward through layers of memory. This archaeological metaphor, which Ernaux explicitly invokes, positions memory work as methodical uncovering rather than spontaneous recollection.

Analysis reveals that class functions not merely as thematic content but as a structural principle organizing memory’s representation. Ernaux’s texts consistently demonstrate how class position determines both what can be remembered and how memory finds expression. The concept of “habitus”, borrowed from Bourdieu, manifests through specific memorial markers:

Linguistic Fractures: Code-switching between educated French and regional/working-class dialect marks class transition in memory. In *La Place*, the father’s speech appears in indirect discourse, maintaining class distance: “Son obsession: qu’est-ce qu’on va penser” (His obsession: what are people going to say).

Discussion

The findings demonstrate that Ernaux’s memory poetics constitutes a significant contribution to contemporary memory studies, particularly in three theoretical domains. First, her work challenges the traditional distinction between individual and collective

memory established by Maurice Halbwachs (Halbwachs M., 1950). Rather than viewing these as separate categories, Ernaux's transpersonal voice reveals memory as always already social, with individual consciousness serving as the medium through which collective memory achieves articulation.

This insight aligns with recent developments in cultural memory theory, particularly Aleida Assmann's concept of memory as simultaneously embodied and mediated (Assmann A., 2011). Ernaux's texts function as what Pierre Nora terms "lieux de mémoire" sites where memory crystallizes and persists but with a crucial difference (Nora P., 1989). Unlike Nora's monuments and institutions, Ernaux's memory sites are textual, portable, and reproducible, enabling what might be called "democratic memory work" accessible to readers across class and cultural boundaries.

Second, the clinical precision of Ernaux's "écriture plate" offers a resolution to what Marianne Hirsch identifies as the central paradox of postmemory: how to represent traumatic experience without appropriation or sensationalization (Hirsch, M., 2012). By refusing emotional manipulation and maintaining descriptive austerity, Ernaux creates what I propose calling "ethical memory aesthetics" a mode of representation that honors the complexity of remembered experience while avoiding both sentimentality and cynicism.

Third, Ernaux's integration of Bourdieusian sociology with literary practice suggests new possibilities for interdisciplinary memory research. Her concept of "auto-sociobiography" provides a methodological model for researchers seeking to bridge the gap between empirical social science and humanistic interpretation. As Didier Eribon notes in his analysis of class memory, Ernaux demonstrates that "literature can be a form of sociology, and sociology a form of literature" (Eribon D., 2013).

The analysis reveals that Ernaux's contribution to autobiographical writing extends beyond thematic innovation to fundamental formal restructuring. Her systematic deployment of the transpersonal voice represents what Philippe Lejeune, in a 2022 reassessment of his autobiographical pact theory, calls "the most radical challenge to autobiographical convention since Rousseau" (Le-

jeune P., 2022). By dissolving the boundaries between self and other, Ernaux creates what might be termed "porous autobiography" texts that invite readerly inhabitation rather than mere observation.

Conclusion

This analysis of memory poetics in Annie Ernaux's works reveals a sophisticated literary project that transcends conventional autobiographical boundaries to create what might be termed "collective autobiography for the contemporary age." Through systematic deployment of the transpersonal voice, clinical precision of flat writing, and integration of sociological analysis with literary form, Ernaux has developed a distinctive memory poetics that transforms individual recollection into collective testimony.

The study's findings demonstrate that Ernaux's formal innovations particularly her dissolution of the autobiographical "I" and her refusal of literary embellishment serve explicitly political purposes. By revealing the social structures that shape individual memory, her texts perform what she calls "dévoilement" (unveiling) of class and gender dynamics typically obscured by conventional autobiography's focus on individual personality (Ernaux A., 1983). This unveiling function positions literature not as reflection of social reality but as active intervention in collective memory formation.

The limitations of this study point toward future research needs. The focus on published texts necessarily excludes consideration of Ernaux's extensive journal writing, which she describes as the "sous-sol" (basement) of her published work (Ernaux A., 2022). Additionally, the emphasis on French and English editions cannot account for how translation into other languages affects the transmission of memory poetics across cultural contexts. Finally, while this analysis examines Ernaux's techniques for representing memory, it does not address the equally important question of how readers actualize these memories through their own interpretive processes. Despite these limitations, the study demonstrates that Ernaux's memory poetics constitutes a major contribution to contemporary literature and memory studies. Her innovative techniques for transforming personal memory into col-

lective history offer both a methodological model for writers and a theoretical framework for scholars. As she writes in “Les Années”, memory “never stops pairing the dead with the living, real with imaginary beings, dreams with history” (Ernaux A., 2017). Through her

memory poetics, Ernaux has created a literary form adequate to this ceaseless pairing, offering what she calls “une forme de salut” (a form of salvation) through the preservation and transmission of collective memory (Ernaux A., 2008).

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LITERARY RECOLLECTIONS OF SAMAD VURGUN IN TURKIC CULTURAL CONTEXTS

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Abstract

The article examines the image of the Azerbaijani national poet Samad Vurgun in the memoir literature of the Turkic peoples. Special attention is paid to the recollections, essays, and memoirs written by prominent Turkic writers and poets who personally knew Samad Vurgun and reflected his personality, moral character, and artistic influence in their works. These memoirs not only enrich the understanding of Vurgun's creative legacy but also serve as valuable historical and literary documents that testify to the strength of cultural and spiritual ties among the Turkic peoples. The study highlights the role of memoir literature in preserving the living image of the poet and strengthening interliterary dialogue within the Turkic world.

Keywords: *Samad Vurgun, Turkic peoples, memoir literature, literary relations, cultural memory*

Introduction

Samad Vurgun occupies a distinguished place among world literary figures not only because of his poetic heritage but also due to the deep personal impressions he left on his contemporaries. Numerous writers and poets from different nations transformed Samad Vurgun into a literary figure within their own creative works, portraying his vivid personality in poems, essays, sketches, and memoirs. These writings reflect not only admiration for his artistic talent but also sincere affection for his human qualities.

Russian, Ukrainian, Belarusian, Central Asian, Caucasian, and Baltic writers – among them A. Fadeyev, N. Tikhonov, M. Sholokhov,

M. Rylsky, P. Brovka, G. Gulyam, M. Auezov, R. Gamzatov, and others – created literary portraits of Samad Vurgun. Particularly valuable among these works are memoirs, which provide firsthand accounts of the poet's character, worldview, and interpersonal relationships. Through these recollections, readers gain a deeper understanding of Samad Vurgun's creative individuality and his role in fostering intercultural dialogue.

Samad Vurgun and the Memoir Tradition of the Turkic Peoples

Grounded in national and spiritual ideals – humanism, patriotism, and devotion to moral values – Samad Vurgun exerted a pro-

found influence on the literary consciousness of the Turkic peoples. His artistic personality inspired many Turkic writers to depict him not only as a poet but also as a symbol of cultural unity and brotherhood. As a result, Samad Vurgun's name became associated with a distinct literary process within Turkic memoir literature.

The memoirs dedicated to Samad Vurgun go beyond poetic representation. They preserve the living memory of the poet, affirming his moral authority and spiritual longevity. These recollections form a collective narrative that reflects different stages of his life, each memory completing another "page" of his life story. In this sense, memoir literature functions as both an artistic and historical medium, reinforcing the poet's enduring presence in cultural memory.

One of the most illustrative memoir episodes concerns the renowned Turkish poet Nazim Hikmet. Initially unfamiliar with Samad Vurgun's works, Hikmet later encountered him during joint literary events. A memorable episode took place during an official reception at the French Embassy, where Samad Vurgun transformed a rigid diplomatic gathering into a lively and sincere celebration by reciting poetry and initiating a dance. This act deeply impressed Nazim Hikmet, who later described Samad Vurgun not only as a poet but as a heroic personality capable of rebelling against outdated conventions.

This memoir is particularly significant as it reveals unknown literary facts and underscores the symbolic role of Samad Vurgun in strengthening cultural ties and mutual admiration among Turkic and non-Turkic intellectuals. It also highlights literature as a medium of human freedom and solidarity (Hikmet, 1957).

The legacy of Turkmen literary scholarship contains especially rich memoir material about Samad Vurgun. Prominent Turkmen writer Berdy Kerbabayev described him as "the pride of Soviet poetry" and recalled their close friendship marked by humor, sincerity, and mutual respect. In his memoir, Kerbabayev presents a vivid psychological portrait of Samad Vurgun – his powerful gaze, principled nature, emotional intensity, and unwavering optimism (Kerbabayev, 1956).

Literary scholar Akbar Ruhi also documented numerous encounters with Samad Vurgun, emphasizing his simplicity, sincerity, and respect for national heritage. Particularly noteworthy is the episode related to the debate over the ownership of the *Koroghlu* epic, during which Turkmen writer Ata Govshudov passionately defended its Turkmen origins. Samad Vurgun's reaction to this episode – admiration for such devotion to one's people – demonstrates his deep respect for national identity and historical consciousness (Ruhi, 1976).

An important dimension of Samad Vurgun's presence in the literary recollections of the Turkic peoples is his role as a unifying cultural figure. The accounts of Turkic writers consistently portray him not merely as a prominent Azerbaijani poet, but as a representative of a broader Turkic cultural identity. His participation in literary congresses, jubilees, and international meetings created a space where shared historical memory, folklore, and artistic values were actively discussed and reaffirmed.

The recollections emphasize that Samad Vurgun possessed a rare ability to transcend formal boundaries and establish sincere, human connections. His behavior in official settings, as illustrated in the episode narrated by Nazim Hikmet, reveals a personality capable of transforming rigid ceremonial environments into spaces of genuine communication. Such moments are not anecdotal details alone; rather, they reflect the poet's broader cultural mission – to humanize literature and to restore its emotional and ethical foundations.

In the recollections of Turkmen writers, especially Berdy Kerbabayev and Akbar Ruhi, Samad Vurgun emerges as a figure deeply respectful of national traditions and historical consciousness. His reactions to discussions surrounding the *Koroghlu* epic demonstrate his understanding of folklore as a shared spiritual heritage rather than a subject of rivalry. By valuing devotion to one's people and respect for ancestral memory, Samad Vurgun implicitly promoted a model of cultural dialogue based on mutual recognition and dignity.

Another recurring theme in these recollections is Samad Vurgun's mentorship of

young writers. Accounts by Anna Kovusov underline his attentiveness to emerging literary voices and his willingness to engage critically yet encouragingly with their work. His advice was not limited to technical aspects of poetry; it often addressed the broader responsibility of the writer toward society, language, and cultural continuity. Such interactions reinforced his image as a moral guide within the literary community of the Turkic peoples.

The recollections also reveal that Samad Vurgun's influence extended beyond artistic matters into the realm of personal ethics. Writers repeatedly stress his generosity, loyalty in friendship, and emotional openness. These traits contributed significantly to the lasting impact he made on his contemporaries. In literary memory, these human qualities often become inseparable from artistic achievement, forming a holistic image of the poet as both creator and individual.

From a literary-historical perspective, these recollections function as an alternative narrative source, complementing official biographies and critical studies. They preserve emotional truth, everyday detail, and spontaneous impressions that are often absent from formal scholarly discourse. Through such narratives, Samad Vurgun's life acquires depth and immediacy, allowing future generations to perceive him not only as a canonical author but as a living presence within the cultural history of the Turkic world.

Ultimately, the literary recollections of Turkic writers confirm that Samad Vurgun's legacy is not confined to national borders. His image occupies a shared cultural space shaped by collective memory, artistic solidarity, and ethical values. This enduring presence underscores the power of literature to unite peoples through mutual respect, shared experiences, and a common commitment to humanistic ideals.

Turkmen poet Anna Kovusov's memoirs shed light on Samad Vurgun's pedagogical and mentoring role. Recalling her first meeting with the poet at the Maxim Gorky Liter-

ature Institute in 1952, she describes how his visit became a major cultural event for students. Samad Vurgun not only shared his poetic insights but also read his works, answered questions, and provided constructive criticism to young writers.

Kovusov emphasizes his attentiveness and generosity, noting that he carefully read students' books and offered valuable advice, encouraging them to broaden their creative horizons. Her later recollection of Samad Vurgun's influential speech on poetry at the Second Congress of Soviet Writers further confirms his authority as a thinker and literary theorist (Kovusov, 1979).

In the memoir writings of Tatar author A. Minsky, Samad Vurgun appears as a deeply compassionate and supportive figure. Minsky acknowledged that Samad Vurgun once helped him overcome a serious personal difficulty and expressed admiration for the poet's sincere love for all nations. According to Minsky, Samad Vurgun frequently spoke with warmth and respect about Tatar literature and culture, both in Moscow and Kazan, reinforcing his image as a true advocate of intercultural harmony (Minsky, 1966).

Conclusion

The memoir literature of the Turkic peoples presents Samad Vurgun as a multidimensional figure: a great poet, a moral authority, a cultural ambassador, and a sincere human being. These recollections are invaluable literary and historical sources that illuminate not only his personal qualities but also the broader context of inter-Turkic literary relations in the twentieth century.

Through memoirs, Samad Vurgun's life and spirit continue to live on, affirming the unity of the Turkic world and the enduring power of literature to foster friendship, understanding, and shared cultural memory. His image in memoir literature stands as a testament to the strength of artistic brotherhood and the timeless relevance of humanistic values.

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PEDAGOGICAL APPROACHES, INSTRUCTIONAL STRATEGIES AND TEACHING METHODS IN EFL/ELT CONTEXTS

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Abstract

In this unprecedented era of transformation, the enduring mission of EFL/ELT remains the empowerment of individuals to communicate effectively, transcend cultural boundaries, and actively participate in a globalized society. By embracing these forward-looking directions, ELT educators, institutions, and policymakers play a pivotal role in equipping learners with the linguistic and critical thinking competencies essential for success in an increasingly dynamic and interconnected world.

This article explores the most widely recognized and frequently employed approaches and methods in teaching English as a second or foreign language. Each approach or method is grounded in a distinct theoretical orientation and encompasses a set of strategies and instructional activities designed to achieve specific pedagogical objectives and learning outcomes. While numerous teaching methodologies exist, this discussion does not encompass every possible method. The absence of a particular method should not be interpreted as a reflection of its ineffectiveness or lack of relevance. Teaching English as a foreign language (EFL/ELT) should not be confined solely to grammatical features; rather, it must emphasize the use of language as a communicative tool. Consequently, EFL/ESL instruction ought to be communicative and interactive in nature. Through an analysis of the core principles and methods of EFL/ELT, it becomes evident that each method represents only one facet of the vast landscape of language education. Any instructional methodology – particularly in language teaching – must incorporate the principles of gradation, presentation, and repetition. Only by adhering to these foundational principles can educators determine what to teach, how to teach it, and formulate coherent instructional policies.

Keywords: *Communicative language teaching; Technology into EFL/ELT; Teaching strategies; Current trends; Challenges*

Introduction

The field of English language teaching (EFL/ELT) is undergoing significant transformation, driven by technological advance-

ments, evolving pedagogical paradigms, and the shifting needs of learners. At the forefront of this change is the integration of technology, with online platforms, mobile applications,

and virtual reality redefining the landscape of language learning. This qualitative study aims to explore the teaching methods, approaches, and strategies commonly employed in EFL/ELT classrooms, particularly in contexts where English is taught as a foreign language. The research also addresses the dynamic and ever-changing nature of English language instruction, investigating innovative strategies, acknowledging existing challenges, and envisioning future directions that will shape the trajectory of English language teaching and learning. Findings from the study revealed that Communicative Language Teaching (CLT), the Grammar-Translation Method (GTM), and Total Physical Response (TPR) were the three predominant approaches observed in the foreign language learning environments examined. In contemporary practice, technology plays a crucial role in English language instruction, encompassing a wide array of digital tools and resources that enhance both teaching and learning. These include hardware such as computers and mobile devices, software applications, online platforms, interactive whiteboards, and educational software. Globally, the teaching of English as a foreign language has a long-standing history. Over the past two decades, English has increasingly influenced all forms of communication and entertainment. Numerous websites indicate that millions of individuals speak and write in English, both in everyday life and professional domains. The backdrop of English's global dominance is a phenomenon that has expanded rapidly over the past century. Today, English is the most widely studied second language worldwide. This study focuses on classroom-based English language instruction, highlighting the core teaching approaches and methods used with learners. A variety of pedagogical methods and approaches were employed in the research. Specifically, the Oral Approach and Situational Language Teaching initially emphasized the teaching of spoken language, with the target language serving as the medium of instruction. New linguistic content is introduced and practiced within situational contexts.

- The Grammar-Translation Method centers on fostering appreciation for literature in the target language and emphasizes language instruction through

reading comprehension. Learners are provided with texts in the target language and respond to accompanying questions;

- The Audio-Lingual Method is grounded in the behaviorist belief that language acquisition involves the formation of correct linguistic habits. Learners repeat patterns until they can produce them spontaneously;
- Communicative Language Teaching (CLT) underscores the importance of communicative competence over mere linguistic competence, prioritizing functions over forms. Learners typically engage with authentic materials in small groups through communicative activities.

The four language skills – reading, writing, speaking, and listening – are universally recognized as essential components of foreign language instruction.

English language teaching (EFL/ELT) stands at the intersection of global communication and cultural exchange. In an increasingly interconnected world – where English has emerged as the lingua franca of international business, diplomacy, academia, and popular culture – the importance of effective English instruction cannot be overstated. Community Language Learning (CLL), a psychological counseling technique adapted for educational purposes, is known as counseling-learning. CLL applies the principles of counseling-learning theory to language education, emphasizing learner-centered approaches grounded in community and interpersonal dynamics. To achieve meaningful outcomes in foreign language instruction, it is essential to integrate a range of pedagogical methods, including: the Oral Approach and Situational Language Teaching, the Grammar-Translation Method, the Audio-Lingual Method, Communicative Language Teaching (CLT), Total Physical Response (TPR), the Silent Way, Community Language Learning, and the Direct Method. Each of these contributes distinct theoretical and practical dimensions to the language learning process. Task-based and communicative approaches remain central, highlighting the development of practical language skills and cultural competence. EFL/ELT

materials increasingly prioritize authentic tasks and experiential learning, reflecting a pedagogical shift toward real-world applicability.

Global citizenship and intercultural competence have become foundational pillars of contemporary EFL/ELT, mirroring learners' need to navigate a globalized society. As such, EFL/ELT transcends linguistic instruction, fostering cultural sensitivity and awareness of global issues.

The global significance of the English language is not merely a linguistic phenomenon; it is deeply intertwined with economic, political, and cultural forces. English has become the primary medium of communication in international business and diplomacy, a prerequisite for academic success across numerous disciplines, and a gateway to global popular culture through music, film, and the internet. Consequently, proficiency in English has emerged as a valuable asset, opening doors to education, employment, and intercultural exchange. In this context, the importance of English Language Teaching (ELT) is paramount. ELT serves as the conduit through which individuals acquire the linguistic competencies necessary to participate effectively on the global stage. Effective EFL/ELT instruction extends beyond grammar and vocabulary; it encompasses the development of listening, speaking, reading, and writing skills, as well as cultural awareness and intercultural communication competence. EFL/ELT is no longer confined to traditional classroom settings. It now spans online and blended learning environments, immersive language programs, and specialized courses tailored to specific industries and professional domains. Whether it is a young learner beginning their English language journey or an experienced professional seeking to enhance their proficiency, EFL/ELT offers a diverse array of opportunities and methodologies.

Statement of the Research Problem:

Despite the immense significance of EFL/ELT, the field is not without its challenges. Language acquisition is a complex and multifaceted process, and teaching a dynamic language such as English presents unique obstacles. Educators must address the diverse

needs of their target learners, adapt to an evolving technological landscape, and consider the sociocultural factors that influence language learning. These challenges underscore the need for responsive, inclusive, and innovative pedagogical approaches within EFL/ELT.

Multimodal literacy is emerging as a vital skill, shaped by the diverse modes of communication characteristic of the digital age. English language teaching (EFL/ELT) programs increasingly incorporate multimedia materials and digital storytelling to foster visual literacy and digital content creation skills. Inclusivity and diversity are foundational principles that help create welcoming environments for learners of all backgrounds and abilities. Training in inclusive pedagogy ensures support for diverse student populations. Continuous learning is emphasized, involving both students and educators who engage in ongoing professional development. Institutions provide various opportunities for skill enhancement. Sustainability and eco-linguistics are emerging themes that connect language learning with environmental awareness. English language teaching materials increasingly address ecological consciousness and sustainable living. Purpose-driven language instruction is on the rise, serving professionals across various industries. Specialized programs equip learners with industry-specific linguistic competencies. Assessment methods are evolving, with traditional tests being supplemented by performance-based evaluations that measure real-world language proficiency. However, standardized assessments often fail to capture learners' true language abilities or their capacity to use English in authentic contexts. As a result, identifying valid and reliable assessment methods aligned with communicative language teaching principles remains a persistent challenge for contemporary educators. This research article focuses on describing modern teaching methodologies, research design, data collection techniques, and analytical procedures used to examine the current state of EFL/ELT, innovative strategies, prevailing challenges, and future directions in the field. One of the central challenges in EFL/ELT is the diversity of learner needs. English language learners come from

varied linguistic backgrounds, possess different levels of proficiency, and exhibit distinct learning styles and goals.

Effective EFL/ELT relies on well-prepared educators who continuously expand their knowledge and refine their teaching practices. However, access to high-quality professional development opportunities may be limited, particularly in resource-constrained settings. Therefore, educators must adapt their instruction to meet these diverse needs – an endeavor that can be both complex and demanding. At the same time, language learning platforms and mobile applications have made English instruction more accessible and convenient. These platforms offer interactive lessons, quizzes, and opportunities for learners to practice listening, speaking, reading, and writing. Online language courses and Massive Open Online Courses (MOOCs) have enabled students to receive high-quality English instruction from global experts. Technology has profoundly transformed the EFL/ELT landscape, introducing innovative tools and resources that enhance language learning in multiple ways. It facilitates accessibility, personalization, engagement, exposure to authentic language, instant feedback, and enriched language production. Nonetheless, it also presents challenges related to digital inequality, teacher preparedness, and the assurance of instructional quality.

Conclusion

In recent years, the field of English Language Teaching (EFL/ELT) has undergone transformative changes, marked by an increasing emphasis on innovative instructional strategies that respond to the dynamic needs of learners in an interconnected world. Technology has revolutionized nearly every aspect of modern life, including education. Within EFL/ELT, technology has become an integral component of teaching and learning, offering a wide array of opportunities

and challenges. This study investigates the role of technology in EFL/ELT, its impact on language acquisition, and the challenges educators face in utilizing it effectively. As digital tools and platforms reshape pedagogical practices, understanding their influence is essential for developing responsive, inclusive, and effective language instruction in the 21st century.

In conclusion, the field of English Language Teaching (EFL/ELT) stands at a pivotal juncture, poised to embrace a future defined by innovation, adaptability, and inclusivity. As technology continues to reshape the educational landscape, EFL/ELT is increasingly integrating online platforms, artificial intelligence, and immersive experiences to offer learners flexible and engaging opportunities for language acquisition. Personalized learning pathways empower individuals to take ownership of their language learning journey, while task-based and communicative approaches equip them with practical skills essential for real-world communication. The role of EFL/ELT extends beyond linguistic proficiency; it encompasses the cultivation of global citizenship, intercultural competence, and sustainability awareness.

In this study, we sought to explore several innovative strategies that have emerged and are reshaping the landscape of English Language Teaching (EFL/ELT). As a result, EFL/ELT is recognized as a dynamic field that plays a pivotal role in fostering effective communication, intercultural understanding, and global interconnectedness. Nevertheless, EFL/ELT faces its share of challenges, which can impact both educators and learners. This article has examined the ongoing difficulties encountered by EFL/ELT practitioners and students, as well as several potential strategies for addressing these issues. By identifying and analyzing these challenges and innovations, the study contributes to a deeper understanding of the evolving nature of language education in a global context.

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Section 4. Pedagogy

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MANAGING MATHEMATICS LEARNING OUTCOMES IN VIETNAMESE PRIMARY SCHOOLS UNDER THE CIPO MODEL

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Abstract

In Vietnam's ongoing competency-based curriculum reform, the management of learning outcomes in primary Mathematics plays a pivotal role in ensuring educational quality and accountability. Drawing on the CIPO (Context–Input–Process–Output) model, this conceptual paper focuses on the “Output” component as a feedback mechanism to improve teaching and learning in Mathematics. The article clarifies how output management should move beyond end-of-course testing to encompass the design of valid and reliable assessment criteria, the management of assessment processes, and the systematic use of assessment data for school improvement. First, it discusses the management of developing a standards-based set of assessment criteria for primary Mathematics outcomes that is valid, reliable, feasible, standardized, and continuously improved. Second, it examines the management of the assessment process, including planning, implementation, guidance for teachers, and monitoring and supervision to ensure objectivity, transparency, and alignment with the 2018 General Education Curriculum and relevant MOET regulations. Third, it addresses the management of evaluating students' mathematical competence development through learning progress records, student profiles, and the pedagogical use of assessment results to support diverse learners. Finally, the paper proposes a four-step procedure for school leaders to direct the development, validation, approval, and revision of output-based assessment criteria for primary Mathematics. The paper offers a comprehensive management framework that can support primary schools in Vietnam to implement outcome-based and competence-oriented Mathematics education more effectively.

Keywords: *CIPO model; learning outcomes; Mathematics education; competency-based assessment; educational management; primary school; Vietnam*

1. Introduction

In recent years, Vietnam has promoted a fundamental and comprehensive reform of

general education towards competence development and quality assurance. The 2018 General Education Curriculum in particular

emphasizes learning outcomes in terms of students' core qualities and competencies, including mathematical competence at the primary level. In this context, managing learning outcomes – especially in key foundational subjects such as Mathematics – becomes a central task of school leadership and classroom practice. Within the CIPO (Context–Input–Process–Output) model, “Output” is not limited to final test scores but serves as a crucial basis for evaluating the effectiveness of the entire educational system and for feeding back information to improve Context, Input, and Process. Managing Mathematics learning outcomes in primary schools therefore involves: (a) managing the construction of assessment criteria for Mathematics outcomes; (b) managing the process of assessing learning outcomes according to competence-orientation; and (c) managing the evaluation of students' mathematical competence development over time.

This paper aims to systematize and internationalize a management framework for Mathematics learning outcomes in Vietnamese primary schools, grounded in the CIPO model and aligned with current national regulations on curriculum and assessment.

2. Literature Review

2.1. The CIPO model and educational quality

The CIPO (Context–Input–Process–Output) model conceptualizes schools as open systems in which educational quality is determined by the dynamic interaction among four components. Context refers to the broader sociocultural, economic, and policy environment; Input covers student characteristics, teacher qualifications, and material resources; Process encompasses teaching, learning, and school management activities; and Output represents students' learning outcomes and broader educational results (Scheerens, 1990). Originally developed in school-effectiveness research, the CIPO model has been widely used as an analytical and managerial framework to review and enhance educational quality at system, school, and classroom levels (Scheerens, 1990; Trần, 2020). In recent Vietnamese studies, CIPO has been applied to manage experiential learning, career guidance, and teacher professional devel-

opment, confirming its suitability for quality assurance under competency-based reform (Trần, 2020; Vũ & Nguyễn, 2024). Within this framework, Output management is not simply the final step but also a key feedback mechanism. Analysing learning outcomes in Mathematics allows school leaders to diagnose weaknesses in Context, Input, and Process and to design targeted interventions to improve teaching and learning (Scheerens, 1990; Vũ & Nguyễn, 2024).

2.2. Outcome-based and competency-based education

Outcome-based education (OBE) advocates that all curriculum, teaching, and assessment decisions should be driven by clearly defined learning outcomes that students must demonstrate at the end of a course or program (Spady, 1994). Spady (1994) emphasizes that an outcome-based system “starts with a clear picture of what is important for students to be able to do” and then organizes curriculum, instruction, and assessment to ensure that this learning actually occurs. Recent reviews highlight both the potential and the challenges of OBE, noting that poorly designed outcome frameworks or purely bureaucratic implementation can reduce OBE to a compliance exercise rather than a genuine improvement strategy (Naskar, 2023). Consequently, robust management of learning outcomes – including the design of valid criteria, appropriate assessment processes, and the meaningful use of data – is critical for realizing the benefits of OBE in school practice (Naskar, 2023; Spady, 1994). Competency-based education shares the same focus on demonstrable performance but frames outcomes explicitly as integrated competencies (knowledge, skills, and attitudes) rather than discrete content units. Many countries, including Vietnam, have moved towards competency-based curricula in which learning outcomes are articulated as competency standards and performance descriptors, providing a foundation for output-oriented management in subjects such as Mathematics (Ministry of Education and Training, 2018).

2.3. Assessment of learning outcomes and formative assessment

Assessment is the primary mechanism through which learning outcomes are op-

erationalized and monitored. International research shows that formative assessment – assessment for learning – has a particularly strong impact on student achievement when it provides timely, descriptive feedback and involves students actively in the assessment process (Black & Wiliam, 1998). They seminal work demonstrates that innovations designed to strengthen classroom assessment can yield substantial learning gains across subjects and grade levels.

In Mathematics, high-quality assessment is characterized by alignment with mathematical goals, elicitation of rich evidence of student thinking, and the use of this evidence to adjust instruction. The National Council of Teachers of Mathematics (NCTM, 2014) stresses that assessment should be coherent with ambitious learning goals and core teaching practices such as posing purposeful questions, supporting productive struggle, and using evidence of student thinking to inform instruction (NCTM, 2014). From a management perspective, these findings imply that managing Mathematics learning outcomes cannot focus solely on summative testing. Instead, school leaders must ensure that teachers are equipped to integrate formative and summative assessment, use diverse assessment tools (tests, performance tasks, projects, portfolios), and interpret assessment data in ways that support students' ongoing development in mathematical competence (Black & Wiliam, 1998a; NCTM, 2014).

2.4. Mathematics learning outcomes in the Vietnamese curriculum

Vietnam's 2018 General Education Curriculum defines Mathematics as a core subject with the dual mission of developing both general competencies and subject-specific mathematical competencies. The Mathematics curriculum identifies key components such as mathematical thinking and reasoning, modeling, problem solving, mathematical communication, and the use of tools and resources (Ministry of Education and Training, 2018). Recent Vietnamese studies further elaborate these components, for example by clarifying mathematical communication competence and by exploring instructional approaches that can effectively develop such competencies in secondary education (Nguyễn & Nguyễn, 2022). These works underline that

competence development must be monitored through carefully designed learning outcomes and assessment criteria that capture not only procedural skills but also conceptual understanding, reasoning, communication, and real-world application (Ministry of Education and Training, 2018; Nguyễn & Nguyễn, 2022). In this policy context, managing Mathematics learning outcomes at primary level involves translating national competency standards into school-level and classroom-level criteria, ensuring consistency across grades, and using assessment evidence for teaching improvement and student support (Ministry of Education and Training, 2018).

2.5. Implications for managing mathematics learning outcomes under the CIPO model

Synthesizing the above theoretical and policy perspectives, the management of Mathematics learning outcomes in primary schools under the CIPO model should be grounded in three principles. *First, systemic alignment:* Output (learning outcomes and assessment criteria) must be aligned with national competency standards in Mathematics and coherently linked to Context, Input, and Process factors such as school resources, teacher professional development, and classroom pedagogy (Ministry of Education and Training, 2018; Scheerens, 1990; Trần, 2020). *Second, evidence-informed improvement:* Assessment data should be used formatively to diagnose students' strengths and weaknesses, to adjust instruction, and to inform school-level decisions about curriculum, teacher support, and resource allocation, rather than merely to rank or classify students (Black & Wiliam, 1998; NCTM, 2014). *Third, context-sensitive quality management:* Adapting the CIPO model to the Vietnamese primary context requires school leaders to design management measures – such as the development of standardized yet flexible assessment criteria – that respect local conditions while ensuring fairness and comparability across classes and schools (Scheerens, 1990; Trần, 2020; Vũ & Nguyễn, 2024).

These principles provide the theoretical foundation for the subsequent sections of the paper, which focus on the concrete management of assessment criteria, assessment processes, and the evaluation of students'

mathematical competence development in primary schools.

3. Research Results

3.1. A Management Measure: Directing the development of Output-based criteria for primary mathematics

Building on the above analysis, this section proposes a concrete managerial measure: a four-step procedure for principals to direct the development of output-based assessment criteria for primary Mathematics.

Step 1 – Establishing a specialized committee

The principal establishes a specialized committee to develop the criteria. The committee typically includes: Principal as Chair; Vice-principals in charge of academic affairs as vice-chairs; Heads of subject departments and key Mathematics teachers as members. The principal provides overall orientation and approves the final criteria, while other members engage directly in drafting and technical development.

Step 2 – Directing the construction of criteria

The principal divides the committee into sub-groups, each responsible for a particular grade level. Each sub-group has a leader, a secretary, and members. The work involves three main stages:

Capacity building and legal basis analysis: Organizing professional seminars to deepen teachers' understanding of output-based assessment in primary Mathematics; Analysing legal documents and curriculum frameworks concerning assessment and Mathematics teaching (e.g., national curriculum, MOET circulars, textbooks, and related resources).

Drafting the criteria: Based on required outcomes in the 2018 curriculum, group leaders assign members to develop criteria, indicators, and performance levels for knowledge, skills, qualities, and competencies in Mathematics; Each group drafts a set of criteria for its assigned grade level.

Appraising and standardizing the criteria: The principal collects feedback from external experts, school leaders, and practising primary teachers; Comments are synthesized and sent back to experts for further refinement through multiple rounds if necessary; Pilot im-

plementation in selected classes and schools is carried out to gather empirical data and identify practical challenges in using the criteria; Based on feedback and pilot results, the committee revises and standardizes the criteria.

Step 3 – Approval and implementation

The principal formally reviews and approves the criteria for each grade level. Implementation measures include: Intensive training for all teachers on using the criteria, designing aligned assessment tools, and documenting students' progress; Official communication of the criteria to teachers, students, and parents to ensure shared understanding and cooperation.

Step 4 – Evaluation and continuous revision

The principal regularly monitors how teachers apply the criteria in teaching and assessment. Periodic evaluations of the criteria's effectiveness should be organized, combining: Teacher, student, and parent feedback; Analysis of student performance trends; Findings from internal supervision and external reviews. Based on these data, the principal instructs the committee to revise and update the criteria so that they remain relevant, feasible, and effective in promoting students' mathematical competence.

3.2. Managing the implementation of the assessment process based on the Mathematics learning outcomes in primary schools

Establishing and operating an assessment process aligned with the Mathematics learning outcomes in primary schools is an important basis for measuring teaching quality and adjusting teaching content, methods, and organizational forms towards the development of students' qualities and competences. This process can be managed through the following steps:

Step 1. Planning assessment based on the learning outcomes framework

The principal directs the professional teams to develop periodic assessment plans (after each topic, mid-term, end-of-term) appropriate to the curriculum and each grade level. The plan must clearly specify: content and competences to be assessed, assessment forms, assessment tools (tests, observation checklists, rubrics, rating scales, etc.), and

link each criterion to specific content and performance level requirements.

Step 2. Training and guiding teachers to use the criteria

The principal develops a training plan with clear objectives, time, content, target groups, and trainers. Training content focuses on: correctly understanding the Mathematics learning outcomes, the structure and meaning of each criterion, how to select methods and construct appropriate assessment tools, and how to record and use results to provide feedback. Training should combine theory with practice through case analysis and designing rubrics and observation forms for specific topics. After training, the school organizes professional workshops, experience sharing, and appoints core teachers to support colleagues.

Step 3. Designing, piloting, and standardizing assessment tools

Teachers and professional teams select assessment methods suitable for each criterion (written tests, products, observation, projects, etc.). From there, they design corresponding tools: test papers, observation sheets, rubrics, rating scales that ensure objectivity, user-friendliness, and suitability for students' developmental characteristics. Tools must be piloted with a small group of students to adjust difficulty, discrimination, and wording before large-scale implementation. Finally, the tools are standardized and adopted across teams and the whole school to ensure that data are comparable between classes, grades, and over time.

Step 4. Collecting assessment evidence during teaching

Teachers identify the types of evidence to be collected (student work, products, observation records, videos, self-assessment, peer-assessment, etc.). Evidence collection is integrated naturally into teaching activities: group work, presentations, application tasks, small projects, ensuring continuity, diversity, and alignment with the learning outcomes criteria. Evidence should be recorded together with specific comments and feedback for students.

Step 5. Coding, analyzing, and using assessment results

Teachers record results by criterion on rubrics or tracking sheets, using clear qual-

itative/quantitative scales. Data are entered into summary tables (Excel or school management software) to calculate the percentage of students meeting each criterion, average scores by criterion, class, and grade. Professional teams and school leaders analyze trends, strengths and weaknesses, and compare results across assessment periods to propose adjustments in teaching plans, remedial activities, differentiation, and competence development support.

Step 6. Storing assessment records and monitoring implementation

Assessment records (tests, observation sheets, rubrics, summary tables, sample student work, minutes of professional meetings, etc.) are systematically stored in paper and/or digital formats with secure access. The school leadership and professional teams conduct regular monitoring of planning, tool use, and record keeping, while providing timely guidance and support to teachers. Through this, the assessment process based on learning outcomes is stabilized and effectively implemented, thereby improving the quality of Mathematics teaching in primary schools.

3.3. Discussion

The proposed framework demonstrates that managing Mathematics learning outcomes in primary schools under the CIPO model requires an integrated approach that connects assessment criteria, assessment processes, and the use of assessment evidence for improvement (Scheerens, 1990; Trần, 2020; Vũ & Nguyễn, 2024). Output management cannot be treated as a separate technical activity but must be embedded in broader school management and professional development strategies that align Context, Input, Process, and Output in a coherent quality cycle (Scheerens, 1990). For policy makers, the framework highlights the need for clear national guidance on competency-based, outcome-oriented assessment in Mathematics, along with training programmes that build school leaders' capacity in assessment management (Ministry of Education and Training, 2018; Spady, 1994; Naskar, 2023). Such guidance should explicitly connect the 2018 General Education Mathematics Curriculum and its competency structure with practical tools for school-level output management,

including standards-based criteria, formative assessment strategies, and data-use protocols (Ministry of Education and Training, 2018; Nguyễn & Nguyễn, 2022). For school leaders, the four-step procedure for directing the development of output-based criteria provides a practical roadmap for operationalizing national policies at school level within the CIPO framework (Scheerens, 1990; Trần, 2020). By organizing specialized committees, piloting and standardizing criteria, and institutionalizing periodic review, principals can ensure that assessment in Mathematics is not merely a compliance requirement but a driver of instructional improvement. For teachers, systematic support in using competency-based criteria, diverse assessment tools, and classroom-embedded formative assessment can enhance both their assessment literacy and everyday practice (Black & Wiliam, 1998, NCTM, 2014). When teachers are able to interpret evidence of students' mathematical thinking and to adjust instruction accordingly, assessment becomes an essential part of teaching for understanding rather than a separate, end-of-term activity. This is particularly important in primary Mathematics, where early experiences with problem solving, reasoning, and communication lay the foundation for students' long-term engagement with the subject (Ministry of Education and Training, 2018; Nguyễn, 2022).

Managing learning outcomes in primary Mathematics through the lens of the CIPO model emphasizes the centrality of the Output component as both an end and a new beginning in the quality cycle of school improvement (Scheerens, 1990; Trần, 2020). By ensuring that assessment criteria are valid, reliable, feasible, standardized, and continuously improved; by managing assessment planning, implementation, and supervision; and by using assessment data to support students' mathematical competence development, primary schools can better fulfil the goals of competency-based education re-

form in Vietnam (Ministry of Education and Training, 2018; Spady, 1994; Naskar, 2023).

The four-step managerial measure for directing the development and implementation of output-based criteria provides a concrete tool for school leaders to translate policy into practice in Mathematics. It operationalizes key principles from outcome-based and competency-based education – clear learning outcomes, aligned assessment, and evidence-informed decision-making – within the specific context of Vietnamese primary schools (Spady, 1994; NCTM, 2014; Vũ & Nguyễn, 2024).

Future empirical studies could examine the impact of this framework on student outcomes and teacher assessment practices across diverse school contexts. For example, longitudinal and multi-site research could investigate how the use of standardized, yet context-sensitive Mathematics output criteria affects students' development in mathematical thinking, problem solving, and communication (Ministry of Education and Training, 2018; Nguyễn, 2022). Such evidence would further refine the proposed management model and contribute to the broader international discussion on how CIPO-based quality management and formative assessment can support high-quality Mathematics education for all students (Black & Wiliam, 1998).

4. Conclusion

Managing learning outcomes in primary Mathematics through the lens of the CIPO model emphasizes the centrality of the Output component as both an end and a new beginning in the quality cycle. By ensuring that assessment criteria are valid, reliable, feasible, standardized, and continuously improved; by managing assessment planning, implementation, and supervision; and by using assessment data to support students' mathematical competence development, primary schools can better fulfil the goals of competence-based education reform in Vietnam.

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LITERATURE REVIEW ON THE EFFECTS OF PHYSICAL EDUCATION ON UNIVERSITY STUDENTS' UNDERSTANDING OF THE IMPORTANCE OF SPORTS

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Abstract

This literature review examines how university-level physical education (PE) influences students' understanding of the importance of sport. Research shows that PE enhances psychological well-being, intrinsic motivation, and social support, all of which contribute to positive attitudes toward physical activity. Effective pedagogical models such as blended learning and the Sport Education Model further strengthen engagement and skill development. Studies also indicate that structured PE improves physical fitness and health literacy, reinforcing students' appreciation of sport's long-term benefits. Overall, the evidence suggests that well designed PE programs play a crucial role in shaping students' lifelong perceptions of sport and healthy behavior.

Keywords: *Physical education, sport, participation, Albania, universities*

Introduction

Physical education (PE) at the university level plays an essential role in developing students' health behaviors, attitudes toward sport, and long-term lifestyle habits. While school level PE emphasizes motor development and basic health knowledge, university PE intersects with a critical developmental phase: young adulthood. During this period, students adopt independent habits, face new academic pressures, and often experience a sharp decline in regular physical activity.

Understanding how PE influences perceptions of sport helps guide curriculum design, health promotion, and university policy. This literature review synthesizes global research

on the psychological, social, motivational, cognitive, and physical mechanisms through which PE shapes university students' understanding of the importance of sport.

Growth of University Sport in Albania

We see a growth in university sport participation in Albania, this according to the **International University Sports Federation (FISU)**, showing that participation in university sport has expanded significantly, with more universities involved and more than 6,000 students taking part in competitive or recreational activities (FISU, 2019).

The **Albanian University Sports Federation** which was founded in 2017,

represents increasing institutional support for university sport (FISU, 2019) highlights initiatives to strengthen physical education, promote ethics in sport, and expand physical education in schools (Council of Europe, 2021).

At the pre-university level, the **Albanian School Sport Federation** reports that PE time increased to three hours per week following national legislative reform has showed a significant positive effect in Student life and PE engaging. (International School Sport Federation, 2020).

Physical Activity Levels and Fitness among University Students

Baseline levels of physical activity among university students vary widely across countries. Kljajević et al. (2022) found that while many students demonstrate satisfactory fitness levels, substantial disparities exist by region and institutional context. A major barrier to regular physical activity is lack of free time due to academic demands, indicating the need for PE programs that fit students schedules.

PE also has well-documented mental health benefits. Chen et al. (2025) found that PE participation improves psychological well-being through two mediators: increased social support and increased exercise behavior. Their large-scale survey of 1,437 students showed strong paths between PE satisfaction, social support, and mental health. These findings highlight PE's social dimension: promoting connection, belonging, and positive behavioral routines

Motivation strongly predicts whether students internalize the value of sport. A study by García-Moya et al. (2021) demonstrated that intrinsic motivation is significantly associated with higher levels of physical activity among Spanish university students. Students who enjoy physical activity or find personal meaning in it are more likely to engage in sport voluntarily.

Pedagogical design influences motivation. Vasconcelos et al. (2022) tested the Sport Education Model, which organizes PE like a competitive sport season. Students assume roles such as coach, referee, or captain. The model yielded improvements in social

skills, self-determination, lifestyle habits, and life satisfaction.

Similarly, Li et al. (2024) found that blended learning PE (online + in-person) improved exercise attitudes and basketball skills more effectively than traditional PE. These findings suggest that innovative, flexible PE models may be especially effective in the university environment, where autonomy and time pressures are major factors. Students' beliefs about PE influence their participation habits. Litoi (2016) found that Romanian non-sport university students considered PE important but rarely engaged in sport outside class. Reported barriers included a lack of time, low motivation, limited infrastructures, and financial constraints. This gap between recognizing sport's value and practicing it highlights the need for universities to create supportive sport environments beyond mandatory classes.

Physical Health Outcomes of University PE

Physical health improvements reinforce students' appreciation for the importance of sport.

Degefa and Kumar (2024) found that structured PE courses significantly increased muscular strength among university students over one semester. Similarly, Kosturanova et al. (2024) showed that organized physical activity improved strength, agility, coordination, and overall fitness in a large student sample. As students become fitter and more confident, they are more likely to value sports as part of a healthy lifestyle. However, excessive physical activity can be harmful. Assegaf (2023) reviewed the consequences of overtraining among university students and found associations with fatigue, injuries, sleep disturbance, and decreased immunity. Universities should therefore promote balanced PE that encourages activity without excessive pressure.

PE environments foster social connection, emotional regulation, and mental well-being. Chen et al. (2025) demonstrated that PE enhances mental health by increasing social support and promoting consistent exercise behavior. The Sport Education Model has also been shown to improve teamwork,

leadership, and social interaction (Vasconcelos et al., 2022).

For students navigating the social and academic challenges of university life, PE provides a setting for identity formation, relationship building, and stress management – strengthening their understanding of sport's broader value. University PE supports health literacy, teaching students concepts related to fitness, nutrition, training, stress physiology, and disease prevention. However, as Litoi (2016) notes, knowledge alone is not enough to ensure participation. PE must link learning to direct physical experience and individualized meaning.

Conclusion

The reviewed literature indicates that university PE plays a significant role in shaping how students understand the importance of sport. Effective PE programs promote intrinsic motivation, social support, psychological well-being, physical fitness, and health literacy. Teaching methods such as the Sport Education Model and blended learning enhance students' engagement and positive attitudes.

To maximize PE's long-term impact, universities should adopt inclusive, flexible, and motivationally supportive approaches that address participation barriers. Continued research – especially longitudinal studies – is needed to explore the sustainability of PE's influence on sport appreciation.

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Section 5. Philology and linguistic

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A COMPARATIVE ANALYSIS OF JALIL MAMMADGULUZADEH'S SATIRICAL FEUILLETON "SHIR AND KHURSHID" AND ANTON CHEKHOV'S SHORT STORY "ANNA ON THE NECK"

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Abstract

This article presents a comparative analysis of the short story "Anna on the Neck" by the prominent 19th-century Russian writer Anton Pavlovich Chekhov and the feuilleton "Shir and Khurshid", which was written on the basis of Chekhov's story and published in the satirical magazine *Zanbur* under the pseudonym "Hamshari". One of the major factors influencing the emergence and development of Azerbaijani satirical press and literature in the early 20th century was the Russian satirical press and literary tradition. Similar to other satirical magazines of the period, *Zanbur* also featured works created under the influence of Russian literature. The first noteworthy aspect of the comparison between "Shir and Khurshid" and Chekhov's "Anna on the Neck" is the similarity in their titles. Although both works expose the hypocrisy of tsarist officials, their plotlines and compositional structure differ considerably. This article analyzes the narrative structure and genre features of the two works within a comparative framework.

Keywords: *Shir and Khurshid, satirical press, feuilleton, Chekhov, Anna on the Neck, short story*

Introduction

One of the factors influencing the emergence and development of the Azerbaijani satirical press at the beginning of the 20th century was the Russian satirical press and literature. Similar to other satirical periodicals, the satirical magazine *Zanbur* also featured works written under the influence of

Russian literature. The feuilleton "Shir and Khurshid" published in the magazine's second issue on March 20, 1909, and the third issue on March 27, 1909, was written based on the story "Anna on the Neck" by the prominent 19th-century Russian writer Anton Pavlovich Chekhov. However, at the bottom of the feuilleton's title, it was mistakenly in-

licated that the work was written as a nazira to Chekhov's story.

The Difference Between Nazira and Quotation in Literature

As is known, a nazira is a poetic work created under the influence of another poet's text. Since the feuilleton "Shir and Khurshid" is not a poetic work, it would be more accurate to describe it as a quotation rather than a nazira. Academician Isa Habibbeyli, in his article "Quotation from Nizami Ganjavi," explains the essence of the concept of quotation as follows: "A large number of works have been written in Azerbaijani literature using this method, which is referred to as quotation in literary theory. Quotation is a broad concept, and it involves not only replacing words in a literary text, but also creating a new work based on the theme and plot of another author's work, a motif of oral folk literature, or even a particular point of the plot" (Habibbeyli, 2021, p. 2).

The Importance of Choosing Titles of Literary Works Correctly

When we compare the feuilleton "Shir and Khurshid", published under the pseudonym "Hamshari", and Chekhov's story "Anna on the Neck", the first detail that stands out is the similarity of their titles. It becomes evident that the subject matter of both works is related to various orders and badges. The importance of selecting an appropriate title for a literary work is discussed in the book *Fundamentals of Literary Studies*, co-authored by Mir Jalal Pashayev and Panah Khalilov: "Regardless of the work, the first thing the reader encounters and comes face to face with is the title. Before becoming acquainted with the content of the work, the reader becomes familiar with the title, the name of the work. The name of the work is as meaningful, important and significant as the name of a person. A writer does not choose a name for his work by chance. The title is usually related to the content, idea, and internal relationships of the work. The title is often taken from the theme of the work" (Pashayev & Khalilov, 1988, p. 72).

Comparative Analysis of the Themes and Plots

In Chekhov's story "Anna on the Neck", the narrative unfolds against the background

of the fate of the young and beautiful Anna, who is forced to marry an unattractive and much older tsarist official due to financial difficulties. Anna, who has just turned eighteen, is described as a beautiful girl. Her father, a teacher of drawing and calligraphy at the gymnasium, begins drinking after the death of his wife, and Anna, left in hardship together with her brothers, has no choice but to marry Modest Alexeitch. While Anna's intention is to escape financial distress, Modest Alexeitch has only one aim: to obtain the Anna of the Second Degree. By the end of the story, Modest Alexeitch's pursuit of this goal—even at the expense of his honour and dignity—provides the reader with a clear understanding of his character and spiritual emptiness.

In the feuilleton "Shir and Khurshid", the plot begins with the arrival of an Iranian official named Rahatulhulghum at the one of the city's hotels, which is supervised by a tsarist official, Nikolai Vladimirovich, who is obsessed with insignia and medals. Upon hearing this news, Nikolai Vladimirovich begins to think about obtaining the Order of the Lion and Sun, (Order of the Lion and Sun (Shir-o-Khorshid) is one of the main emblems of Iran (Persia), and was an element in Iran's national flag until the 1979 revolution and is still commonly used by nationalists and opposition groups of the Islamic Republic government) which he had long desired: "The point was that Mr. Nikolai Vladimirovich had a great fondness for various awards and medals, and it had long crossed his mind that it would be great if he could obtain an Iranian award. Nikolai Vladimirovich knew this well: awards from Eastern countries could be obtained for nothing. Not by giving money to hospitals, hospices, or charitable organizations, but only when he had the opportunity, and besides, money was not given in exchange for Iranian awards like other countries, but everyone was given for free" (Hamshari, 1909, p. 4).

In this feuilleton, Russia's attitude toward Iran is also evident. When Nikolai Vladimirovich has lunch with Rahatulhulghum, his words reveal Russia's view of Iran. His statements illustrate Russia's perception of Iran as a source of raw materials at that time: "Drink to the progress of Iran, we love the Iranians! Although our sects are different, the purpose

and inclination of both sides are the same. Your trade means our trade... To slowly take you into our hands... To protect you from the evil eye of others, in this way..." (Hamshari, 1909, p. 3).

During a walk around the city after lunch, Nikolai Vladimirovich gets a promise from the Iranian that he will give him his Lion and Sun order. At the end of the feuilleton, it becomes clear that the badge that Nikolai Vladimirovich worked hard to obtain was not so important in the eyes of others: "A year and four months after this incident, the weather was very cold. It was a winter day, with snow on one side and a strong wind blowing on the other; the frost was piercing the eyes. Nikolai Vladimirovich unbuttoned his coat, stood up straight, and walked around the city, and he was very upset that no one paid attention to his Lion and Sun badge and congratulated him" (Hamshari, 1909, p. 6).

The theme of both works is dedicated to exposing the hypocritical tsarist officials. The story "Anna on the Neck" also reflects various problems of social life: the unfortunate fates of Anya, whose future is ruined due to financial hardship, and her family members, Anya's gradual change and alienation from her family, and other issues.

The compositional structure and plot line of both works differ from each other. Professor Vugar Ahmed, in his book *Literary Studies*, analyses the differences in composition in similar works and writes: "Regardless of genre, all works of art are built on composition. There are many works in world literature that are similar in content, but their compositions are absolutely not similar to each other, because each artist builds the composition in his own unique way, according to his own ideas" (Ahmed, 2007, p. 51).

In Chekhov's "Anna on the Neck", besides the main characters Modest Alexeitch and Anna, several secondary figures also appear, including Pyotr Leontyitch (Anna's father), Petya and Andrusha (her brothers), as well as Artynov. In contrast, in the "Shir and Khurshid" feuilleton, only the names Rahetulhulgum and Nikolai Vladimirovich are mentioned.

Although neither work specifies the name of a particular city, the locations and factual references in "Shir and Khurshid" make it evident that the events take place in Baku.

In the introductory part of the feuilleton, we encounter references to the Caucasus Mountains and the "Europe" hotel: "One day, in of the cities situated on this side of the Caucasus Mountains, a rumour spread that an Iranian dignitary named Rahetulhulgum had arrived from Iran and had settled at the 'Europe' hotel" (Hamshari, 1909, p. 4).

Some information about the mentioned "Europe" hotel is provided in Ilkin Qilman's book *Baku and Its Inhabitants*: "Between the 'New Europe' hotel and the 'Metropol' hotel, at a place called Lalayev Bend, there was also a two-story hotel named 'Europe.' This hotel was formerly known as the 'Caucasus' hotel and was considered the most affordable lodging in the city" (Ilkin, 2006, p. 170).

A comparison of the two works reveals that their main similarity lies in the characters of Modest Alexeitch and Nikolai Vladimirovich, particularly in their senseless obsession with orders. Modest Alekseitch is depicted as hypocritical, miserly, and cowardly. He values people solely based on their official positions and wealth. The author emphasizes his stinginess through several episodes. For instance, his "advice" to Anna's father when lending him money, and his frequent inspections of the jewellery in Anna's commode, exemplify this trait. His true character and intentions are even more clearly revealed in the words he speaks to Anna before the ball: "So that's what my wife can look like...so that's what you can look like! Anyuta!" he went on, dropping into a tone of solemnity, "I have made your fortune, and now I beg you to do something for mine. I beg you to get introduced to the wife of His Excellency! For God's sake, do! Through her I may get the post of senior reporting clerk!" (Chekhov, 1895/2009, p. 252)

Chekhov's perspective on the character of Modest Alexeitch is articulated by Prof. İslam Aghayev, who writes: "Chekhov reveals the inner world of this negative type, conveying to the reader the depth of his moral depravity. To achieve this, he depicts the character's eagerness for disgraceful flattery and his readiness to trample even his own honour in pursuit of such desires" (Aghayev, 1969, p. 74).

The character of Nikolai Vladimirovich, as described in the feuilleton "Shir and Khurshid", resembles Modest Alexeitch in terms of moral traits. His statements during the ini-

tial encounter with Rahetulhulgum further substantiate this resemblance: “On behalf of our town, I sincerely congratulate Your Excellency on your arrival; especially since Your Excellency is an honourable man. May God bless Iran!” (Hamshari, 1909, p. 4).

One striking feature of Nikolai Vladimirovich is his indifferent attitude toward the city he rules and its inhabitants. To please and entertain Rahatulhulgum—his “dear guest”—he spreads false news about a fire in the city. The municipal workers under Nikolay Vladimirovich are shown to be equally irresponsible and indifferent to their duties: “The news was spread, but the firefighters did not come out, saying that they were in the hammam (A hammam, also often called a Turkish bath by Westerners, is a type of steam bath or a place of public bathing associated with the Islamic world). In that regard, the chief was very happy” (Hamshari, 1909, p. 6).

Comparative Analysis of Genre Features

A comparative analyses of Chekhov’s story “Anna on the Neck” and the feuilleton “Shir and Khurshid” requires a detailed examination of the genre characteristics of both works. The feuilleton “Shir and Khurshid”, written in a genre regarded as a literary-publistic form, contains sharply critical and topical socio-political content shaped in accordance with the conventions of its time. As is well known, one of the characteristic features of the feuilleton genre is its satirical nature. Academician Isa Habibbeyli, justifying the idea that satire is a literary type, includes the feuilleton among the satirical genres and writes: “In the science of Azerbaijani literary theory of the last century, satire has been mainly discussed as just artistic laughter. However, since the eighties of the 20th century, satire has been reinterpreted as a literary type, and as research in this field expanded, the conclusion that it is a literary type was once again substantiated. In recent years, the existence of this literary type has again been confirmed by the determination of the genres of the satire literary type” (Habibbeyli, 2022, p. 53).

Chekhov’s short story “Anna on the Neck” attracts attention with its social content. The work has a concise plot that fully corresponds to the requirements of the story genre. Both

works are written in prose. Although they are similar in terms of general genre characteristics, there are certain differences between them that correspond to the specific features of each genre. In Gunel Ahmadova’s article “Genre Identification of the Feuilleton”, which provides a comparative analysis of the feuilleton and story genres, it is noted: “First of all, it should be mentioned that the main characteristics of the feuilleton are irony, humor, and satire. However, it is not necessary for stories to possess these characteristics”. Furthermore, the article emphasizes that, unlike the story, the artistic expression of real facts is a central feature of the feuilleton. Nevertheless, the subject matter of stories may not be based on real events; many stories are the product of the writer’s imagination and may not correspond to reality (Ahmedova, 2021, p. 105).

Determining the Author of the Pseudonym “Hamshari”

The feuilleton “Shir and Khurshid” was published under the pseudonym “Hamshari”. According to the information obtained from Gulam Mammadli’s book *Signatures* (Mammadli, 1977/2015, p. 68), Jalil Mammadguluzadeh appeared in the *Molla Nasreddin* magazine in 1908 under the pseudonym *Hamshari*. The writer’s feuilleton “Vodka” was published under the same pseudonym in the 27th issue of *Molla Nasreddin* dated July 7, 1908, and the feuilleton “Political issue” about the Constitutional Movement in Iran appeared in the 47th issue dated November 24, 1908. However, no information has been found confirming that Jalil Mammadguluzadeh published any work in the *Zanbur* magazine under the pseudonym “Hamshari”. Considering that “Shir and Khurshid” was published in 1909, the historical context provides a reasonable basis to assume that its author was Jalil Mammadguluzadeh. Moreover, the feuilleton addresses the political relations between Iran and Russia, which further strengthens its connection to Jalil Mammadguluzadeh’s oeuvre. To support this argument, it should be emphasized that his both feuilletons published under the signature “Hamshari”, also deal with issues concerning the South (South Azerbaijan and Iran). Gulbeniz Babayeva, in her book *Molla*

Nasreddin Magazine and National Literary Values, examines Jalil Mammadguluzade's feuilletons written on the theme of the South, noting that this topic occupies a significant place in his oeuvre. "It is not coincidental that eight issues of the magazine were published in Tabriz in 1921. The themes of the writer's feuilletons—"Hamshari", "The Patch", "The Smoke", "Where Does the Money of the Iranian Workers Go?", "To the Iranians", "How Can a Stone Not Cry Today?" and others—are crucial for depicting the social and political realities of the Iranian environment. Mammadguluzade's feuilletons illustrate both the tragedies experienced by the Iranian people and the struggles of the mujahideen

who joined the fight for freedom" (Babayeva, 2020, p. 75).

Conclusion

Thus, the feuilleton "Shir and Khurshid", written on the basis of Chekhov's story "Anna on the Neck", once again confirms that the satirical magazine *Zanbur*, similar to other satirical periodicals of the early twentieth century, adapted significant artistic works of Russian literature when necessary. By transforming Chekhov's narrative within a local socio-political context, *Zanbur* contributed to the formation of a national satirical tradition while preserving the critical spirit characteristics of Russian literature.

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INTERTEXTUALITY IN DAVID GREIG'S PLAYS: FUNCTION OF ARTISTIC DISCOURSE

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Abstract

The article examines the problem of intertextuality in English dramaturgy. The author clarifies the concept of intertextuality, referring to Bakhtin's concept of polyphony and dialogue, and Kristeva's concept of intertextual dialogue, understood as cultural memory, and interprets David Greig's plays. Analyzing the texts of the plays "Euripides' the Bacchae", "Europe", "San Diego", the author of the article comes to the conclusion that in these plays intratextual and extratextual relations are systematically manifested. These relations can be seen in the theme, idea, plot, motif and images of the plays. Intratextual traces show how the texts are related to each other, while different discourses turn the plays into a literary-aesthetic space. Thus, D. Greig creates an intercultural and intergenerational dialogue in his plays, revealing the general course of history and culture through the prism of individual life.

Keywords: *David Greig, Intertextuality, dialogue, play, function, artistic discourse*

Introduction

The problem of intertextuality is one of the most relevant topics in literary criticism. The concept of intertext, which stems from the theoretical views of Mikhail Bakhtin, was put forward by him precisely by studying parody. Mikhail Bakhtin saw in parody the fundamental principle of the renewal of artistic systems based on the transformation of previous texts. Thus, he came to the conclusion that there is a dialogue between and within texts (Bakhtin, 1981). However, it should be noted that the concept of intertextuality is not new, since the essence of literature is a reliable intertextual. However, as a term, it was put forward by researcher

Julia Kristeva. When she said intertextuality, she meant "several utterances, taken from other texts intersect and neutralize one another" (Kristeva, 1980). As for M. Bakhtin, he considered intertextuality to be a dialogue of consciousness in the context of numerous "forgotten meanings". J. Kristeva, on the other hand, viewed intertextuality as a mosaic of intertextual dialogue and quotation. Thus, intertextuality is a common feature of texts, and thus they can refer to each other in various ways, explicitly or implicitly.

As we have noted, literature is essentially intertextual. Thus, all the signs of intertextuality are found even before in the works of J. Joyce, J. L. Borges, V. Nabokov, U. Eco.

The work of Rabelais, Cervantes and Shakespeare is an artistic analogue of intertextuality in this respect. Roland Barthes wrote that, "The intertextual in which every text is held, it itself being the text-between of another text, is not to be confused with some origin of the text... the citations which go to make up a text are anonymous, untraceable, and yet already read: they are quotations without inverted commas" (Barthes, 1978).

Intertextuality essentially implies an active reader/spectator. It is he who must recognize the intertext and then interpret it. Thus, the intertext directs the reader/spectator to another text. The reader/spectator also fulfills the authority given to him by the text. He must have the ability to decipher the mask used by the intertext, understand the methods of expression and distinguish the true meaning behind the symbols. That is, his memory is the main tool for recognizing the intertext.

Main Part

In English dramaturgy, we will not be mistaken if we say that the works of William Shakespeare, Christopher Marlowe, Tom Stoppard, Howard Barker, Caryl Churchill and David Greig are classic examples of intertextuality. Most of Shakespeare's plays originate from oral literature, ancient sources and Italian novellas. The tragedy "Hamlet" is based on the ancient legend about Amlet. The legend is taken from the chronicle "Gesta Danorum" by Saxo Grammaticus retold by Francois de Belleforest. The tragedy "Romeo and Juliet" sounds the same as the ancient source about Pyramus and Thisbe – Ovid's "The Metamorphosis". The plot of the tragedy is the same as Arthur Brooke's "The Tragical History of Romeus and Juliet". "King Lear" comes from Raphael Holinshed's "Chronicle of England, Scotland and Ireland". As for "Othello", the novella "The Venetian Moor" from the collection "Ecatommiti" by Cinzio Giraldis forms the plot of this tragedy.

Tom Stoppard's play "Rosencrantz and Guildenstern Are Dead" is rewritten in dialogue with Shakespeare's "Hamlet". T. Stoppard brings two episodic characters to the fore and ironically completes Shakespeare's tragedy. In Caryl Churchill's play "Top Girls", one can trace the plot line and characters tak-

en from G. Chaucer's "The Canterbury Tales" and G. Boccaccio's "Decameron". As for Howard Barker, in the plays "Seven Lears" and "Gertrude – The Cry", he deconstructs Shakespeare's heroes, presenting their psychological and moral-ethical aspects in a harsher and grotesque way. Both Lear and Gertrude appear in Barker's plays as nihilistic and destructive, but at the same time as people of the new world. It is obvious that H. Baker makes intertextual references to Shakespeare's tragedies, transferring the themes, characters and plot line of the great playwright to the aesthetics of the "Theatre of Catastrophe".

D. Greig's creativity has recently become an object of extensive research. However, it should be noted that despite these studies, there are methods and approaches that allow a careful study of his plays, revealing many hidden meanings. One of such methods is the intertextual method based on the works of Mikhail Bakhtin (Bakhtin, 1981), Julia Kristeva (Kristeva, 1980), Claude Levi-Strauss (Levi-Strauss, 1983), Roland Barthes (Barthes, 1978), Michel Foucault (Foucault, 1982). J. Kristeva studies intertextuality in literary texts, while C. Levi-Strauss studies it in mythical and cultural structures, while M. Foucault analyzes discourses and presents a systematic analysis of intratextual and extratextual connections. Intratextual traces reveal the idea of "interdiscourse networks" that show how texts are related to each other. It is their theoretical and aesthetic concepts that put forward an effective method for studying "dialogism in literature". This allows us to view works of art as an open system within the general text of world culture. The study of the problem of intertextuality in D. Greig's plays doesn't lose its relevance and importance in this regard.

Intertextuality in D. Greig's plays manifests itself in several ways. First of all, it appears as explicit quotation, that is, it is presented as a direct use of one text from another. Parody is also prominent in his plays. The playwright repeats previous styles and ironically parodies them. On the other hand, D. Greig creates metatheater – theater about theater itself, that is, he puts the play forward as a play structure. D. Greig establishes a dialogue with the past, refers to history and mythology, works of art. He takes different

cultural discourses, for example, English, Scottish, Greek culture, out of the written record that transmits information and turns them into a literary and aesthetic space.

As we have noted, intertextuality in the playwright's plays is primarily echoed by M. Bakhtin's idea of polyphony and dialogue – the interaction of different voices, views and meanings in language, text and thought, and J. Kristeva's intertextuality understood as "cultural memory". Also, Linda Hutcheon's idea of "adaptation as repetition with difference" (Hutcheon, 2006) is also reflected in D. Greig's plays.

D. Greig mostly refers to ancient literature and myths. His play "Euripides' the Bacchae" is based on the principle of intertextual dialogue with Euripides's tragedy of the same name. The playwright deconstructs the ancient myth with tragedy. It can be seen that D. Greig rewrites the myth, transfers it to the problems of the modern world and turns it into an artistic discourse. In Euripides's tragedy, he shows the conflict between the emotional and rational principles of the human psyche. The god Dionysus returns home and burns with a sense of revenge to prevent the female lust that has taken over the city. He punishes the king Pentheus, who doesn't recognize his divinity. D. Greig creates a dialogue between "Euripides' the Bacchae" and Euripides's tragedy, the plot remains the same, but the style and values change, presenting the cult of Dionysus in the "world without faith" as a psychological and social metaphor. The hero of the play, Pentheus, is no longer just a king who denies religion, but a symbol of modern man. In D. Greig's play, intertextuality is at the level of rewriting and deconstruction. The play stands out as a debate and parallel dialogue. D. Greig brings mythological material into a modern context; Dionysus is no longer an ancient god, but a symbol of chaos. The Maenads who constantly surround him are a metaphor for women's desire for freedom. The playwright replaces the Bacchae scenes held in honor of Dionysus with a rock concert. Thus, it can be seen that D. Greig also enters into dialogue with the historical forms of theater itself. The function of the chorus is preserved, but they are now live musical performers. The ritual nature of the myth merges with the "ritual" of

modern theater. The theater itself becomes a "modern rite". A cultural bridge is created between the ancient myth and the modern world. So, the inter-century dialogue with Euripides's "The Bacchae" continues.

The play "Dunsinane" is a continuation, interpretation of Shakespeare's "Macbeth". D. Greig rewrites Shakespeare's image of Scotland from a new perspective. Intertextuality in this play is presented in the form of a critique of historical memory and national-cultural identity. The events in the tragedy "Macbeth" end, and in "Dunsinane" they continue, and thus a dialogue arises between D. Greig's text and Shakespeare's text.

The play "Europe" is as if in intertextual dialogue with Samuel Beckett's "Waiting for Godot". The situation of the heroes of both plays at that moment is a borderline situation – there is no past, no future, time repeats itself, but nothing changes. The characters are "nobody". Absurd and meaningless dialogues symbolize spiritual emptiness and hopelessness.

The play "San Diego" highlights the relationship of Western man with identity, memory and technology. The plot of the play presents several stories at once. Through the lives of people who cross paths at the airport and in different cities, the playwright shows the spiritual emptiness of the globalized world and the crisis of cultural memory. As you can see, the play is reminiscent of the story "The Garden of Forking Paths" by J. L. Borges. Both explore time, memory, identity and the multiplicity of choices in artistic form. The play "San Diego" presents several different human stories, distant from each other, but united by a sense of loneliness and loss. The thoughts of a Scotsman who lost his identity and memory after a plane crash in San Diego, a woman who lost her son in Germany and tries to live with his memory and an airport worker who observes people and searches for the intersections of their lives create an intertextual connection with J. L. Borges's story "The Garden of Forking Paths".

Conclusion

The concept of intertextuality allows D. Greig to combine epic and lyrical features in his plays as a multi-vector and synthetic genre and opens up new paths in the new

stage of development of dramaturgy. Thus, D. Greig creates an intercultural and inter-generational dialogue in his plays, reveals the general course of history and culture in the prism of individual life. At the same

time, he presents his plays as a dramatic genre, which allows him to determine the “dialogue of cultures” in the development of the literary process from the perspective of intertextuality.

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THE HISTORICAL ROOTS AND FUNDAMENTAL CHARACTERISTICS OF GOTHIC LITERATURE

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Abstract

This study explores the origins and key features of Gothic literature from its 18th-century beginnings to its modern forms. Using interdisciplinary approaches like literary analysis, cultural history, and critical theory, this research examines the social and political contexts that gave rise to Gothic fiction, its unique literary techniques and themes, and how its conventions have changed over time and across different regions. The study shows that Gothic literature developed as an elaborate cultural response to Enlightenment rationalism, employing specific narrative methods including the sublime, the uncanny, and the distinctions between terror and horror to investigate transgressive themes such as confinement, decay, and forbidden knowledge. Analysis of major works by Walpole, Radcliffe, Lewis, Shelley, and Stoker demonstrates how the genre shifted from medieval supernatural settings to urban psychological horror, mirroring evolving cultural fears. Modern scholarship highlights Gothic literature's lasting impact on contemporary horror, fantasy, and postcolonial literature, confirming its role as a crucial way to express societal anxieties throughout history. The findings suggest that Gothic literature is not just entertainment but a cultural gauge that continually reflects dominant fears while staying true to its core aesthetic and thematic principles.

Keywords: *Gothic literature, eighteenth-century fiction, sublime, uncanny, Ann Radcliffe, Matthew Lewis, Mary Shelley, Bram Stoker, literary terror, cultural history, British Romanticism, Victorian Gothic*

Introduction

Gothic literature emerged in mid-18th-century Britain as a revolutionary literary mode that fundamentally challenged prevailing Enlightenment aesthetic and philosophical principles. The publication of Horace Walpole's "The Castle of Otranto" in 1764 marked not merely the birth of a new genre but the articulation of a counter-Enlightenment sensibility

that would profoundly influence subsequent literary development. This foundational text appeared during what David Punter identifies as a period of "massive dislocation and threats to security" in late eighteenth-century Britain, including the American Revolution (1765–83), anti-Catholic Gordon Riots (1780), and the French Revolution's Reign of Terror (1793–94) (David Punter. 1980).

This study addresses three primary research questions: First, what specific historical conditions enabled the emergence of Gothic literature and its initial development? Second, what fundamental literary characteristics distinguish Gothic fiction from contemporary literary modes? Third, how have Gothic conventions evolved across temporal and geographic boundaries while maintaining generic coherence? By examining these questions through analysis of canonical texts, critical scholarship, and cultural contexts, this research contributes to current debates in Gothic Studies while establishing new frameworks for understanding the genre's enduring cultural significance.

Methods

This research employs an interdisciplinary methodology combining literary analysis, cultural history, and critical theory to examine the historical development of Gothic literature and aesthetic characteristics. The study utilizes both synchronic analysis of specific texts and diachronic examination of generic evolution across the long eighteenth and nineteenth centuries.

Primary source analysis forms the methodological foundation, focusing on canonical Gothic texts including Walpole's "The Castle of Otranto" (1764), Radcliffe's "The Mysteries of Udolpho" (1794), Lewis's "The Monk" (1796). These works were selected based on their recognized status within Gothic Studies scholarship and their representative nature across different phases of Gothic development. Close reading methodology examines narrative techniques, thematic patterns, and aesthetic strategies while situating texts within their specific historical contexts.

Results

Historical Origins and Cultural Foundations

Gothic literature emerged from the convergence of multiple cultural forces that created both the conditions for its production and the audience for its consumption. The genre functioned as "an expression of the massive dislocation and security threats that characterized political and cultural experience" during Britain's late eighteenth-century period of unprecedented social transforma-

tion (Punter D., 9180). Three interconnected developments proved crucial: the expansion of print culture through circulating libraries, changing religious sensibilities following Catholic emancipation debates, and evolving gender relations that enabled women's participation in literary production. The dramatic expansion of circulating libraries from the 1740s created revolutionary changes in reading practices that directly enabled Gothic literature's emergence. By 1801, over 1,000 circulating libraries operated in England alone, making books "affordable to a wider spectrum of the public" and dramatically increasing "the number of books any single reader could afford to read" (James Raven. 1999). The Minerva Press, carrying over 20,000 volumes, became "famous for creating a market for sentimental and Gothic fiction," with Gothic novels comprising fully 75% of circulating library holdings by century's end (Dorothy Blakey. 1939).

This transformation created what scholars identify as a fundamental democratization of reading that shifted literary authority "from an aristocratic and landed minority to the middle classes." Women readers formed a crucial component of this expanding audience, while women writers dominated Gothic production itself. Ann Radcliffe received the unprecedented sum of £800 for "The Italian" (1797), making her "the highest-paid professional writer of the 1790s" (Cheryl Turner. 1992). Recent feminist scholarship by Ellen Ledoux challenges traditional "Female Gothic" categories while confirming that "anonymous women comprised the majority of Gothic authors" (Ellen Ledoux. 2017).

Fundamental Literary Characteristics and Aesthetic Innovations

Gothic literature developed distinctive aesthetic techniques that differentiated it from both neoclassical and emerging Romantic literary modes. These innovations centered on the manipulation of terror, the exploration of psychological interiority, and the creation of atmospheric effects that challenged Enlightenment emphases on reason and clarity.

Edmund Burke's "A Philosophical Enquiry into the Origin of Our Ideas of the Sublime and Beautiful" (1757) provided crucial theoretical foundations for Gothic aesthetics.

Burke's definition of the sublime as "whatever is fitted in any sort to excite the ideas of pain and danger" and his identification of "obscurity" as necessary for creating terror established the philosophical framework for Gothic literary practice (Edmund Burke). Gothic writers adapted Burke's aesthetic theory to create what scholars term "a vertiginous and plunging – not a soaring – sublime, which takes us deep within rather than far beyond the human sphere (David Morris. 1972)."

Ann Radcliffe's theoretical distinction between terror and horror became foundational to Gothic literary theory. In "On the Supernatural in Poetry" (1826), Radcliffe argued that "terror and horror are so far opposite, that the first expands the soul, and awakens the faculties to a high degree of life; the other contracts, freezes, and nearly annihilates them (Ann Radcliffe. 1826)." This distinction enabled Gothic writers to create sustained psychological effects through uncertainty and suggestion rather than explicit revelation.

Canonical Authors and Generic Development

Analysis of major Gothic authors reveals the genre's evolution from Walpole's foundational experiments through Victorian psychological complexity. Each canonical author contributed distinctive innovations while maintaining core Gothic concerns with transgression, confinement, and the exploration of forbidden knowledge.

Horace Walpole's "The Castle of Otranto" established foundational Gothic conventions while demonstrating the genre's origins in architectural aesthetics. Walpole's creation of Strawberry Hill, one of the earliest Gothic Revival mansions, directly influenced his literary work's emphasis on medieval settings and atmospheric description (Michael Lewis. 2002). Alexandra Speck's recent analysis demonstrates how Walpole pioneered the manipulation of "darkness as not merely a characteristic of the ancient Gothic setting but also an active agent of Gothic terror (Speck A. G., 2024)." "In *The Castle of Otranto*, Walpole combines ancient and modern literary motifs. Walpole draws fantastic and supernatural elements from the medieval romances of the 12th and 13th centuries and blends them with elements of contemporary realist fiction of the 18th century ("The Castle of Otranto". 2011).

Ann Radcliffe revolutionized Gothic fiction through her "supernatural explained" technique, developing "a sequence of evasions and withdrawals, concluding with long-subsequent explanations" that provided rational resolutions to apparent supernatural events (Clery E. J., 1995). This innovation enabled Gothic literature to maintain respectability while exploring transgressive themes. Radcliffe's influence extended beyond the Gothic genre itself, affecting major writers including Scott, the Romantic poets, Austen, Dickens, and Collins. Feminist critics identify Radcliffe's "divergence from the Gothic demand that readers simply accept its mystical aspects and from the stereotype of hysterical helpless women who depend on Byronic heroes for rescue (Ellen Moers. 1976)."

Matthew Lewis's "The Monk" represented "a new strain of Gothic novel whose lurid horrors, strident supernaturalism, satanic pomp, and sexually explicit episodes were merely a facade for the deeper cultural and political fears of a dying age of reason (André Parreaux. 1960)." Lewis's explicit treatment of religious hypocrisy, sexual transgression, and institutional corruption pushed Gothic literature toward more direct social criticism while exploring psychological complexity. The novel's influence on subsequent writers including Mary Shelley, Nathaniel Hawthorne, and Charles Baudelaire demonstrates its lasting impact despite initial moral controversy.

Mary Shelley's *Frankenstein* exemplifies what scholars identify as the overlay between Gothic and Science Fiction genres. The work transformed traditional Gothic elements: "the Gothic castle becomes a Gothic laboratory, the supernatural is replaced with science (Franco Moretti. 2005)." Drawing from contemporary scientific work by Humphry Davy, Erasmus Darwin, and Luigi Galvani, Shelley created new frameworks for exploring technology's relationship to human nature. The novel's treatment of "silence, imprisonment, forced marriage, and death" within Female Gothic conventions while addressing masculine scientific ambition demonstrates Gothic literature's capacity for ideological complexity (Kate Ferguson Ellis. 1989).

Bram Stoker's "Dracula" reflects *fin de siècle* (relating to the end of the 19th century)

anxieties while demonstrating Victorian Gothic's evolution toward urban settings and contemporary concerns. The novel's "Count Dracula serves to push forward as a monster of supernatural origin, yet he is based in characteristics commonly seen amongst the Eastern Jewish population", revealing Gothic literature's capacity for encoding racial and immigration anxieties (Carol A., 1988). Stoker's innovative epistolary structure combined "cutting-edge technology of the period, including photography, telephones, stenographs, and railroads" with Gothic terror, creating new possibilities for atmospheric effect (Jennifer Wicke. 1992).

Evolution and Geographic Variations

Gothic literature's development reveals both continuity and transformation across temporal and geographic boundaries. The genre's evolution demonstrates remarkable adaptability while maintaining core functions of articulating societal fears and exploring transgressive themes.

Early Gothic (1760s–1820s) established foundational conventions, including medieval settings, supernatural elements, and formulaic plots featuring persecution and confinement. Victorian Gothic (1830s–1900s) transformed these elements through urbanization, psychological realism, and contemporary settings while maintaining atmospheric terror and transgressive themes. The movement from external supernatural threats to internal psychological horror reflects broader cultural shifts toward scientific rationalism and psychological understanding. American Gothic developed distinctive characteristics reflecting specific cultural conditions. Puritan guilt, wilderness anxiety, racial tensions, and slavery's legacy created thematic preoccupations absent from British Gothic. Authors, including Charles Brockden Brown, Edgar Allan Poe, and Nathaniel Hawthorne established American Gothic traditions that emphasized psychological terror and moral corruption within specifically American contexts. Southern Gothic's post-Civil War focus on racial trauma and regional decay represents Gothic literature's capacity for addressing culturally specific historical experiences.

Contemporary Gothic (20th–21st centuries) demonstrates the genre's continued vi-

talinity through adaptation to new media and cultural concerns. Gothic addresses technological anxiety and virtual reality fears, while Environmental Gothic responds to climate change and ecological crisis. Postcolonial Gothic challenges European-centered narratives while exploring cultural identity and historical trauma through Gothic conventions.

Discussion

The research findings establish Gothic literature as a sophisticated cultural phenomenon that emerged from specific historical conditions while developing aesthetic innovations that continue to influence contemporary literary production. The genre's capacity for adaptation across temporal, geographic, and cultural boundaries demonstrates its fundamental function as a mode for articulating societal anxieties through literary form.

The historical analysis reveals Gothic literature's emergence as intimately connected to late eighteenth-century transformations in reading practices, religious sensibilities, and gender relations. The expansion of circulating libraries created both the market conditions and readership necessary for Gothic fiction's success, while religious and political anxieties provided thematic content that could be safely explored through historical displacement and coded narrative. Women's dominance in both Gothic production and consumption established patterns that continue to characterize the genre's relationship to gender politics.

Contemporary theoretical approaches reveal Gothic literature's continued relevance for understanding power relations, identity formation, and cultural trauma. Psychoanalytic, feminist, postcolonial, and historical materialist interpretations provide complementary frameworks for analyzing Gothic's ideological functions while avoiding reductive readings. The emergence of new theoretical approaches, including Decolonial Gothic and Environmental Gothic, demonstrates the genre's continued capacity for addressing contemporary concerns

Conclusion

This analysis establishes Gothic literature as a sophisticated cultural phenomenon that emerged from specific late-eighteenth-

century conditions, while developing aesthetic innovations that continue to influence contemporary literary and cultural production. The genre's emergence from transformations in print culture, religious sensibilities, and gender relations demonstrates its intimate connection to broader social change, while its distinctive techniques, including the sublime, uncanny, and terror/horror distinctions, reveal theoretical sophistication that challenged prevailing Enlightenment aesthetic principles.

The examination of canonical authors from Walpole through Stoker demonstrates Gothic literature's evolution from medieval supernatural settings to urban psychological horror while maintaining core concerns with transgression, confinement, and forbidden knowledge. This continuity amid

transformation illustrates Gothic's function as a cultural barometer that consistently adapts to reflect dominant anxieties while maintaining essential aesthetic and thematic characteristics.

The research findings position Gothic literature not merely as a historical curiosity or popular entertainment but as a vital mode for understanding cultural transformation and power relations. The genre's enduring influence on contemporary horror fiction, postcolonial literature, feminist criticism, and popular media forms confirms its lasting significance for literary and cultural studies. Future research should build on these foundations while addressing the need for more comprehensive international perspectives and systematic analysis of Gothic conventions in digital media forms.

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Section 6. Political science

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IDEOLOGIES TRANSFORMATION TRENDS MODERN POLITICAL IN SPACE

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Abstract

Today, the contemporary political landscape is undergoing an ideological transformation characterized by the reshuffling of traditional political categories, populist movements, and electoral coalitions. The aim of the study is to examine the main trends shaping ideological evolution in contemporary politics, the decline of centrist politics, and the rise of populism across the political spectrum. Drawing on recent electoral data from Europe and North America, the study shows that traditional left-right distinctions are being complemented and in some cases replaced by new axes of political competition. The analysis reveals that these transformations reflect deeper structural changes in developed democracies, including economic insecurity, technological disruption, and changing forms of social identity. As for the research method, the article uses a *comparative-comparative* method.

Keywords: *political ideology, populism, political transformation, Electoral realignment, modern politics*

Results analysis:

Political ideology has long been an organizing principle of democratic politics, providing citizens with a coherent framework for understanding political positions and making electoral choices. The traditional left-right spectrum, based on class-based economic divisions, has shaped political competition in the modern era. However, recent political developments suggest that this traditional framework is undergoing profound transformation.

When analyzing the main trends characterizing ideological evolution in the contemporary political space, special attention is paid to the rise of populism, the decline of traditional party systems, and the emergence of new axes of political division.

One of the most important issues in contemporary politics is the systematic weakening of centrist and moderate political positions. This phenomenon manifests itself in many aspects: in voter self-identification, in the structures of the party system, and in political debates.

The decline of political moderation reflects several interrelated processes. First, the traditional class compromises that had helped sustain centrist politics in the postwar era have broken down under the pressures of globalization and economic transformation. The social democratic pact, which, as you know, balanced market capitalism with the protection of the welfare state, has struggled to maintain legitimacy in the face of deindustrialization, technological change, and fiscal constraints.

Second, the rise of digital media and social networks has created new information systems that are typically geared toward amplifying political views. Unlike traditional mass media, which often served as a centralizing force in political discourse, the fragmentation of modern media allows citizens to self-organize into ideologically homogeneous communities. This structural change in political communication has profound implications for ideological development and transformation.

Although the left-right spectrum is still relevant today, its meaning has changed significantly. Traditional economic divisions based on class position and attitudes towards redistribution are being supplemented by new divisions focused on cultural values, national identity, and attitudes towards social change.

This realignment has profound implications for party systems and electoral coalitions. Left-wing parties, which have historically represented working-class interests, now often draw their primary support from educated professionals, while right-wing parties increasingly attract working-class voters. The inversion of traditional class voting patterns represents one of the most significant transformations in modern democratic politics.

As you know, populist movements share a common ideological core, centered on a dichotomy between “the people” and “the elite,” with claims to represent the true will of the former against the corrupt interests of the latter. However, populism manifests itself differently across the political spectrum. Right-wing populists tend to embrace anti-elite rhetoric. Left-wing populists emphasize economic inequality, corporate power, and the failures of neoliberal governance.

In the 2024 European Parliament elections, populist parties won 263 out of 720 seats – around 36%. Electoral turnout shows that populism can no longer be ignored as a secondary phenomenon. On the contrary, it has become a significant force that can shape the political agenda and influence political discourse.

Let’s look at a few examples; in Austria, the FPÖ became the leading party in the 2024 elections, winning 28.9% of the vote, and in Italy, the Fratelli. coalition “D’Italia” came to power in 2022 with 25.99% of the vote. These results show that populist parties are not just protest movements, they can gain governing power. In France, political protest and anti-establishment sentiment were key to populist voting across the spectrum: more than two-thirds of Republican voters said they were essentially voting to express opposition to the president and government, compared with 53% of Liberal Democrat voters. This finding highlights the extent to which populist support is driven by dissatisfaction with established political actors, rather than necessarily by coherent ideological programs.

The mainstreaming of populism has had multiple consequences for ideological structures. First, it has shifted the boundaries of acceptable political discourse, normalizing positions that were previously considered extreme. Second, it has forced mainstream parties to change their positions, often using populist rhetoric or policy proposals to compete for voters. Third, it has introduced new issues and divisions around cultural identity into the political debate. Contemporary politics is characterized by increasing polarization, with political actors and citizens taking increasingly different positions on key issues. This polarization operates at multiple levels: elite polarization between political leaders and parties, mass polarization among ordinary citizens, and affective polarization, characterized by growing antipathy and distrust across party lines.

Several factors contribute to the exacerbation of polarization: Economic inequality and insecurity create resentment and competition for resources, which can escalate into political conflict. Demograph-

ic changes and increasing diversity create tensions around national identity and cultural values. The rise of identity politics on both the left and the right has encouraged mobilization based on group grievances rather than cross-cutting economic interests. Geographic sorting, whereby individuals increasingly live among neighbors with similar political views, reinforces polarization by limiting alternative views. Residential segregation interacts with media fragmentation to create self-reinforcing information bubbles, where individuals are primarily exposed to perspectives that confirm their existing views.

In general, contemporary ideological transformation is characterized by cultural and identity-based issues. Issues of migration, multiculturalism, national identity, gender, and sexuality have moved to the center of political debate, often overshadowing traditional economic concerns. This shift reflects several developments. A shift in values has made cultural issues more important to affluent, educated voters who value self-expression and quality of life over economic security. Conversely, cultural backlash among those threatened by rapid social change has created a demand for parties that defend traditional values and national identity.

The rise of cultural politics has challenged traditional ideological positions. Economic leftists may hold culturally conservative views, while economic conservatives may embrace cultural liberalism. This multidimensional political space creates opportunities for new party configurations, but it also increases the complexity of coalition formation and governance.

Conclusion:

The transformations analyzed above indicate that contemporary political ideologies exist in a state of unusual volatility

and uncertainty. Traditional categories and alignments are dissolving faster than new stable structures are emerging. This period of transition creates both opportunities and risks for democratic politics. On the one hand, ideological variation may facilitate the creative recombination of political ideas and the emergence of new solutions to contemporary challenges. The breakdown of rigid party loyalties and ideological orthodoxies may facilitate more pragmatic, issue-based politics that respond to the real concerns of citizens rather than party traditions. On the other hand, ideological uncertainty can create anxiety, fuel extremism, and undermine the stable patterns of expectations and adaptation necessary for democratic governance. When citizens lack a clear ideological framework for understanding politics, they may be more susceptible to demagogic appeals or conspiracy theories that offer simple explanations for complex problems.

In conclusion, it was revealed that the contemporary political landscape is characterized by a profound ideological transformation. Traditional left-right differences are being supplemented by new divisions centered on education, cultural values, and attitudes toward globalization. Populist movements have spread across the political spectrum, challenging established parties and changing political discourse. Polarization has intensified, creating both opportunities for mobilization and risks to democratic stability.

These transformations reflect deeper structural changes in developed societies: economic fluctuations and inequalities, demographic shifts, technological revolution, and the re-examination of national identity in an era of globalization. Understanding these trends is essential for scholars, policymakers, and citizens trying to navigate the complexities of contemporary democratic politics.

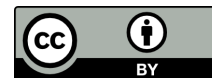
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INTEGRATING STATISTICAL MODELING AND PUBLIC POLICY: TEMPORAL AND ENVIRONMENTAL PREDICTORS OF FATAL ROAD CRASHES IN NEW YORK CITY

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Abstract

Traffic crashes remain a major source of preventable urban mortality. This study applied a two-stage statistical framework to 2023 New York City crash data to assess temporal and environmental predictors of fatality. Crashes peaked during evening hours, with the highest fatality risk between 20:00 and 23:00. Fatal crash odds increased under dark, unlit conditions (adjusted odds ratio [aOR \approx 2.10]), rain (aOR \approx 1.35), head-on collisions (aOR \approx 3.25), and single-vehicle incidents (aOR \approx 1.85). Results reveal measurable temporal and environmental patterns in fatal risk, supporting statistical modeling as a foundation for data-driven, policy-oriented safety interventions.

Keywords: *Traffic safety; Crash modeling; Logistic regression; Temporal analysis; Vision Zero; Urban policy; Statistical inference*

Introduction

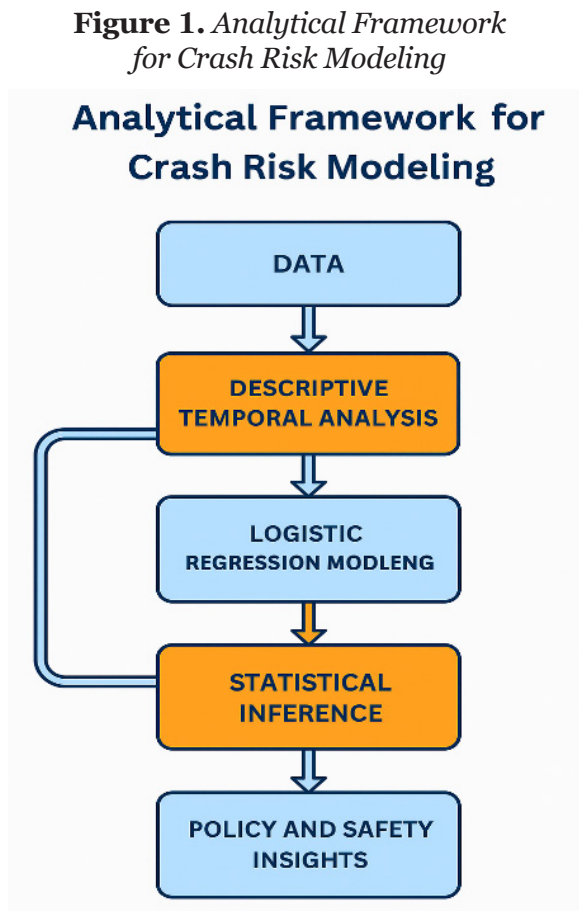
Traffic crashes represent a complex intersection of human behavior, environmental conditions, and roadway design. In New York City (NYC), despite the implementation of Vision Zero initiatives since 2014, which aimed to eliminate traffic fatalities, the persistence of severe crashes underscores the need for data-driven approaches. In 2023, New York City recorded over 21,000 crashes, resulting in more than 250 fatalities. While descriptive statistics provide an overview of trends, they often fail to quantify the relative importance of risk factors that contribute to fatal outcomes.

This study employs an integrated statistical modeling framework to address that gap. Combining temporal analysis and logistic regression, the research quantifies both the frequency and likelihood of fatal crashes across key environmental and temporal dimensions. This dual approach strengthens inference by connecting when crashes occur with why certain conditions elevate risk. By leveraging open-source 2023 NYC crash data, this study aligns with the growing field of applied data science in public policy. The methods presented here demonstrate how quantitative modeling can guide infrastructure design, traffic enforcement, and resource allocation in pursuit of safer streets.

Methods

Data Source
Data was obtained from the New York City Open Data portal, encompassing approximately 21,400 police-reported crashes in 2023, of which 260 (1.2%) resulted in at least one fatality. Each observation included details on time, lighting condition, weather, roadway type, collision configuration, and vehicle involvement.

Analytical Framework
The analytical framework for crash risk modeling is displayed in Figure 1. The analytical process involved 2 stage analyses:
Stage 1: temporal analysis: hourly crash frequencies were calculated to identify peak exposure periods. Separate distributions for fatal and nonfatal crashes were plotted to assess alignment and divergence across time.



Stage 2: multivariable logistic regression: a logistic regression model estimated the odds of fatal versus nonfatal outcomes

as a function of environmental and roadway predictors. Variables included lighting condition (daylight, dark-lighted, dark-unlit, dawn/dusk), weather, crash type, and manner of collision. Model fit was evaluated using deviance statistics, pseudo- R^2 values, and classification accuracy. Statistical significance was assessed at $p < 0.05$ with 95% confidence intervals. Goodness-of-fit was evaluated using the Hosmer–Lemeshow test and residual analysis to ensure model stability.

Results
Temporal Trends
Figure 2 illustrates the hourly distribution of fatal and nonfatal crashes in New York City during 2023. Total crash frequency increases steadily throughout the morning and between 16:00 and 18:00 coinciding with evening commuter traffic. A secondary surge in fatal crashes is observed between 20:00 and 23:00, corresponding with reduced ambient lighting and elevated behavioral risk factors such as fatigue or impaired driving. The temporal lag between total and fatal crash peaks indicates that visibility and driver state play critical roles in determining severity, even when exposure levels decline. The figure highlights two distinct high-risk windows, late afternoon and late evening. This pattern should inform targeted enforcement, illumination improvement, and driver-alertness campaigns.

Environmental and Roadway Factors
Table 1 summarizes crash distribution by lighting condition and roadway type. Fatal crashes were most frequent under dark, unlit conditions, where the fatality rate reached 3.2%, compared to only 0.8% in daylight. Environmental visibility strongly influences crash severity, as nighttime illumination decreases driver reaction times and increases detection distances. Roadway function also mattered: arterial roads exhibited the highest fatality (1.5%), followed by interstates (2.4%) and local streets (0.7%), suggesting both traffic speed and infrastructure geometry contribute to severity outcomes.

Figure 2. Hourly Distribution of Fatal and Nonfatal Crashes

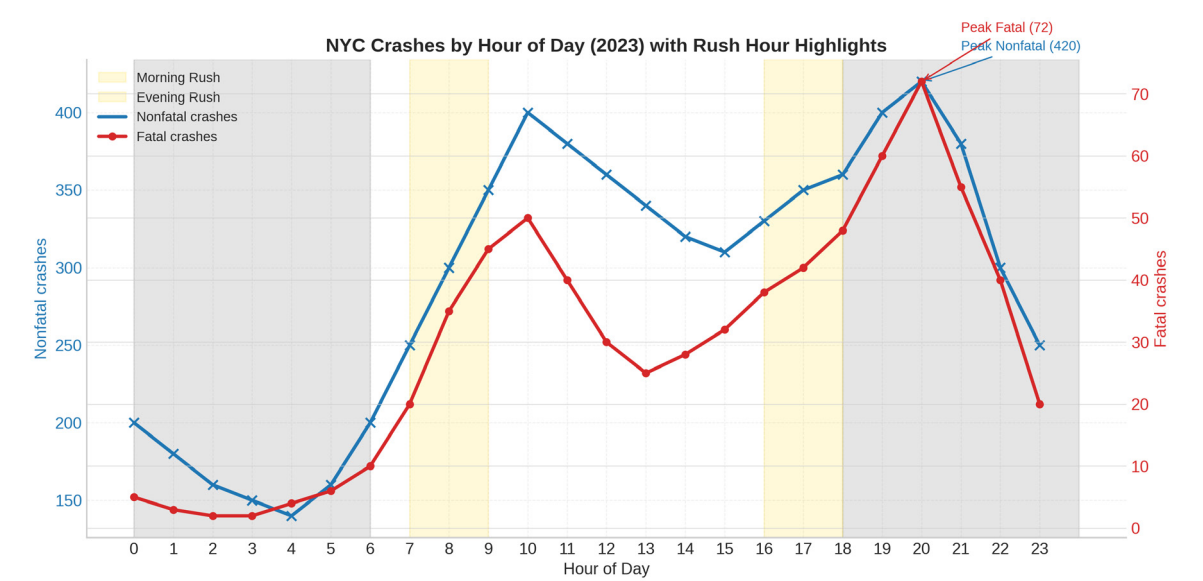


Table 1. Distribution of crashes and fatalities by environmental and roadway factors (NYC, 2023)

Factor	Total Crashes	Fatal Crashes	Fatality Rate (%)
Daylight	12340	98	0.8
Dark – Lighted	8210	120	1.5
Dark – Unlit	1030	33	3.2
Dawn/Dusk	1210	15	1.2
Arterial Roads	10540	155	1.5
Local Streets	9380	70	0.7
Interstates	1480	35	2.4

Figure 3. Proportion of Fatal Crashes by Lighting Condition

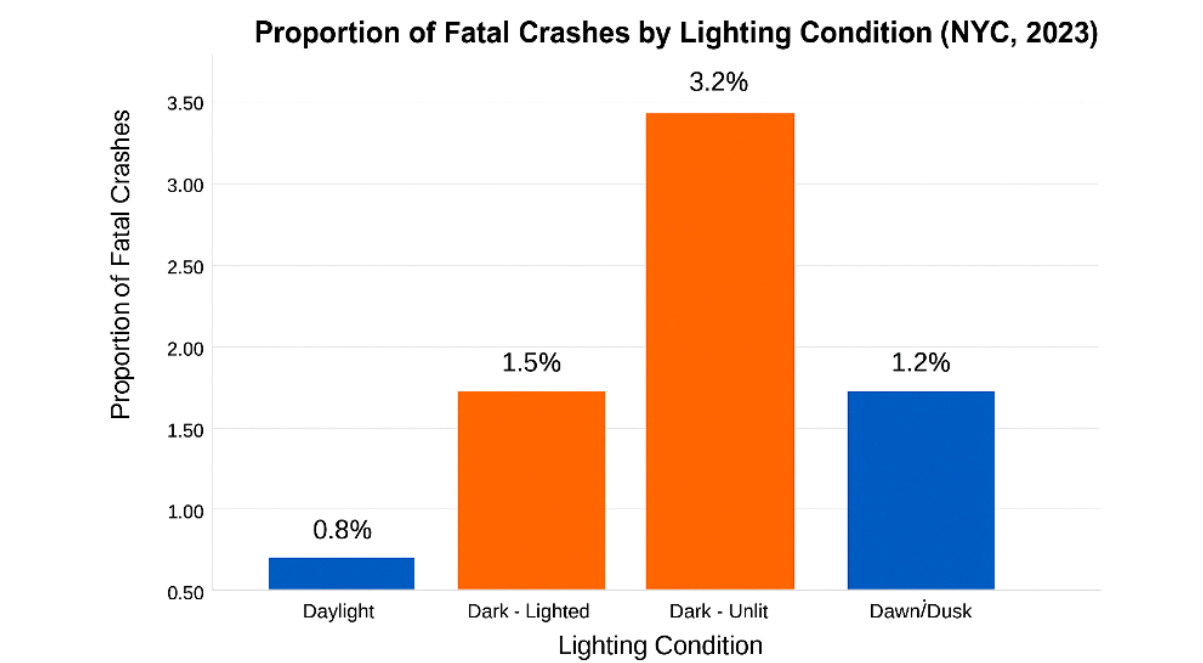


Figure 3 presents the proportion of fatal crashes by lighting conditions in New York City during 2023. The figure reveals a clear gradient in fatality risk as illumination decreases: daylight conditions exhibit the lowest fatality proportion (0.8%), while crashes occurring in dark, unlit areas show the highest (3.2%). The elevated risk under dark–unlit conditions suggest the compounded effects of limited visibility, inadequate roadway lighting, and higher operating speeds. A smaller but notable increase is also evident during dawn and dusk, where transitional lighting reduces driver perception. Collectively, these results underscore the critical role of visibility in urban safety design and validate lighting improvements as a key engineering countermeasure to reduce severe crash outcomes.

Regression Model Results

Table 2 presents the results of the multivariable logistic regression analysis identifying independent predictors of fatal crash

outcomes. Lighting condition, weather, collision type, and crash configuration were statistically significant. Compared with daylight, crashes occurring in dark conditions had more than double the odds of fatality (adjusted odds ratio [aOR] = 2.10, 95% CI: 1.45–3.05, $p < 0.001$). Rainy weather increased the likelihood of fatal crashes by 35% (aOR = 1.35, 95% CI: 1.02–1.80, $p = 0.037$). Among crash types, head-on collisions were associated with the greatest risk, over three times higher than rear-end events (aOR = 3.25, 95% CI: 2.10–5.02, $p < 0.001$), while single-vehicle crashes nearly doubled fatality odds (aOR = 1.85, 95% CI: 1.30–2.60, $p = 0.001$). These results confirm that lighting, roadway geometry, and crash configuration jointly determine injury severity and underscore the importance of targeted engineering and enforcement countermeasures in urban safety policy. These quantitative findings provided the foundation for subsequent policy interpretation discussed in Section 4.

Table 2. *Logistic Regression Results for Predictors of Fatal Crash*

Predictor	aOR	95% CI	p-value
Dark (vs daylight)	2.1	1.45–3.05	< 0.001
Rain (vs clear)	1.35	1.02–1.80	0.037
Head-on collision (vs rear-end)	3.25	2.10–5.02	< 0.001
Single-vehicle (vs multi-vehicle)	1.85	1.30–2.60	0.001

aOR: adjusted odds ratio; CI: confidence interval

Discussion and Conclusion

This study highlights how temporal exposure, environmental conditions, and roadway context jointly influence the severity of urban traffic crashes. Fatal incidents peaked during the evening transition from daylight to darkness, a period marked by declining visibility and rising fatigue, reinforcing evidence that illumination strongly affects crash severity (Elvik & Bjørnskau, 2017). The temporal lag between total and fatal crash peaks indicates that exposure alone does not determine severity; instead, contextual factors such as lighting and roadway type play a moderating role (Abdel-Aty & Haleem, 2011).

From a policy perspective, the findings support data-driven, time-sensitive inter-

ventions within New York City’s *Vision Zero* framework (NYC DOT, 2023). Enhanced street lighting, particularly on arterial and unlit corridors – alongside adaptive illumination systems that respond to traffic volume and weather could reduce nighttime fatalities. Similarly, targeted evening enforcement, including speed and impairment checkpoints, would address peak-risk intervals more effectively. These insights allow policymakers to prioritize interventions based on quantifiable evidence rather than generalized assumptions (NHTSA, 2023).

From a data science standpoint, the study illustrates the continued relevance of classical statistical methods for applied policy modeling. Logistic regression provides trans-

parent, interpretable outputs such as odds ratios, which translate readily into decision-making contexts (Washington et al., 2011). Nonetheless, future analyses should incorporate hierarchical Bayesian modeling (Gelman & Hill, 2007), spatial-temporal frameworks, or machine-learning techniques to capture nonlinearities and spatial dependencies (Guo et al., 2019). These extensions can enhance model precision and improve transferability to other metropolitan settings.

Overall, this work bridges statistics, engineering, and public policy, converting large-scale crash data into actionable safety insights. The combined use of descriptive and inferential methods forms a replicable framework for evaluating other urban safety issues, such as pedestrian or cyclist vulnerability. As cities expand their commitments to Vision Zero and related initiatives, this interdisciplinary approach offers a scalable foundation for data-informed infrastructure planning and behavioral interventions.

In conclusion, data-driven policymaking emerges as a practical requirement for sustainable and equitable urban governance. By quantifying how temporal and environmental factors shape crash fatality risk, this study provides a reproducible framework that connects quantitative modeling with real-world policy design, exemplifying how STEM research can drive public safety and social impact.

Policy Implications

The analysis provides a clear evidence base for targeted, data-informed interventions to reduce fatal crashes in dense urban environments such as New York City (NYC Open Data, 2023). Four primary implications emerge:

Adaptive Street Lighting

The strong link between nighttime conditions and fatalities supports prioritizing lighting upgrades on arterial and unlit corridors. Adaptive illumination systems that adjust brightness by traffic volume, weather, and time could substantially lower nighttime crash risk.

Time-Focused Enforcement

Concentrations of fatal crashes during evening hours suggest the need for temporal enforcement programs, including speed monitoring and impaired-driving checkpoints between 20:00 and 23:00. Strategically scheduling enforcement ensures the greatest safety impact per resource.

Infrastructure and Speed Management

Elevated risks on arterial roads and interstates indicate the value of speed-calming measures, such as rumble strips, median barriers, and reduced nighttime speed limits. Data-driven roadway design aligns infrastructure with safe operating behavior.

Predictive Analytics for Policy Planning

The proposed statistical framework can serve as a decision-support tool for agencies. Integrating predictive analytics with real-time crash and mobility data will enhance resource allocation and performance tracking under *Vision Zero* and similar initiatives.

Future Research Directions

While this study provides a strong foundation for understanding temporal and environmental determinants of crash severity, further methodological refinement is warranted. Future work should apply spatial-temporal modeling to capture localized crash clusters and the influence of neighborhood-level factors (Guo et al., 2019). Incorporating Bayesian hierarchical frameworks could enhance uncertainty quantification and enable more robust cross-regional comparisons (Gelman & Hill, 2007). In addition, machine-learning approaches such as random forests and gradient boosting can improve predictive precision by uncovering nonlinear relationships among risk factors. Integrating these techniques with real-time mobility, lighting, and weather data would support the development of adaptive policy dashboards capable of identifying emerging high-risk zones and informing proactive, evidence-based safety interventions.

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ARTIFICIAL INTELLIGENCE AND INFORMATION WARFARE IN THE 2023–2025 GAZA CONFLICT: A MIDDLE EASTERN PERSPECTIVE

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Abstract

The Middle East remains highly volatile, particularly in Gaza, where repeated violations of ceasefire agreements between Hamas and the Israel Defense Forces have caused substantial civilian casualties. The arrival of the new U.S. administration, with plans to expand military assistance to Israel, has intensified regional tensions. Concurrently, AI-enabled weapons and an intensified information war, including deepfakes and other digitally manipulated content, have exacerbated destruction and civilian harm. This study examines these developments, highlighting the intersection of AI, information warfare, and traditional conflict dynamics, and explores their implications for international humanitarian law and conflict governance.

Keywords: *Gaza Strip; ceasefire agreements; Middle East; AI-enabled weapons; information warfare; deepfakes; ICT*

Introduction

Modern armed conflicts increasingly operate on dual battlefields, combining kinetic operations with sophisticated digital strategies. The 2023–2025 Gaza war exemplifies this transformation, with AI-enabled weapons causing operational errors and mass civilian casualties, while deepfakes and coordinated cyber operations fueled an intense information war. Within months of escalation, civilian casualties in Gaza exceeded 20,000, with women and children disproportionately affected.

Traditional diplomatic approaches to the Israeli–Palestinian conflict have repeatedly failed to yield sustainable outcomes. In re-

sponse, the United Nations explored AI-driven solutions to improve analytical insight. In 2023, it contracted CulturePulse to develop a digital twin of the Israeli–Palestinian conflict environment (Gilbert, 2023). This multi-agent AI model simulates behavioral, social, and economic dynamics, offering a virtual platform for testing policy interventions. While not a substitute for diplomacy, AI can illuminate structural drivers and potential consequences of political decisions, particularly within highly complex conflict environments.

AI and Information Warfare in Gaza

Gaza represents one of the most complex modern hybrid conflicts, combining physical

warfare with information operations, cyber-attacks, and AI-enabled drones. Social media platforms such as Telegram, WhatsApp, and TikTok were flooded with AI-generated deepfakes and disinformation. Some international media have contributed to biased narratives, often portraying Palestinians as the sole aggressors, while masking the scale of Israeli military operations (AL-Yaum AL-Saabeh, 2023).

This digital environment reflects coordinated campaigns, often orchestrated via dark-web networks, where actors refine messaging, imagery, timing, and targeting to maximize impact. Such operations create a “fog of war” that impedes verification and decision-making. Journalists face heightened risks, and public trust in traditional media diminishes, increasing reliance on social networks where misinformation proliferates unchecked (Dover, 2024).

AI in Israel’s Lethal Autonomous Systems

Israel’s deployment of AI-enabled lethal autonomous systems, such as *The Gospel* and *Lavender*, has accelerated target identification while raising civilian casualty rates (Securitylab.ru, 2023; Titi, 2023). These systems analyze large datasets – including drone imagery, intercepted communications, and behavioral patterns – to generate automated attack recommendations. Human oversight is limited, and error rates remain high, with tens of thousands of Palestinians labeled as potential militants, often targeted in private residences.

Further, large language models (LLMs) trained on extensive Arabic-language surveillance data have been deployed to monitor Palestinian social and political activity (Abraham, 2025). While these AI tools enhance operational efficiency, they raise profound ethical and legal concerns, including violations of digital rights, predictive policing of civilians, and the risk of algorithmic errors leading to lethal outcomes.

Israel’s planned integration of AI systems into a unified “fire factory” by 2028 demonstrates the institutionalization of autonomous warfare, where predictive AI, autonomous weapons, and data-driven decision-making converge to reshape modern conflict conduct.

Discussion

The 2023–2025 Gaza conflict illustrates the profound integration of AI, digital surveillance, and information warfare into contemporary conflict. AI-enabled targeting systems accelerated military operations but produced high civilian casualties, revealing limitations in distinguishing combatants in densely populated areas. LLM-based surveillance introduces a new form of digital control, extending the reach of predictive governance into civilian life.

Simultaneously, disinformation campaigns, deepfakes, and dark-web operations have created an algorithmic fog of war, undermining trust in traditional media and shaping public perception. These developments demonstrate that AI, ICT, and digital surveillance are central not only to the conduct of hostilities but also to the information environment in which conflicts unfold.

Collectively, these factors exemplify the emerging logic of twenty-first-century warfare, where lethal autonomous systems, predictive AI, and coordinated information operations converge, often without sufficient ethical or legal oversight.

Conclusion and Policy Implications

AI-enabled warfare challenges established principles of international humanitarian law, particularly distinction, proportionality, and accountability. Predictive surveillance and pervasive disinformation threaten civilian safety and erode trust in diplomacy and humanitarian interventions. The Gaza conflict underscores the urgent need for international regulatory frameworks to govern AI deployment in military operations, safeguard populations, and prevent the normalization of algorithmically-driven violence and misinformation in future conflicts.

Effective policy responses must combine regulation of AI systems in military operations, oversight of information campaigns, and strengthening of media literacy to counter the societal impact of algorithmically-amplified disinformation. Only through integrated governance can the humanitarian consequences of AI-enabled conflict be mitigated.

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Section 7. Psychology

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THE IMPACT OF EMOTIONAL INTELLIGENCE ON ALTRUISM: PSYCHOLOGICAL AND SOCIAL ASPECTS

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Abstract

This article analyzes the interrelationship between emotional intelligence (EI) and altruism in youth psychology. It begins by exploring the concept of EI and its key components: self-awareness, self-management, understanding others' emotions (empathy), and social skills. The article also examines the personal and social aspects of altruism, its role in society, and its impact on individual development. Special attention is given to the link between EI and altruism. Furthermore, the article discusses the development of EI and altruism in youth. It highlights that altruistic traits can be fostered through education, training, participation in social activities, mentoring, and the teaching of religious and spiritual values. Moreover, it suggests that these insights can be valuable both theoretically and practically for youth education, psychological counseling, and educational practices.

Keywords: *emotional intelligence, altruism, youth psychology; personal development, empathy, social skills; personal and social traits; compassion, generosity, emotional awareness*

Introduction

In the current era, youth psychology and personal development have gained significant importance. Among these, personal traits – particularly altruism and emotional intelligence (EI) – play a crucial role in self-awareness, regulating social interactions, and contributing positively to society (Goleman, D., 1995, 30–32). Altruism re-

fers to the willingness to help others, generosity, and compassion (Batson, C.D., 2011, 52). Emotional intelligence, on the other hand, is the ability to perceive, understand, and manage emotions. This article explores the interrelationship between EI and altruism, as well as their roles in the personality development and social life of young individuals.

The concept and characteristics of altruism

Prosocial behavior per se is voluntary, intentional behavior that benefits another person. Such behavior is considered altruistic if it is motivated by a genuine desire to benefit another person without expecting to benefit oneself (Pachana, N.A., 2017, 1–9). According to Comte, altruism is a type of social behavior characterized by a selfless desire to live for others (Batson, C. D., 2016; Charbonneau, D., & Nicol, A. A., 2002). It includes behaviors such as sharing, donating, helping and volunteering. One such behavior is called Altruistic Behavior which is done voluntarily in order to help the society and the ultimate aim is to escalate welfare of others. It is considered to be a good behavior but at the cost of oneself. The benefit of this behavior is experienced by others but not to the person representing that behavior. According to research, as age increases, altruistic behavior increases in individuals, and helping behavior is more common in girls than in boys (Shivanjani, A., 2022).

Altruism refers to the desire to benefit others, prioritize others over personal interests, and act generously. Altruistic individuals typically exhibit the following traits:

- Empathy – the ability to sense and understand the emotions of others.
- Social responsibility – valuing contributions that benefit society and the environment.
- Compassion and generosity – a willingness to help and support others.

Altruism serves as an important indicator of personal development and also promotes social cohesion and stability within society (Batson, C. D., 2011, 75–80).

The concept of emotional intelligence

Emotional Intelligence also preferably called as Emotional Quotient is the ability of an individual to recognize, manage and use their emotions appropriately according to the situations and to use them in a positive manner to reduce stressful circumstances, relate and empathize with others and also leads in effective communication and also helps in conflict resolution. Emotional Intelligence not only helps in personal growth but also helps in building social relation-

ships which in turn helps in the professional development of an individual at work and achieve their career and personal goals in life. It makes you self-aware about your emotions and helps you take informed decisions (Shivanjani, A., 2022).

Emotional intelligence (EI) refers to an individual's ability to recognize, understand, and manage their own emotions as well as those of others. EI consists of the following key components:

- Self-awareness – the ability to identify one's own feelings and respond appropriately to them.
- Self-management – the ability to direct emotions positively and control impulses.
- Understanding others' emotions (empathy) – the ability to perceive the emotional states of others and provide support.
- Social skills – the ability to develop relationships, resolve conflicts, and collaborate effectively [Mayer, J. D., Salovey, P., & Caruso, D. R., 2004, 200–205).

Research indicates that individuals with higher levels of EI are more inclined to help others, demonstrate compassion, and feel socially responsible (Goleman, D., 1995, 40–45).

The mental health is as vital as our bodily health. Adolescent development requires good mental health. Good mental health is related with a high level of emotional intelligence. Emotionally intelligent children and adolescents are more positive about themselves, have stronger connections with family and friends, can manage with changes and challenges, and are overall happy and cheerful (Gonzales, M., 2022, 295–322).

Emotional intelligence also called Emotional Quotient is basically an ability of an individual to manage, use and understand their emotions in a positive way that reduces the tendency of an individual to feel stressful and remain happy all the time. It not only reduces the stress levels, helps in proper communication that helps in building relationships among people. It diffuses the conflicts and helps an individual overcome challenges. It has been observed that, people with high emotional intelligence have low propensity to experience negative emotions and higher propensity to experience positive emotions which in turn helps in positive well-being of an individual. Altruism is a type of pro-social

behaviour that is typically a behaviour of helping people and volunteering without thinking of any benefits out of that deed (Shivanjani, A., 2022).

The relationship between emotional intelligence and altruism

Altruism is the philosophy and moral practise of caring for the welfare of other humans or animals, resulting in a material and spiritual quality of life. Self-awareness and self-honesty, knowledge about the causes of emotions, self-regulation and modulation of one's emotions, empathy, motivation, and good decision-making ability to analyse and understand relationships, intuitiveness, creative and flexible thinking, integrated self, and a balanced life are all examples of emotional intelligence (Shivanjani, A., 2022).

According to psychological research, a positive correlation has been found between altruistic behavior and emotional intelligence, which means that the level of one directly affects the other: the higher the emotional intelligence, the higher the altruistic behavior. The findings show that there is no statistically significant difference between male and female teenage altruism. There is a considerable disparity in the mean difference between Emotional Intelligence scores of male and female teenagers. Because female adolescent Emotional Intelligence scores are greater than male adolescent Emotional Intelligence scores, it is possible that they have more Emotional Intelligence than their counterpart. Male teenagers' Altruism and Emotional Intelligence have a substantial link. Female teenagers' Altruism and Emotional Intelligence have a strong link (Shivanjani, A., 2022).

The relationship between emotional intelligence (EI) and altruism manifests in several ways:

1. Empathy and emotional understanding – EI enables individuals to perceive and respond to the emotions of others, which encourages altruistic behavior. Through this, altruistic behaviors naturally emerge (Mayer, J.D., Salovey, P., & Caruso, D.R., 2004, 210).

2. Self-management – individuals who can regulate their emotions tend to be more consistent and responsible when helping others (Bar-On, R., 2006, 20).

3. Social skills – the ability to develop relationships and resolve conflicts facilitates the practical application of altruism (Goleman, D., 1995, 70–75).

Research indicates that young people with higher EI are more willing to make a positive impact in society, assist others, and demonstrate compassion.

The interaction between emotional intelligence (EI) and altruism is particularly important during the period of youth personality development:

- Developing emotional awareness through education and training;
- Participation in social activities, charity, and community projects;
- Strengthening compassion and altruistic traits through mentoring and role modeling;
- Enhancing social and moral responsibility by teaching religious and spiritual values.

These approaches help young people cultivate a willingness to assist others and foster a sense of social cohesion.

Scientific and Practical Recommendations

The following scientific and practical recommendations can be made for developing emotional intelligence and altruism in youth:

1. Conduct training programs in educational institutions aimed at developing emotional intelligence (EI) and altruism (Goleman, D., 1995, 72–78). Training programs develop young people's abilities in empathy, self-awareness, and self-management. This helps them understand the problems of others and be willing to offer assistance. For example, through role-playing, group activities, and conflict-resolution exercises, students gain opportunities to apply altruistic and social skills in practice. This, in turn, enhances their social adaptability, promotes resilience to stress, and encourages them to become responsible and socially beneficial individuals.

2. Encourage active participation of youth in social projects and charitable activities. By helping others, young people feel socially useful, and qualities such as empathy and compassion are strengthened. At the same time, their sense of self-worth increases. For example, through visits to orphanages and

elderly homes, or participation in local community service projects, young people learn to practice altruism in real life. This helps them develop a habit of engaging in activities that benefit others and fosters a sense of social responsibility.

3. Enhance young people's intrinsic motivation by teaching moral and spiritual values. When an individual has intrinsic motivation, altruism becomes sustainable; that is, they help not because of rewards or external pressure, but based on their own internal decision. Through moral lessons, seminars, awareness campaigns, and educational meetings, young people internalize the values of generosity, compassion, and helping others. With strong intrinsic motivation, they perform altruistic actions consistently, which in turn enhances their psychological resilience.

4. Integrate EI and altruism through psychological counseling and mentoring programs (Bar-On, R., 2006, 20–22). Mentors or psychologists help young people develop self-awareness, emotional regulation, and the ability to assist others. This enables the integration of emotional intelligence (EI) and altruism. Mentoring programs teach youth to help in various real-life situations, manage social relationships, and consider the needs of others – for example, working under a mentor's guidance on group projects. These programs support the sustainable personal and social development of EI and altruism, fostering young people as responsible and socially beneficial members of society.

Conclusion

Emotional intelligence is our capacity to detect and comprehend emotions in ourselves and others, as well as to utilise that knowledge to guide our ideas and activities. Emotionally intelligent people are more likely to be successful than their competitors because they get along better with others and are more empathic and caring. As a result, understanding more about emotional intelligence is worthwhile and interesting. Those with strong emotional intelligence can regulate their emotions as well as use them to help them think and comprehend the feelings of others. Altruism is defined as any act that is kind, giving, or beneficial to others. People who have learnt to experience empathy – the ability to sense another person's mental and emotional condition as though it were one's own – are more likely to be altruistic. Having selfless parents or other role models to look up to and identify are also helpful. Whether or whether altruism is a fundamental and intrinsic human feature, there appears to be little question that it can be cultivated or discouraged via education and social influence (Shivanjani, A., 2022).

Emotional intelligence (EI) and altruism are complementary personal traits that reinforce each other. EI enables young individuals to understand the emotions of others, regulate their own feelings, and develop social skills, which directly contributes to the formation of altruistic behavior. Therefore, educational programs, training, and moral development initiatives aimed at fostering EI and altruism in youth are crucial for both personal growth and societal progress.

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Section 8. Sociology

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PROFESSIONAL RISK: TOXIC EFFECTS OF CYANOACRYLATES AND A MICROFILTRATION STRATEGY FOR THE AESTHETIC INDUSTRY

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Abstract

The professional health sector within the beauty industry faces a significant, yet often underestimated, crisis stemming from chronic exposure to **Volatile Organic Compounds (VOCs)**, particularly cyanoacrylate vapors. These gaseous molecules, due to their nanoscale size, **bypass conventional protective barriers** to freely penetrate the practitioner's respiratory tract, leading to chemical inflammation, sensitization, and debilitating conditions such as occupational asthma. Existing international safety protocols, including Local Exhaust Ventilation (LEV) and certified carbon respirators, often prove impractical due to high cost and professional inconvenience, leaving a critical gap in daily protection.

Keywords: *Volatile Organic Compounds (VOCs); Cyanoacrylate Exposure; Occupational Asthma; Nasal Microfiltration (NMF); Activated Carbon Adsorption; Aesthetic Professionals; Respiratory Protection*

Section I. Introduction: VOCs as an Invisible, Systemic Risk in the Beauty Industry

1.1. The Technological Evolution and the Unseen Hazard

The rapid technological advancement in cosmetic applications, particularly those requiring strong, instantaneous adhesion – such as eyelash extensions and complex nail modeling – has fundamentally altered the chemical landscape of beauty salons. These high-performance services necessitate materials whose efficacy is tied directly to the

release of **Volatile Organic Compounds (VOCs)**. Cyanoacrylates, acrylates, formaldehyde, and various solvents are now routine components of the working environment. This reliance on volatile chemicals has inadvertently created a pervasive occupational health risk, challenging the traditional view of the beauty industry as a low-hazard professional environment.

1.2. Defining the Sources and the Nature of the Gaseous Threat

VOCs are organic substances characterized by their low boiling point and high

vapor pressure, allowing them to readily become gaseous at ambient temperatures. In aesthetic studios, the primary culprits include: **Ethyl Cyanoacrylate (ECA)**, whose rapid polymerization releases gaseous monomers; **Formaldehyde**, a known human carcinogen present in certain keratin treatments; and common solvents like **Acetone and Toluene**. The critical distinction is that these substances exist as **gases**, not as particulate matter. Their nanometer scale (well below the PM2.5 or PM10 thresholds) allows them to completely circumvent the filtration mechanisms of standard surgical masks, granting them **unimpeded access** to the respiratory system.

1.3. The Urgency of Intervention: A Global Health Imperative

The cumulative, chronic inhalation of these substances is no longer merely a local irritant issue; it represents a global occupational health threat. This exposure leads to systemic health issues, necessitating an effective and practical intervention. The aesthetic professional, whose head is often positioned inches from the source of the emissions for hours daily, faces a heightened, career-threatening risk, including **irreversible lung damage and neurological impairment**. This urgency demands an innovative solution that bridges the gap between stringent theoretical standards and practical, real-world application.

Section II. Scientific and Medical Analysis: The Systemic Impact of VOCs

2.1. Advanced Toxicology: The Electrophilic Reaction Mechanism

The toxicity of cyanoacrylate monomers stems from their chemical structure. They function as potent **electrophiles**, meaning they are highly reactive chemical species that seek electrons. Upon inhalation, these molecules immediately encounter the moist mucous membranes of the nasal cavity and lower respiratory tract. They readily react with **nucleophilic biological molecules** (such as proteins, enzymes, and DNA) through covalent bonding. This process – known as **adduction** – is the direct cause of severe chemical inflammation, **conjunctival edema**, and localized tissue damage.

2.2. The Respiratory Cascade: From Irritation to Occupational Asthma

The initial irritation quickly progresses to systemic respiratory complications:

- **Sensitization:** Chronic exposure to ECA monomers leads to the immune system becoming highly sensitized to the compound. This is the prerequisite for **Occupational Asthma (OA)**. Upon re-exposure, even trace amounts of VOCs trigger a Type I (IgE-mediated) hypersensitivity response, resulting in bronchoconstriction, chronic inflammation, and airway remodeling;
- **Systemic Effects:** The harm extends beyond the lungs. Studies have linked chronic VOC exposure to:
 - **Cardiovascular Changes:** Alterations in Heart Rate Variability (HRV) indicative of autonomic dysfunction.
 - **Neurological Symptoms:** Non-specific complaints such as persistent **headaches, vertigo, memory impairment, and chronic fatigue**, consistent with low-level central nervous system intoxication.
 - **Carcinogenic Risk:** Exposure to co-existing pollutants like formaldehyde and benzene further elevates the risk of malignancy, classifying the aesthetic workspace as a high-risk environment.

2.3. The Failure of the Nasal Mucociliary System

The body's natural defense, the mucociliary clearance system (lining the nasal passages), is designed to trap and expel larger particulate matter. However, it is fundamentally ineffective against gaseous VOCs. The minuscule size and chemical reactivity of VOCs allow them to diffuse across the mucosal lining, bypassing this defense mechanism and directly impacting the underlying tissues and systemic circulation. This emphasizes the critical need for an external, chemical defense barrier.

Section III. The Practical Failure of Traditional Safety Strategies

The established international guidelines for occupational safety, issued by bodies such as OSHA and ACGIH, are robust in theory

but frequently fail in practical application within the aesthetic sector.

3.1. The Economic and Engineering Limits of LEV

While **Local Exhaust Ventilation (LEV)** is the gold standard for engineering control, effective LEV against gases must incorporate high-capacity **activated carbon beds** to chemically adsorb the VOCs, rather than just HEPA filters which only handle particulates.

- **Cost Barrier:** The initial capital cost and ongoing maintenance of certified, high-flow, chemical-grade LEV systems are prohibitive for small businesses and independent practitioners.
- **Misapplication:** The common use of non-vented, domestic air purifiers or low-grade extraction hoods creates a “**false security**” effect, as these devices are incapable of handling the gas phase of the pollutants.

3.2. The Comfort and Compliance Deficit in PPE

Certified **cartridge respirators** are the only PPE that guarantee full filtration of VOC gases. Yet, their mandatory use introduces significant professional and ergonomic hurdles:

- **Ergonomics and Aesthetics:** The bulkiness of the respirator obstructs fine motor skills required for intricate procedures (e.g., eyelash isolation) and creates a profound **psychological and aesthetic barrier** that professionals in the visual beauty industry are often unwilling to accept.
- **Compliance Failure:** This discomfort results in low compliance rates, leading to practitioners relying on standard surgical masks – an act that is scientifically useless against VOCs and exposes them to maximum risk.

The failure of both engineering and traditional PPE strategies necessitates a paradigm shift towards an **accessible, practical, and highly compliant** form of chemical protection.

Section IV. The Innovative Nasal Microfiltration (NMF) Strategy: A Paradigm Shift

4.1. The NMF Scientific Principle: Van der Waals Forces and Adsorption

The **Innovative Nasal Microfiltration (NMF) Strategy** is a targeted intervention designed to provide effective chemical protection without the bulk of a respirator. The core mechanism is **adsorption**, specifically achieved using **activated carbon (charcoal)** microgranules integrated into a discreet nasal plug-filter.

- **Mechanism:** Adsorption is a surface phenomenon where gaseous molecules (VOCs) are attracted to, and physically held onto, the vast internal surface area of the adsorbent. This process is primarily governed by **Van der Waals forces** (weak intermolecular forces), which create a strong chemical-physical attraction between the VOC molecules and the carbon surface;
- **Efficiency:** Activated carbon is specifically effective because its porous structure allows it to bind a wide array of organic chemical gases, achieving a chemical neutralization that mechanical filters cannot.

4.2. Implementation and Advantages of the NMF Protocol

The NMF Protocol is designed to be a highly compliant, supplementary PPE, targeting the inhalation risk at the point of entry:

1. Targeted Adsorption: By positioning the carbon micro-adsorbent directly in the nasal passage, the filter intercepts the majority of inhaled air, dramatically reducing the concentration of VOCs entering the trachea and lungs.

2. Discretion and Compliance: The small, discreet design of the nasal filter eliminates the aesthetic barrier and the physical discomfort associated with full respirators, thereby ensuring high compliance rates among professionals.

3. Cost-Effectiveness: The low unit cost of the NMF system makes professional-grade chemical protection financially accessible to independent practitioners and small studios globally.

4.3. The Bridge to Full Protection

It is critical to note that the NMF Strategy is presented as an **Intermediate Barrier** solution. While it may not offer the saturation resistance of a heavy-duty respirator, it provides a vital, scientifically sound line of defense against daily, chronic exposure –

a crucial improvement over the zero-protection currently afforded by standard masks.

Section V. Conclusion and Global Perspective

The toxic exposure from gaseous cyanoacrylates constitutes a verifiable occupational health crisis in the aesthetic sector. Traditional safety strategies have proven inadequate, failing to account for the unique economic and ergonomic needs of the industry.

The **Innovative Nasal Microfiltration Strategy** offers a scientifically robust and pragmatically superior solution. By leveraging the principles of **activated car-**

bon adsorption against VOCs, the NMF Protocol provides a comfortable, accessible, and compliant method for safeguarding the health of the professional workforce. The implementation of this strategy is not merely an upgrade in equipment; it is an ethical and necessary step toward recognizing and protecting the health of aesthetic specialists as a **fundamental global priority**. Immediate action is required for international bodies to validate and integrate the NMF Protocol into occupational safety standards, effectively repelling the “**Invisible Invasion**” of the aesthetic workspace.

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PHYSICAL-MOTOR ACTIVITY IN PRESCHOOL CHILDREN

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Abstract

Motor activity throughout early childhood is essential for personality development, making scientific research in this domain highly significant. Preschool motor instruction establishes the foundation for naturally occurring sports and pre-sports programs while also providing essential skills for personal development, significantly enhancing consistent learning in both pre-sports and academic settings. Methodology: Four bibliographic databases – PubMed, Web of Science, Google Scholar, ProQuest – were used as flexible sources for the literature review in order to gather the data for our investigation past 10 years and published in English. Key words are used; “motor skills”, “physical exercise”, “preschool children (age 3–6)”, “role of adaptation”. Results: A total of 64 references identified during the initial screening were evaluated through a systematic approach, including 16 articles from PubMed, 34 articles from Cross Ref, 9 articles from Google Scholar, and 5 books. After a comprehensive evaluation, 21 of these sources met the criteria to be considered reliable for the topic at hand. During several stages of development, physical education and sports profoundly affect the physical and mental development of children, defining it from time to time. Conclusion: Employing a comparable training methodology on an expanded scale (i.e., with programs in diverse locations and a greater number of youngsters) may optimize their motor skills. Training will facilitate the development of children’s motor skills, potentially resulting in the emergence of talents. Early talent identification is crucial to optimize the time available for the rapid development of fine and gross motor abilities. Children’s motor skills will surely develop throughout time, becoming more robust, coordinated, and agile.

Keywords: *motor skills, preschool children, role of adaptation, physical exercise*

Introduction

A child’s development is unique and should not be replicated or compared to another individual. Each child is unique in their development and progresses at different rates. Play is an enjoyable and engaging activity for children that affirms that play

is their domain. Through play, children can learn to adapt to others and their environment, while simultaneously improving their motor, cognitive, and problem-solving skills (Tapia-Fuselier & Ray, 2019). Parents continue to prioritize their children’s academic performance in math and reading, believing

that these disciplines enhance their abilities (Mota et al., 2017). This belief stems from the misconception that video games are unproductive. Children benefit from purposeful, supervised play, including goal-oriented activities, with the optimal stage of life being the formative years and the present moment being critical to helping children improve their motor skills. Children's motor skills will decline if they engage exclusively in passive play, such as using touch-sensitive devices on their smartphones (Cristia & Seidl, 2015). Optimal development of motor skills is essential for daily functioning. Mixed play promotes the development of motor skills such as strength, endurance, agility, speed, balance, and coordination. D. Bergen (2009) argues that play requires enjoyment; therefore, activities that do not bring happiness cannot truly be classified as play. He argued that play is enjoyable and encourages creativity. Four areas of development – cognitive, physical, social, and communicative/linguistic – are associated with the definition of giftedness. Active engagement can improve cognitive function and problem-solving skills, while also extending attention spans. Goldstein (2012) states that engaging in two hours of intensive play each day helps alleviate hyperactivity and attention deficit disorders.

Motor skills of preschool-aged children refer to the neurological system's power to govern the execution of movement. Motor skills are classified into two categories: gross and fine. Physical examinations aim to evaluate preschoolers' (ages 4–6) gross and fine motor skills, facilitating the early detection of motor deficits in children (Bardid et al., 2016). Balance, object manipulation, and motor capabilities exemplify gross motor skills. Moreover, Rudd et al. (2015) assert that fundamental stability, object manipulation, or locomotor activities requiring a specific degree of basic motor skills are generally more effective methods for defining basic movement competencies. Preschool years are a crucial indicator of a child's future participation in several sports.

Kokštejn et al. (2017) assert that acquiring sufficient gross motor skills involves executing singular movements utilising large muscle groups, while acquiring fine motor skills necessitates performing movements

that require coordination among various body parts, including hands, eyes, arms, and limbs. The coordination of hands and eyes, feet and hands, or hands and feet, together with finger movement, pertains to fine motor abilities (Carlson et al., 2013). Madrona (2014) asserts that the objective of motor development is to enable the body to achieve self-regulation, hence maximising its potential for activity.

Methodology

In order to answer the research questions, this literature evaluation was carried out using the recommendations for meta-analyses. Since the data used in this study came from earlier research that had received ethics board approval, ethics board approval was not required. The study data were handled using Microsoft Excel 2019.

Study sources and inclusion criteria:

Four bibliographic databases – PubMed, Web of Science, Google Scholar, ProQuest – were used as flexible sources for the literature review in order to gather the data for our investigation past 10 years and published in English. Key words are used; “*motor skills*”, “*physical exercise*”, “*preschool children (age 3–6)*”, “*role of adaptation*”. Following the selection of scientific publications, we determined the most important details, such as methodology, tests, and key findings.

Studies were chosen for full text examination following preliminary evaluations of abstracts and different complete articles. The list was cleared of studies that did not meet the inclusion requirements. The complete article was reviewed to confirm eligibility if the title and abstract screening did not yield enough information.

Results

A total of 64 references identified during the initial screening were evaluated through a systematic approach, including 16 articles from PubMed, 34 articles from Cross Ref, 9 articles from Google Scholar, and 5 books. After a comprehensive evaluation, 21 of these sources met the criteria to be considered reliable for the topic at hand. During several stages of development, physical education and sports profoundly affect the physical and mental development of children, defining it from time to time.

Motor skills is the component where the scientific community has recognized the critical significance of motor development for the enhancement of many competencies, including cognitive and social abilities, particularly in children aged one year (Cools et al., 2009), leading to a systematic evaluation of motor skills.

The game is classified into one of three categories: constructive, role-playing, or sensorimotor. Sensorimotor play, the most fundamental form of play, is characterized by repetitive muscular motions that enhance balance, strength, speed, and agility (Spanaki et al. 2014).

Discussion

Motor skills are essential for a child's development of fundamental abilities, as they enable exploration of the environment through movement, association of items with their functions, and adaptation to ever-changing situations (Chien & Bond, 2006). Tsimaras et al. (2011) argued that fine motor activities and the utilization of instructional aides are essential elements of early childhood education. Longitudinal studies indicate that participation in physical activity and the enhancement of motor skills significantly influence health and developmental advantages (Clark et al., 2020). Consequently, preschool children are at a critical juncture for physical, cognitive, and social development (Herrmann et al., 2021). Robinson et al. (2012) assert that an exceptional and innovative methodology is essential for instructing children in motor skills and encouraging physical activity. Ages of 3 to 5 years, is regarded as a crucial phase for the development of fundamental movement abilities, presumably through the attainment of sufficient levels of physical exercise (Donnelly, 2003).

Research indicates that the majority of preschool children fail to attain enough levels of physical exercise (Hinkley et al., 2012), which adversely impacts motor abilities at primary school age (Barnett et al., 2016; Bryant et al., 2014; LeGear et al., 2012). For children residing in low-income neighbourhoods, girls, those without siblings at home, and individuals affected by the relative age effect, as these factors seem to impact children's physical activity and motor skills.

Gross motor skills pertain to large muscle groups and postural movements involving the full body or substantial sections thereof. Included are specific competencies:

- **Movement skills:** these involve utilizing bodily motion to traverse from one spatial position to another while coordinating the complete body. Movement-related skills encompass sprinting, galloping, jumping, sliding, and similar activities.
- **Balance:** this refers to the ability to maintain one's posture or stance under control while executing a specific task or activity. Two forms of balance exist: dynamic balance, which is the ability to maintain a position while moving, such as walking. It is achieved when the body sustains its balance throughout movement. The ability to sustain posture during stationary activities, such as sitting or standing, is termed static balance.

Balancing on a single leg is a common assessment for this type of equilibrium. Competencies pertaining to object management: activities centred on the manipulation of things. It encompasses any manual lab or activities that utilize hands, feet, or other implements to manipulate objects (e.g., throwing, catching, striking, etc.).

The development of children's motor skills is essential, as they constitute the foundation of everyday activities. Goal-orientated play activities are enjoyable for children as they encourage repetitive engagement with the same activity. Engaging in active play offers a multitude of advantages. The child's enhanced motor skills will result from increased muscle action and stimulation. Engaging in goal-orientated, dynamic games or swimming significantly promotes motor skill development in young children.

Conclusion

Employing a comparable training methodology on an expanded scale (i.e., with programs in diverse locations and a greater number of youngsters) may optimize their motor skills. Training will facilitate the development of children's motor skills, potentially resulting in the emergence of talents. Early talent identification is crucial to optimize the time

available for the rapid development of fine and gross motor abilities. Children's motor skills will surely develop throughout time, becoming more robust, coordinated, and agile.

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