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Section 1. Gender Studies

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WOMEN AND PHYSICAL VIOLENCE IN ALBANIA

Abstract. From the surveys that have been made, the results show that physical violence is one of the violences that leaves the greatest consequences to girls and women. The physical consequences are sometimes so bad that girls and women necessarily go to visit the doctor. It is really difficult for them to visit the doctor because they are embarrassed. For this reason, even when they go to the doctor, they justify themselves that they have fallen off the stairs or chair, etc., and often do not tell the truth. The survey's data show that about 8.0 percent of the respondents agree on the opinion that the most disturbing action that has occurred in the family is the beating. These data give us a more detailed picture of the violence. Men go so far that they use force against girls and women in the moment when their authority is hurt. To avoid appearing weak and show who commands the home, physical violence is one of the most extreme ways to keep submitted girls and women.

Keywords: Physical violence, girls, women, men, mentality.

Introduction

The study is focused on quantitative methods, through surveys in Albania. The realization of this study was carried out during 2014. For this reason, a structured and semi-structured questionnaire was formulated. For completing this questionnaire were engaged students who had completed Bachelor studies. Also, these students are also trained, for the way how it should be possible to complete these questionnaires. This study showed not only the highest number of violence against girls and women, but also the causes of this violence. Physical violence is the violence that leaves the worst consequences on girls and women. Men go so far that they use force against girls and women in the moment when their authority is hurt. To avoid ap-

pearing weak and show who commands the home, physical violence is one of the most extreme ways to keep submitted girls and women. This violence is very widespread in transition countries, emerging from the communist system. Because men are always educated to lead and his word is law. From this study it emerges that physical violence also depends on the level of education, the lower this level the more physical violence is widespread. In women, with elementary education this violence is higher. Physical violence, in a significant percentage, leaves severe psychological consequences for girls and women. It is really difficult for them to visit the doctor but physical violence has agitated so much that women are forced to visit the doctor for the consequences of this violence.

Methodology

The study is conducted in the district of Elbasan. 650 people were surveyed in this region, most girls and women. Special attention was paid to the interviews and opinions of girls and women, which are reflected in the study. Through this study, it is pointed out violence, its intensity against girls and women and causes of this violence. The questionnaires were semi-structured. Based on data processed in the computer, there are formulated combined tables or graphics so synthesized that express the opinions of 650 respondents.

Results

The survey's data show that about 8.0 percent of the respondents believe that the most disturbing action that has occurred in the family is beating. Their education and society in general, develops a different mentality about violence. As seen from the table, approximately 35.3 percent of respondents with primary education have suffered physical violence at least once that has caused bleeding, to unconsciousness. These acts of violence occurred in about 12.8 percent of respondents with higher education.

Table 1.

Has it ever happened because of physical violence you have had, serious as bleeding, bruising, faint?	Percentage of respondents girls and women with primary education	Percentage of respondents girls and women with secondary education	Percentage of respondents girls and women with high education
Often	7.8	4.2	0.8
Rarely	20.6	11.6	6.2
Has happened only one time last year	6.9	5.8	5.8
Never	59.8	76.3	80.5
I don't know/no answer	4.9	2.1	6.7

Also from the survey, results that about 1.1 percent of the respondents stated that the most disturbing action that occurred in the family is forcing to have sex with violence.

Discussions

Domenica Fioredistela Iezzi Italian researcher, "Physical violence is when a spouse or partner intentionally causes physical harm on his wife by using force or arms" (Corradi [8, 69]).

A more detailed description of physical violence is given by other researcher Italian Susanna Vazzadini, which states that physical violence is "the use of physical force that causes sores visible body (like cutting, bites, wounds, burns) or invisible (like pushing, put against the wall, pulling)" (See: Calla, RM; 2011: 42).

The survey's data show that about 8.0 percent of the respondents believe that the most disturbing action that has occurred in the family is beating.

These data give us a more detailed picture of the violence. Men go so far that they use force against girls and women in the moment when their authority is hurt. To avoid appearing weak and show who commands the home, physical violence is one of the most extreme ways to keep submitted girls and women. When girls or women raise their voice and start rebelling against the husband and his position in the family, then is used physical violence to restore the previous state of male authority. American researcher Susan Bason writes: "Most husbands obtain their power in marriage, not because of individual resources or personal competence, but simply because they are men. Indeed, men often define themselves in terms of having power possessing others, especially women. This dynamic is a major factor in the physical abuse of wives and their girlfriends by husbands" [3, 355].

When the husband sees that woman again after the violence refuses to obey, then this violence could reach up to its extremes, as with severe injuries and sometimes to the murder of woman. The cases that physical violence amounts to injury girls and women in Elbasan, appear the at the (table 2), approximately 12.8 per cent said they were visited at least once at the doctor because of the violence.

Have you ever visited doctor because of violence?

Table 2.

	Percentage of the respondents girls and women
Ever.	79.2
One time.	7.5
Two or three times	3.1
Four – seven times	1.1
More than seven times	1.1
I do not know/No answer	8.0

Physical violence, in a significant percentage leaves severe psychological consequences for girls and women. It is really difficult for them to visit the doctor because they are embarrassed. For this reason, even when they go to the doctor, they justify themselves that they have fallen off the stairs or chair, etc., and often do not tell the truth. This fact is mentioned by a woman during her interview: “During the debate with the husband, he hits me with a warm glass at my head, causing much bleeding. I began to cure myself, because I was hardly ashamed to go to the nurse because I didn’t know what to say”.

After the use of physical violence, the man begins to take care of wife, in a way, as if nothing had happened. He often asks forgiveness, blaming stress, drinking, harassment by the woman when he is angry, etc. But this violence may be repeated at the first moment, when she again harms the authority of her husband. This is emphasized by the psychologist Susan Baso: “A cycle of violence typically oc-

curs in relations with beatings. The first is the phase of tension, when the husband becomes increasingly abusive in his behavior with physical violence, even when women may be able to avoid collisions, just being extremely obeyed. Yet inevitably an explosion occurs when there is a severe beating. This moment is generally followed by a reduction in tension and often by a loving repentance. This last stage usually convince both partners that such abuse will not happen again. However, usually it occurs when the cycle is repeated until one of the partners leave or die” [3, 355]. Despite the violence used, the majority of women live again with these violent husbands. This is because some of them have suffered violence in the family of origin and find it difficult to stand against this violence. Husbands benefit from this situation, they increase the level of violence to test women. In the first years of marriage, men are generally loving but over time begin to show violence, increasing the level gradually. “Physical violence in general starts from the lightest reaching the most extreme. Generally this form of violence continues after the first year of marriage, during pregnancy, to escalate after the first childbirth and to continue lifelong marriage if she does not oppose it either finds a way to stop it” (Mark M. Berisha, E., Gjermeni, E., Shtraza, I., 2008: 15).

Another reason why women continue to live with violent husbands, although suffering physical violence, is not having a place to go and that divorce itself is not the solution. Men, at the moment of realizing that wife wants to seek divorce, conceive as total power loss and they use extreme violence, which sometimes ends in murder. Italian psychologist Patricia Romito writes: “The moment of divorce is almost always unacceptable for a violent man. He realizes that losing his prey; despite deprivations, humiliations, kicks and terror, the woman has found enough courage and enough social support to be free with her children from violence. So a dangerous moment is when violence tends to increase, in some cases ends in murder” [7].

Albania is even more evident, because of the inaction of state structures, ranging from the police, the prosecution, but also the courts. These institutions do not take domestic violence very seriously and, indirectly, are in favor of the perpetrator. The prosecutor at the time, Ina Rama at national conference “domestic violence”, said: “Albania has a complete legal basis for these cases, but in practice there are shortcomings. Women or victims of domestic violence have the right to petition the court, but such orders are just formal, violence may be repeated” (newspaper “Panorama”, 11.12.2010: 4).

Conclusions

In the end we can say that despite going through the transition of society, state institutions should focus the attention to the fight against violence against women and girls. Orders of protection should not be taken fictitious, but implemented. Also during primary education the younger generation should be educated on mutual relations and without violence against girls. Besides this vital function, education should be recognized as a civil right, as respect of human dignity, and as care for the society. Also we need to educate teens and young women to talk about sexual violence if they experience it in life. They must denounce it at violence against girls and woman base.

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Section 2. Journalism

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THE ROLE OF DIGITAL MEDIA IN A DIFFUSION OF INNOVATIONS: METHODOLOGICAL REMARKS

Abstract. A methodological approach is proposed to evaluate potential impact of digital media publications on a diffusion of scientific and technical innovations. The approach is based on five factors, which E. Rogers defined as main for adopter when deciding to use innovation or not.

Keywords: diffusion of innovations, mass media, digital media, methodology.

The mass media can become a significant factor in the scientific and technological development of society by appropriate use of the potential. But the question arises, according to which criteria to evaluate, how effectively information is disseminated for innovation. The role of the media in the dissemination of scientific and technological innovations is studied in terms of sociology, economics (marketing), health care, education, agrarian sciences (T. Valente [7], J. Darley and J. Benigger [2], D Myers [4], T. Telloffsen and H. Takada [6]). However, these studies did not pay enough attention to the content opportunities of the impact of mass media publications on the diffusion of innovations, especially as specifically scientific and technical.

The purpose of our study is to propose an approach to evaluate a potential impact of digital media publications on a diffusion of scientific and technical innovations.

It would not be correct to claim that mass media coverage of science adequately reflects the real situation of the field. As Hansen and Dickinson have shown, it is a complex process of construction which depends on lots of factors determining what top-

ics will be chosen, what aspects of these topics will be highlighted, and how it will be presented. These factors are «the economic constraints of media organizations, the professional ideologies of journalists and other media personnel, ‘news values’, the editorial policies of media, the nature of the subject matter, the nature of relationships between media professionals and their sources, and the publicity practices and general media orientations of sources” [3, 365]. For these reasons, the media does not always aim to promote diffusion of innovation, the more so that not all innovations deserve the attention of the public and not all can be useful.

In intellectual terms, the development of innovation depends on scientists and professionals, they use information from scientific publications, discuss the development of professional meetings (seminars, conferences). Scientists rely more heavily on traditional media to make a general idea of scientific “horizons” [1]. Thus, mass media does not play a significant role in scientific communication. Then the question arises as to the meaning of news about science and technology innovations to lay audiences. We identify four goals that may

persecute the media when informing about scientific and technical innovations:

1. Searching for investors. There need financial support to conduct research, the withdrawal of innovations in the market. Therefore, the purpose of covering such information in the media may be the search for financial support for the development, because among readers may be entrepreneurs or patrons.

2. Searching for public support. There are also possible state-political obstacles: for example, the lack of a legislative framework for the introduction of innovation, excessive bureaucratization of the process. In such cases, a civil society that is familiar with the problem can put pressure on the government, demanding to take the necessary measures for the implementation of an innovation.

3. Outreach activity. Messages about innovations can be submitted to the mass media simply for the general familiarization of the audience with the problems that are being developed by scientists.

4. Creation of a front-pager. Some innovations attract audiences' attention to spectacle, controversy, scandalous ideas, and more. Publications of this type are aimed not only at informing people but to bring a quick profit to the publication.

Therefore, in certain situations (lack of funding, political obstacles) mass media can be useful for diffusion of innovations.

The theoretical basis of our research is the theory of diffusion of innovations (E. Rogers). Its purpose is to explain why, how and what rates new ideas and technology enter in a culture.

According to the theory, innovation is "an idea, practice or object that is perceived as a new individual or other assimilator" [5, XVIII]. This definition does not refer to the sphere of origin and distribution of innovation, the consequences of its implementation. The criterion of innovation is only a subjective perception, and the innovation itself is interpreted in a broad sense.

E. Rogers understands "diffusion" as "the process in which innovation is discussed through cer-

tain channels for some time among members of the social system" [5, 5]. The peculiarity of this communication is that within its framework all appeals are devoted to new ideas. Communication is understood as a two-way process, the exchange of information between the participants.

The diffusion of innovations theory is sociological. Although, as E. Rogers noted, it was formed under the influence of research not only on sociology, but also on anthropology, education. The communicative aspect of the theory lies in the fact that, according to it, the spread of a new idea or technology depends on four factors: innovation, channels of communication, time and social system [5, 16–28]. Two types of communication channels are described in the theory, – mass media and interpersonal communication.

E. Rogers argues that in the process of making a decision on the use of innovation, the assembler passes several stages: knowledge, belief, decision, implementation and confirmation. Mass media and interpersonal communication play different roles at each stage. Mass media are more suitable for familiarizing the general public with the fact of existence of innovation (stage of knowledge), and interpersonal communication has a great importance at the stage of persuasion [5, 18]. In modern social media, these functions can be combined. For example, when discussing innovation in private correspondence, users can send links to mass media about innovation. Also, users can discuss it in the comments below the post.

In general, according to E. Rogers, regardless of the channel, technological information can be disseminated by two types of information, needed for potential adopters: software information (it answers the questions: what is it? how does it work? why does it work?) and evaluative information (what are the consequences of using the innovation? what are the advantages of using it in my specific situation?) [5, 13–14]. We believe that the dissemination of innovations is significant not only channels and the presence of two types of information but also the

form and content of communications through these channels. In particular, how it is clear to the audience disclosed the above questions, were there any means of presentation, whose comments are used in the publication, its volume, etc. The attractiveness of innovation can also be influenced by the technical capabilities available to modern Internet publications (infographics, video, animation, 3D-modeling).

In the theory of diffusion of innovation it is noted that at the third stage of the introduction of innovation – the stage of making decision – the individual takes into account the most important characteristics of innovation, which determine, if he will grasp innovation or reject. E. Rogers calls five characteristics: observability (if the innovation is visible in itself or apparently changes a person's life, it stimulates discussion and, thus, facilitates the diffusion); relative advantage (if the innovation favorably differs from previous developments, it accelerates diffusion); compatibility (how innovation “embeds” into the lifestyle of the individual, meets his needs, interests, values, and experiences), complexity / simplicity (how difficult it is to understand the innovation and use it), trialability (trial period, it helps people in practice to check beforehand, how the innovation fits them) [5, 16].

According to E. Rogers, these factors are inherent to the innovation, but mass media can convey information about them in both textual and figurative means. It is natural that for the dissemination of innovation it is important that the potential assimilator gets information about each of these factors. However, the five conditions for successful diffusion of innovation need to be clarified with respect to online media mediation.

Observability. Today, to observe the work and usefulness of innovation one does not need to contact with it in “real” life. The user can see the operation of the technology personally with photos and videos posted on the Internet. In addition, from a close distance in good quality, with innovator's com-

ments. Multimedia technologies allow you to show an innovation from the inside, for example, using an interactive schema, infographic, 3D animation.

Relative advantage. It is also not difficult to explain the relative superiority of the mass media. There are possible visual explanations here, comparisons with previous analogues, in addition to verbal.

Compatibility can be understood from the very essence of innovation (for example, if it goes about a device for economical heating in a country with high tariffs for housing and utilities). If compatibility is not obvious, it can be explained by innovators, experts, or early adopters in their comments.

Complexity / simplicity. Mass media can lessen the complexity of understanding the innovation due to clear and logical explanations which depend on journalists' ability to understand the background knowledge of their audiences, and to use technologies of visualization. The complexity of using media innovation can not be affected, unless it depends on how the learner understands the principle of work.

Trialability. Mass media can provide information about the institution in which the development and surnames of the authors of innovations are carried out, which will enable the interested persons to address them. Though, more specific data (contacts, links) may look like a hidden advertisement. At the same time, if development is at the testing stage, it is possible to provide information for those who want to take part in the experiment (for example, in the case of drugs for serious illness).

There is an important factor that digital media provide an opportunity to discuss innovations in post comments. Thus, digital journalism becomes important for diffusion not only in its first stage, but also in the second and third ones. The study of mass media publications for each of the refined points will enable to assess how effective these materials can be for diffusion at each stage.

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TITLE: THE FAKE NEWS IN ALBANIA

Abstract. Head 1 is entry in fake news in the world as phenomenon. For several years, media around the world has faced the phenomenon of fake news. Through many false news examples, the world got into a spiral that a fake news story has a negative effect while the truth is much slower.

Head 2 is analysis about how did Albania face this phenomenon? Is it a foreign phenomenon or is Albanian one? Albanian, a country in transition, and the media has been part of this transition. Through many models it is noteworthy that fake is not just a localized phenomenon. Not even young. It is a global phenomenon that Albania has faced.

In head 3 will read conclusions and recommendations about fake news in Albania. 1. Related to the portal boom. 2. The self-propagation of some as journalists without journalists as well as. 3. Facing politics with these new phenomenon. At the end is bibliography.

Keywords: Fake news, false news, real news, Albanian journalism, media, politics.

Head I: Entry

On August 21, 2018, the US Embassy in Tirana distributed a video on its Facebook page with the explanation: Disinformation circulates in a variety of ways online and is often difficult to detect. Watch this video to learn more about the history of disinformation, its effects and ways to spot it.

1. Identify the source. Where it was taken, how it was taken. Are the principles of journalism applied to the balance of resources.

2. View and verify all types of errors, grammar, spelling, and errors made quickly.

3. Verify if the information you receive is saturated.

4. Verify what the studies and research on the topic that is being addressed is verified.

5. Make sure if the article you read is a fact or opinion [15].

Bearing in mind that in the US this is one of the biggest discussions, it seems that the US embassy in Tirana aimed to help the Albanian public but also the Albanian media with some tips from American experience. The American society has been very troubled

recently by fake news. Among the many people who raised a lot of debates, we have chosen three of the most controversial news that are false but unsophisticated news [16]:

1. Tens of restaurants in America are accused of serving the fleshy customers.

2. There has been news of giant sharks in rivers of sweet water.

3. News for shop chains filling cocaine cooked chickens.

Even a child who has no technical knowledge can build a page with "Fake News" to spread it on a large scale. With such an instrument, damages are imminent. But the fact is that not only in the USA, but also in Albania, these news were published and translated.

Let's take two examples from the recent presidential election in the United States of America.

1. In August of 2015, a rumor circulated on the internet that Donald Trump would allow a sick child to use his plane to be able to undergo emergency medical treatment. Snopes has confirmed the authenticity of every aspect of history. However, according

to research team estimates, only 1.300 people have liked or “retweeted” it [16].

2. In February 2016 the rumor spread that the older cousin Trump had recently died and that his obituary seemed to have contested the presidential run of tyranny. By the way, obituary read: “As a proud bearer of Trump’s surname, please do not allow that cow to become president” [17].

But Snopes has been unable to find any evidence for the existence of his cousin or his obituary, so he has cataloged the news as false. However, about 38.000 twitter users have scattered it and this has generated a “retette” chain three times longer than the one who had been able to generate the news of the sick child. Even a “fake owl”, according to which boxer Floyd Mayweather was wearing a Muslim bracelet at a Trump rally, has reached a 10 times bigger public than the one arrived from the news of a sick child.

Head II: Analysis

So you’re on the bed: While the lie has made the lap of the world, the truth has just woken out of sleep. Or according to Irish Jonathan Tweed, the 17th century satirist “Lying starts flying and the truth follows from behind limping.” While in Albanian the expression

In the era we are in infoobezit, there is and will be real news, but there is and will be even fake. This has also changed the definition of today’s information:

Now information is not a road to be informed but a multiway lanes that are waiting to open other lanes.

While the whole world is online, the network has its own problems.

According to a recent research, a false story, it is more likely to become viral than a true one. On average, a fake news reaches 1.500 people six times faster than a real one. And despite the fact that fake news go far better than the truths in all respects – economics, terrorism and war, science and technology, fun – the ones that function absolutely absolutely are the false news related to politics. So today, the biggest media battle is between fake news and real news.

The specify of fake news in Albania

In Albania that the news is not true but a lie, it is not a new phenomenon. He is known today as a fake owl, but in the past he was referred to as false news, false news, lying news, or in the language of a simple newspaper reader “with this news has been in vain.”

Fake news in Albania are not news one. It is not the time of Prime Minister Edi Rama or of his predecessor Sali Berisha. It is not after 1990, when communism collapsed. In 45 years of communism we had a fake ocean and for 29 years we have been afraid to tell what happened in 45 years.

But the real fake story in Albania begins in the first government of the Albanian state in 1912, when Prime Minister Ismail Qemal, a government born from the telegraph and operated by telegraph [6, 17–29]. In the government newspaper “Përlindja e Shqipinis”, accurate news, but also fake news were published. There were even rumors of fakes published in other Albanian or foreign newspapers. But the example here is not Prime Minister Ismail Qemali, the first prime minister of Albania (formerly a journalist and correspondent of the British newspaper “The Time”), perhaps the most famous prime minister among 33 prime ministers, but his successor Esad Pasha Toptani. Second Prime Minister Esad Pasha Toptani September 20, 1913–21, January 1914, had another way of communication. It has not been scientifically proven whether he has written as he has signed his meddle, but Prime Minister Esad Pasha kept regular notes in the notebook on orders, instructions, and events that took place during the time he led the government. It was kind of a diary that I had the luck to find in the archive and use it for my studs.

And when, according to the government, false news spread, how did the prime minister react:

“It is plain to be true that every false news qi is granted. After the first opening had to end with their personal catastrophe, such a move is not hoped. Sidmos for a while the current Government is concerned with important work with the Epirus and the issue of

the matter is thus the breaking of the rule of our purpose, a dislike that is not at all. So you were not the time to break even the emergence of the command of the uprising or the required solicitations without any hesitation as such news spreads with the sole purpose of pulling ammunition, which you have to remember well well you therefore we urge you so that you can hardly wait for these jobs and give importance to illogical news and to do anything after you have made the right investigations. President of the Provisional Government and Commander-in-Chief Esad” [18].

But what is actually fake news:

In some technical dictionaries it is defined:

The fake news is a piece of news that is distributed by a media that contains some dishonest forms typical of promoting a political agenda

It has several categories:

1. Full lie. It is clear news that falsity is the target. X person supported Trump, or x person rejects Trump.

2. Lie by putting the news unclear. Intentional disclosure of information with the idea of not understanding the situation clearly. Food X harms health when it is actually the opposite.

Lie by structure. Intentional position to be critical by bringing an idea that some people understand that this is true in full. Rage has reported that the owner of his beloved Korona beer had left in the testament that every inhabitant of his mansion would take his share of the inheritance by becoming a millionaire.

4. Selected blow.

5. Appeal emotional.

News fake news from Albania.

As an example, four fake news from Albania are the most discussed and debated.

1. The pyramid scheme in 1996 and 1997 remains on top in the history of Albania and the Albanian media. Very little or no denunciation, but special media supported and gave it as the greatest news for Albanians [19].

2. Russia has bought 1 television and 3 portals in Tirana. Even quoting albanian-american Mark Gjonaj, an associate in New York. Gjonaj refuted this news by refusing to have links and even had not spoken at all [20].

3. TAP carries radioactive substances in Albania. (The verifications showed that the trucks that appeared in the picture were TAP but the load was piped and not radioactive) [21].

4. Cannabis parcels in Albania that actually were in the Netherlands.

(A picture posted on facebook by an Albanian living in the Netherlands was taken to be in the South of Albania) [22].

The characteristics of the fake news in Albania.

1. Fake news looks more original than real news.

2. Fake news provokes a greater emotion than the average tweet.

False phenomenon or false information in Albania has two intentions:

1. Political purpose;

2. Commercial purpose;

3. Aim to give the opposite of the real news.

The big question is: By fake lady, who is the biggest victim: the government or the people? In the journalists we have a mission to inform the people and support the masses of people. But doing our job as much professionally as possible affects the government.

Why we have FAKE NEWS in Albania?

There are at least 5 reasons why we have fake news in Albania.

1. Fake news is an international virus. It is not an Albanian product. It is imported.

2. Boom of portals I gave more fake news bed in Albania. A still unconfirmed media with cardinal problems in her professionalism, with portals, gave it a good bed. Someone posts something, he's getting news. A journalist joked a photo in Australia where he was on vacation but for this he wrote that he was investigating organize crime and this was the headline in all online media. Homeland better than Albania, the fake news has not seen.

3. Self-reported newsletters. They are anything but journalists. They are actors, activists, omnivorous, honorary analysts and invited on TV shows that when they want they call themselves journalists. They use no rule for what they write. But they selfcall journalist.

4. The government clash with the media about fakenews is the continuation of government clashes with the media. It's part of it. There were other forms. Now is the fake news term.

5. The political struggle between between the left and the right, between the government and the opposition, has been transferred to a battle between media portals, between government supporters and supporters of the opposition. Currently we have shared media on portals that support the government and on portals that support the opposition. It is no mistake to support the government and it is no mistake to support the opposition. But the problem is that this support should not be done through the fake news.

Recommendations

Since the "Fake News" concept for many continues to be like a sponge that "sucks what it can." It is commonly used as a counsel or as a daily work from experience: "If a story looks pretty beautiful to be true, or cause you a strong emotional reaction, it is better to relax for a moment." Only professional, educated, experienced, and experienced journalists come to the aid who use the strict principles of journalism. Only in this way can fake news be eliminated. Truth can not compete against lies. At the end, we think are four recommendations:

1. Only professional journalists can distinguish fake news.
2. Only verification of resources based on journalistic rules can avoid fake news.
3. Only the verified news in all respects by professional journalists can avoid fake news.
4. Only professional journalists can understand when a politician or organization is not the source of information for using you to publish a fake news.

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Section 3. Study of art

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VOCAL LYRICS OF M. BURKHANOV

Abstract. M. Burkhanov's romances are among the best achievements of the Uzbek vocal lyrics. In the many-sided art of the Uzbek master, romances have a special place.

Keywords: romance, uzbek composer, vocal composition, performer.

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ВОКАЛЬНАЯ ЛИРИКА М. БУРХАНОВА

Аннотация. Романсы М. Бурханова относятся к лучшим достижениям узбекской вокальной лирики. В многогранном творчестве узбекского мастера романсам принадлежит особое место.

Ключевые слова: романс, узбекский композитор, вокальное произведение, исполнитель.

Народный артист Республики Узбекистан, заслуженный деятель искусств Узбекистана, почётный профессор Государственной консерватории Узбекистана, лауреат Государственных премий, автор музыки Государственного гимна Узбекистана Муталь Бурханов (5 мая 1916–15 июня 2002 года) – композитор исключительно многогранного и самобытного таланта. Творческий путь композитора и история нашей республики связаны неразрывными нитями, так как его биография – это биография становления нашей страны, нашего национального государства.

Бурханов обогатил узбекскую национальную музыку новыми тематическими сюжетами и жан-

рами, создал поистине уникальные творения. По форме они самобытны, неповторимы и занимают достойное место в сокровищнице духовного наследия узбекского народа. Композитором написаны песни, романсы, хоры, симфоническая музыка, опера «Алишер Навои», «Касыда Алишеру Навои» для чтеца, солистов, хора и симфонического оркестра, рекем «Вечная память», посвящённый жертвам репрессий, музыка к художественным фильмам «Очарован тобой», «Ибн Сино», музыка к спектаклям, камерные инструментальные сочинения.

Неповторимое творчество композитора было признано международной музыкальной обще-

ственностью. В 1999 году Бурханов был награждён орденом «За великие заслуги».

Являясь неотъемлемой частью творчества М. Бурханова на протяжении всех этапов художественной эволюции, романс в большей мере, нежели другие жанры, и, прежде всего, благодаря своему камерно – лирическому характеру, оказался наиболее созвучным духовному миру узбекского композитора, его поэтической души, романтической сущности.

Созвучность бурхановского стиля монодической эстетики определяет интерес к романсу как к миниатюре, воплощающей большое в малом. Очень велика в творчестве М. Бурханова роль старинных музыкально – поэтических видов: касыды, марсия, рубай, газели, великой поэтической традиции Востока, её образов, настроений, форм. Обращаясь к восточной поэтической миниатюре, композитор выбирал для своих романсов тексты, наделённые внутренней музыкальностью. Взаимодействие слова и музыки, удивительное равновесие между ними происходит на основе внутреннего родства этих неотъемлемых компонентов романса.

Объединяющим началом в этом взаимодействии является интонация как специфическая особенность музыкального и поэтического творчества. Интонация, воплощая конкретный смысл отдельного слова, сочетания слов заключает в себе неисчерпаемое богатство нюансов выражения мыслей и чувств. В своих романсах М. Бурханов сохраняет верность мелодическому пониманию природы музыкального искусства, интегрируя её через приоритет вокального голоса. Композитор оценил возможность жанра романса как малой композиционной формы, как малого жанрового вида для реализации богатств декламационно-речитативных традиций национальной культуры. В его романсах очевидна органика всех композиционных уровней: интонационно – ритмического, образно-содержательного, композиционно-структурного. В романсах М. Бурханова в рамках свободно трактованной одночастности естественно

переплетаются черты импровизационности, общие музыкальных конструктивных принципов (вступление, заключение, повтор, репризность), традиционно-национального синтаксиса, использование двухчастной репризной формы с ауджем в третьей четверти формы. Показателен интерес к жанровому синтезу романса и песни как новому жанровому облику узбекского романса. Элегический тонус романсов М. Бурханова подчинён раскрытию глубоко личностного, субъективного содержания.

Вокальное творчество М. Бурханова органично соединило узбекский мелос, народные напевы центрально-азиатского региона, достижения русской и итальянской песенно-романсовой культуры. В то же время романсы М. Бурханова неповторимо самобытны: именно это и составляет их прелесть. Узбекский романс соединил в творчестве М. Бурханова народно-песенные национальные традиции с достижениями мировой музыкальной культуры. Композитор добился в этом направлении блестящего художественного результата, создав замечательные образцы, притягивающей исполнителей и слушателей. Примечательны составы исполнителей, образующие фортепианное трио: виолончель или скрипка включены композитором как певучие голоса, усиливающие элегический характер музыки, её лирическую природу. Краски инструментальных голосов помогают передать многообразие эмоциональных оттенков лирического высказывания.

Следует отметить, что все романсы М. Бурханова, независимо от времени их создания, представляют огромную художественную ценность и предоставляют исполнителям богатый материал для реализации их исполнительских концепций. Уже в ранних романсах, созданных в начале 40-х годов XX века – «Ишкида» («Тоскую о тебе») на слова Уйгуна и «Эй, булбул гиря ман кун» («Не плачь, соловей») на слова Лахути, посвящённый памяти иранской поэтессы Шамес Космои. Проявились черты, свойственные вокальному творчеству М. Бурханова в целом

«ощущение речевой интонации, удивительная певучесть и выразительность мелодического рисунка, своеобразный гармонический язык» [1, 62].

Удивительная певучесть и выразительность музыкального языка получила развитие и в дальнейших сочинениях М. Бурханова – «Табассум килмадинг» («Ты не улыбнулась») на слова А. Навои, «Дилбари Сохибжамол» («О, красавица») на слова Т. Тулы, «Намендони чи ном дорад» («Я имени её не знаю») на слова Хафиза. Мелодика этих романсов характеризуется широкой распевностью, значительной ролью вариантно – вариационного развития, свойственного лирическим народным песням. «В то же время, – отмечает Д. Кары – Ниязова, – здесь чувствуется плодотворное влияние русского романса, особенно вокальной лирики Чайковского» [1, 60].

Отталкиваясь от традиционного романса, композитор весьма свободно в каждом отдельном случае строит форму произведения. Бережно относясь к слову, стремясь точнее передать его, М. Бурханов в интересах развития музыкальной мысли прибегает к повторам слов, строф, включениям дополнительных восклицаний.

Одно из самых замечательных творений М. Бурханова – романс «Намендони чи ном дорад» («Я имени её не знаю») на стихи Хафиза. Обращаясь к классику таджикской литературы, композитор как бы продолжает традиции профессионального наследия – её двуязычную поэтическую основу. Газель, получившая широкое распространение, как в узбекской, так и в таджикской литературе, достигает небывалой высоты в творчестве Хафиза, который со своими газелями вошёл в историю мировой литературы. Музыкальность его газелей общеизвестна, поэтому хафизами на Востоке называют певцов – профессионалов, исполнителей сложных и развитых форм таджикского и узбекского песенного наследия.

Романс М. Бурханова – это подлинная поэма о любви. Выразительная музыка его захватывает силой воплощённого в произведении чувства.

Интонационный язык произведения опирается на традиционный узбекский мелос. В романсах «Дилам ба ишки гул» («Цветок души желанный») и «Хоб дидом» («И снилось мне...») на стихи Хафиза, Лахути и неизвестного поэта получает воплощение тема одиночества, несбыточной романтической мечты о счастье. В качестве текстовой основы романсов М. Бурханов использовал стихотворения поэтов разных эпох, в которые добавил слова – восклицания, подчёркивающие эмоциональные состояния души композитора. Бурханов удивительно органично соединил стихи разных авторов, уловив их смысловую и образную общность. Примечательно, что композитор воспринял разные поэтические эпохи как единое целое, соединив связь времён: поэт средневековья Хафиз и поэт XX века Лахути.

Романс «Богим» («Мой сад») на стихи Усмана Насыра воспринимается как духовное завещание поэта молодым поколениям. Трагическая судьба, страдания и несправедливость, ставшие уделом этого поэта, не коснулись его чистой души. Вечная жизнь, продолжающаяся в природе – таков философский смысл стихотворения, положенного в основу романса. «Богим» – один из самых светлых романсов М. Бурханова. игра одноимённых красок минора и мажора, ясный гармонический язык, энергичные эмоциональные подъёмы к концу каждой фразы двухчастной формы романса сообщают музыке жизнеутверждающий характер.

Романсы М. Бурханова исключительно ценны для совершенствования исполнительского мастерства певцов и пианистов. В них заключена романсовость как стремление к яркой и выгодной подаче основного лирического образа, к поискам неповторимой музыкальной и художественной формы, к большей самостоятельности фортепианной партии. Новизна мироощущения композитора обусловлена переосмыслением и обогащением народно – национальных художественных традиций. Это нашло своё выражение не только

в расширении границ тематизма и внедрении характерных интонаций эпохи, но также и в методах разработки мелодического материала, в гармоническом языке, музыкальной форме, в фортепианной фактуре романсов.

Характерная особенность романсов М. Бурханова – их симфонизация, особая ансамблевость, расширяющая границы жанра романса. Это приближает многие романсы узбекского мастера к вокально – симфонической поэме. Поэтому фортепианная партия в романсах М. Бурханова имеет свою специфику. Инструментальный аккомпанемент играет важнейшую роль в раскрытии содержания произведения, драматургическую функцию, перестаёт быть лишь опорой для солиста, ритмо-гармонической поддержкой, фоном для певца. Пианист – концертмейстер в романсах М. Бурханова превращается полноправного пар-

тнёра и ансамблиста, даже в тех разновидностях романсов, которые близки песне.

Произведения Бурханова имеют исключительно важное значение в жизни нашего общества. Каждое сочинение композитора привлекает своим изяществом, совершенством, проникновенностью, народной самобытностью и мелодическим богатством. Особенно вдохновенны его вокальные произведения, чарующие своей непосредственностью, жизнелюбием, потрясающие глубиной философичностью. Произведения мастера, его личность – это особая школа, которая играет огромную роль в профессиональном становлении узбекских композиторов, исполнителей, певцов, педагогов. Музыка Бурханова духовно обогащает нас, доставляет огромную эстетическую радость, заставляет по – новому воспринимать окружающий мир.

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DESIGN OF GALICIA: FORMATION, DEVELOPMENT, NATIONAL COMPONENT

Abstract. This paper observed the peculiarities of the national component of traditional material culture formation, of the national sources of formation and development of industrial, communication and environment design, architectural and artistic-industrial education. The authors defined that formation and development of design of Galicia of the second half of the XIX – the first third of the XX century has been taking place in the context of socio-cultural transformations, visualization of artistic and handicraft progress, the dual essence of design taking into account its globalization and national components, symbolization of cultural and civilization choice. Socio-cultural and temporal determinism, national component in the sphere of regional handicraft, project-artistic activity and factory industry were determinant in the design development.

Keywords: design, Galicia, traditional material culture, national component, project-artistic activity, architectural and artistic-industrial education.

Galicia as a historical region was a place, where during many centuries different geopolitical areas met, and it was in the epicenter of the cardinal political, economic and socio-cultural transformations. The preconditions of design creation in Galicia as a recent process of formation of the human activity's subject environment were defined in this period by the cultural and socio-economic influence of Austria-Hungary (1867–1919) and the Second Republic of Poland (1919–1939), a part of which it was. A special place in the realized transformations was taken by the traditional material culture of Galicia, architectural and artistic-industrial education, professional activity on forming cultural-artistic space and the system of artistic and design values [1; 5].

The paper is aimed at revealing the peculiarities of formation and development of Galicia's design of the second half of the XIX – the first third of the XX century, defining the role of the national and international components of the design development.

Socio-political and national renaissance in Galicia began in the mid-XIX c. Liberal and moderate policy of Austria-Hungarian state contributed to it. The growth of the national consciousness of Ukrainians positively influenced the formation and accelerated development of the national tendencies in the culture and art of the region. The publication of the first in Galicia magazine in Ukrainian language "Zoria Halytska" ("Galician Star") in 1848–1857 testifies to it. Ideological and aesthetic landmarks of the artistic processes which took place in Galicia of the

second half of the XIX – the beginning of the XX century are characterized by the dissemination of the artistic and handicraft movement. This movement was supported by the Ukrainian patron, metropolitan Andrey Sheptycky, the Polish patron Włodzimierz Dzieduszycki and Ukrainian progressive figures: Y. Vereshchynskyi, M. Bilous, A. Blonskyi, S. Trembitskyi, I. Trush, I. Levynskyi, L. Verbytskyi.

In the formation and development of design in the region of Galicia a special role was played by public institutions, industrial committees, educational-cultural organizations. The advisory committee which was created in 1877 in Lviv under the guidance and by the initiative of Włodzimierz Dzieduszycki, set itself the task of creating a state center of supervision and support of the handicraft industries, industrial productions, industrial schools and artistic workshops. In the 1880-ies there was created the “Regional committee in home crafts and handicraft industry” that was aimed, first of all, at raising material national culture, professional education through improving and extending the artistic-industrial education of the region. Since 1888 there has been functioning the “Regional committee for the industrial affairs” [2].

The industrial committees and societies, public, scientific and educational-cultural societies of Galicia with the support of the Austria-Hungarian government actively contribute to the creation of professional courses and seminars for the small enterprises, organize industrial exhibitions, participate in setting up and formation of Lviv museum of crafts (1874) and General industrial school of drawing and modeling (1876), introduce scholarships, grants, competitions, artistic-industrial exhibitions for industrial schools’ students.

The Ukrainian public figures from the “Kachkovskyi’s Society”, in particular M. Bilous, A. Blonskyi, S. Trembitskyi organized and opened in Kolomyia on September, 16 1880 an industrial exhibition. Actually, it was the first regional exhibition in Galicia that was aimed at getting wide circles of Ukrainian public interested in regional folk crafts,

showing the development of the modern Ukrainian art, serving the cause of economic education of the local Ukrainians. Before the exhibition opening it was visited by the emperor Franz Joseph. The monarch was traditionally greeted with bread and salt by the girls dressed in national costumes. The honored guest had been viewing the exhibit for about 10 minutes with the accompaniment of the Ukrainian national choir [3]. The exhibit became the first large-scale event of that type on the territory of the Austria-Hungarian monarchy – so states professor R. Shmahalo works [6]. Later on the industrial exhibitions took place in Lviv (1882, 1894, 1904, 1906), Stryi (1909), Kolomyia (1883, 1885, 1887, 1912).

Formation and development of Galicia’s design is accompanied with the activity of artists in creating new values and standards of the material and spiritual life. The peculiarities of industrial art formation, of its stylistic priorities are based on the regional handicrafts and folk art. National original arts-and-crafts and European integration of Galicia have influenced considerably the design formation and development of architectural and artistic-industrial education. The centers of folk crafts became the places where educational artistic institutions had been set up. Besides schools there were also created the so-called educational workshops, where students acquired practical skills in professional drawing, painting, composition supplemented with knowledge of technology, etc. [4].

An important role in the formation of the industrial-artistic education of Galicia was played by the “Polytechnic society” (1862). Its activity was aimed at the development of national handicrafts, rebirth of the old customs, holding of industrial-artistic exhibitions, contributing to society members’ studies and employment. The beginning of training architects/designers in Lviv Polytechnic [1], of the artistic-industrial school in Lviv, of special professional educational institutions became a characteristic peculiarity of the professional training of designers and professionals of architectural environment design and factory industry [1; 2]. In 1879 the

“Polytechnic society” initiated the opening of two professional committees – engineer and architectural ones, which participated in the creation of artistic-industrial schools [1].

The character of the traditional material culture and the national component in the process of design formation in Galicia, its connections with the existing European art is reflected in the best way in the activities and production of the tile factory of Ivan Levynskyi (1888–1914). The industrial production of the factory was characterized by the high quality, various forms and original paintings with the use of national Ukrainian motifs of arts-and-crafts.

The project culture of the region in the period of its rise existed under the direct influence of artistic-styling and technological-innovative processes. The spreading of machine-industrial production in the second half of the XIX century in Europe and the invention of the flat-bed printing press, photo-type, colour photos, linotype, multicolor letterpress, working out the offset printing technology and photocomposition created conditions for forming new instrumental possibilities of replication and the visual communication elements.

The printed text is the basis of the information that is transmitted visually, and that is why just typeface, its use in various visual-graphical forms is the main means of achieving communication. The abolition of censorship institutions in Austria-Hungary reinforced printing and dissemination of the Ukrainian-language periodicals. Besides, a number of governmental legislative documents contributed to the development of the entrepreneurial-industrial activities of the region. The development of the sign legislation set the demands to the qualitative change in the visual culture.

Book and magazine graphics, minor visual forms and posters, advertising graphical production established a dialogue between the designer thought and society.

At that time many artistic associations functioned on the territory of the region. Among them one can

mention the artistic association “Zespół”, the most active figures of which were M. Olshevski, K. Sikhulskyi, V. Yarotskyi, F. Pautsh, V. Minkevych, V. Derdatskyi, V. Grzymalski, Z.-B. Levynskyi and others. In a short period of time hundreds of projects of architectural environment designs, industrial forms of products made of wood, metal, ceramics and also fashion and graphical design were created by them.

In the interiors of residential and public houses there dominated traditional subjects, elements of folk art and applied arts – rosettes, embroidery fragments, motifs of the “tree of life”, etc. All those elements underwent the stylization through the line contour and ornamentation. A line and ornament played an ideological role: they served a sign code of the Secession style. Among the others distinguishes itself the interior artistic design of the “Krakow” hotel, its suites, the banquet hall and restaurant which have been worked out by the group of the members of “Zespół” society.

Summary

In the formation and development of design in Galicia in the second half of the XIX – the first third of the XX century an important role was played by the traditions of folk crafts, general European artistic processes, architectural and artistic-industrial education, industrial exhibitions, rapid development of manufacture, scientific-technical inventions.

At the beginning of the XX century in Galicia there have been formed the factors which give the right to assert about the origin and formation of the industrial design, communication design and environment design in the context of the traditional material culture on the basis of unity of utilitarian and artistic values.

The design of Galicia in the researched period is characterized both by the general European and national characteristics. It was conditioned by the fact that the period of its rise coincided with the development of industry, architectural and artistic-industrial education, the origin in the society of the mass culture and the consumerist society. These factors contributed to the adaptation of eclectics, which was

popular in the second half of the XIX century, to the tastes of the wide circles of consumers. That is why decorative and industrial forms of the subject design, formation of architectural environment design were used in different regions of Europe.

The national component played an important role in the object environment formation and the manufactured articles' design. The search for the national style on the basis of the traditional material culture, national sources of forms creation in the sphere of the industrial, communication and the environment design in Galicia were inspired not only

by the sources of the objective preconditions of design as a recent process of human activity, but first of all, by the activity of the prominent public figures of the region: artists, patrons, industrialists.

The community of project-artistic activity principles on the territory of Galicia, of architectural and artistic-industrial education, availability of sources to everyone, direct participation of the regional artists in the life of prominent artistic centers of Europe contributed to formation of the new professional thinking, understanding of the new forms creation and designer creativity.

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PROLOGUE – MAIN ACTION: FIRST SIGNS OF PERFORMING ART, YOUNG TALENTS OF RUSSIA

Abstract. The Perm philharmonic hall – competition MBOF “New Names” of I. N. Voronova – master classes – a festival of young performers, world stars of classics of Denis Matsuyev – the pianist D. L. Matsuyev – the jazzman D. L. Matsuyev with young winners of the international competitions, but already professionals. The annual project, noting decade (2020).

Keywords: competitive set, festival competition, demanded specialties, selection criteria, the list of finalists, the main listening, the program of master classes, definition of winners, display of talents, the program of a festival, acquaintance to generation of creative youth, to world stars, Matsuyev’s phenomenon in forms of the pianist and jazzman, a crescendo, an energetizm, an ekzaltizm, a trance, ecstasy, magnetism of music, Matsuyev’s mission and the Perm philharmonic hall.

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ПРОЛОГ – ОСНОВНОЕ ДЕЙСТВО: ПЕРВЫЕ ЛАСТОЧКИ ИСПОЛНИТЕЛЬСКОГО ИСКУССТВА, МОЛОДЫЕ ТАЛАНТЫ РОССИИ

Аннотация. Пермская филармония – конкурс МБОФ «Новые имена» имени И. Н. Вороновой – мастер-классы – фестиваль юных исполнителей, мировых звезд классики Дениса Мацуева – пианист Д. Л. Мацуев – джазмен Д. Л. Мацуев с юными победителями международных конкурсов, но уже профессионалами. Ежегодный проект, отмечающий десятилетие (2020).

Ключевые слова: конкурсный набор, фестиваль-конкурс, востребованные специальности, критерии отбора, список финалистов, основные прослушивания, программа мастер-классов,

определение лауреатов, показ талантов, программа фестиваля, знакомство с поколением творческой молодежи, с мировыми звездами, феномен Мацуева в ипостасях пианиста и джазиста, крещендо, энергетизм, экзальтизм, транс, экстаз, магнетизм музыки, миссия Мацуева и Пермской филармонии.

Пробуждение природы от зимней спячки, время подснежников, мимоз, прилет первых птиц из дальних (южных) странствий, женский праздник, дарение цветов (белых, красных роз, тюльпанов, прочих других цветов) женской половины человечества, время проведения XXIX Всемирной Универсиады-2019 (Красноярск) как отголоска крупнейших по зимним видам спорта соревнований (впервые на территории РФ) не только первый месяц календарной весны, когда все просыпается, но время по традиции конкурсного отбора (К прослушиваниям и просмотрам допускались учащиеся детских музыкальных, художественных школ, школ искусств и иных учреждений дополнительного образования, музыкальных и художественных средних учреждений 6–16 лет (музыканты); 10–16 лет (художники) в форме прослушиваний по специальностям; в форме про-

смотра учебных (выполняемых на местах) и творческих (подготовленных заранее) работ) на соискание стипендий МБОУ «Новые имена» имени И. Н. Вороновой (президент: народный артист РФ, лауреат Государственных премий Д. Л. Мацуев) в рамках IX Международного фестиваля Дениса Мацуева-2019 (Пермь, Пермский край) (Проект по выявлению и поддержке молодых талантов в области культуры и искусства «Новые имена России» (2019–2021), реализуемого с использованием гранта Президента РФ на развитие гражданского общества, предоставленного ФПГ) (см.: фото 1). Постоянные спонсоры у именного фестиваля, который отмечает на следующий год юбилей: 10 лет (2020) (Министерство культуры РФ; Фонд Президентских Грантов; Министерство культуры Пермского края; Пермская филармония; Газпромбанк).



Фото 1. Афиша праздника классической и джазовой музыки

Мы обратили внимание, что фестиваль-курс (Выявление юных дарований; содействие в раскрытии творческих возможностей; ока-

зание поддержки для креативности и повышения профессионального мастерства; создание благоприятных условий для творческого роста

и становления молодых талантов) в постоянном динамическом процессе. Пример, в положении (2019): дебютировала номинация «Художники», номинации: «Фортепиано»; «Скрипка»; «Виолончель»; «Саксофон»; «Кларнет»; «Флейта»; «Гобой»; «Фагот»; «Труба»; «Домра»; «Балалайка»; «Гитара»; «Баян»; «Аккордеон» были, безусловно, сохранены. Мы попытались разузнать, почему убрали номинации: «Орган»; «Академическое пение»; «Народное пение», хотя раньше были представлены достойно?

Наше мнение видимо практикуют специальности, востребованные в наше время. Конечно,

без них как-то скучно, одни инструменталисты, не было полной картины в жанровых представлениях. Получилось, куца, однообразно и однобоко. Причем много флейтистов, баянистов, аккордеонистов. Меньше пианистов, балалаечников, трубочек. Духовиков, медников не было, не так они популярны у подрастающего поколения.

Со всех концов нашей Родины они собирают лучших детей для мастер-классов. За предыдущие (2011–2018) годы свидетельства на получение от Фонда и приглашения в МЛТШ «Новые имена» (Суздаль) получали 34 дарования от Пермского региона (см.: фото 2).



Фото 2. Внутских [12] затушил огонь «Новые имена» – 2018.
«Новые имена»-2019 взял разбег ОКЗПФ

По итогам прослушиваний, просмотров и мастер-классов (2019) (Обязательным условием являлось ежегодное подтверждение (участие в ежегодных прослушиваниях/просмотрах) звания «стипендиат»). присуждались годовые стипендии. В денежном отношении эта, безусловно, мизерная сумма (В размере: в первый: 10000 руб.; во второй: 20000 руб.; в третий: 30000 руб), (по сравнению с растущими ценами+инфляция), выплачиваемая Фондом.

Возвращаясь к теме, отборочная комиссия в составе профессиональных музыкантов Перм-

ской филармонии (перечислять, не имеет смысла, каждый год одни и те же), прослушала 70 заявок в Органном концертном зале с малочисленными слушателями в лице педагогов и родителей, что представилось с их стороны героизмом, хотя можно было изменить по форме, т.е. сделать просмотр компактным. Те, кто идет на второй, на третий год пропустить сразу в финал, или прослушать предварительно. Мы считаем также по количеству членов жюри, должно быть нечетным. У нас как-то все по старинке делается, привыкли сидеть целыми днями на смотрах художественной

самодетельности, деньги все равно идут чего не просиживать, какая разница, где все равно на работе делать нечего. Студенты сами позанимаются, самостоятельные уже взрослые дети должны понимать, что им нужно и сами должны карабкаться к вершинам Олимпа. Тем самым мы исходим из логики мышления доцентов, профессоров.

Мне посчастливилось прослушать талантливых исполнителей (два дня из трех из-за занятости, но этого было достаточно) чтобы обозначить профессиональные впечатления. Безусловно, что первый тур необходим, мы и не спорим где жюри, прослушивая всех, вынесла вердикт пропустить в финал (2,5 исполнителя на одно место) только сильных по мастерству с профессиональной точки зрения судей юных музыкантов.

Безусловно, обращалось на качество звукопроизведения (культура звукоизвлечения, стабильность игры); на эмоциональную подачу (артистизм, соответствие художественному образу, яркость индивидуальной трактовки); на соответствие стилю исполняемого (соблюдение правил и нюансов, характеризующих отличительные черты музыки определенной эпохи или автора); на уровень технической и художественной сложности программы (в соответствии с профессиональными требованиями к возрасту исполнителя). Техническое мастерство: целесообразное использование художественных средств и материалов.

Грамотное композиционное решение, правильные пропорции изображаемой натуры, передача объема и организация пространства, верное тональное и живописно-колористическое решение, визуальная цельность произведения; творческий потенциал: яркая образность, оригинальность сюжета, самобытность, художественный вкус.

Были, которым еще рано участвовать в конкурсных баталиях, средние музыкальные заявки, слатенькие выступления, с простеньким не контрастирующим репертуаром, характеризующиеся классная хорошая, добротная работа учеников с концертмейстерами и только. Что может показать

первоклассник (7–9 лет), только умиление, еще не хватает силишек в пальцевой игре, слабая виртуозность, не умение в быстром темпе играть виртуозные пассажи в произведениях технические погрешности, дышалка слабая, безусловно, соответствует физическому развитию, нет кантилены, художественные огрехи, но зато красивую, порой дорогую чересчур за счет хорошо пошитой на детскую фигуру одежду, например блестящий пиджак, лакированные туфли у исполнителя или броское, с белыми или золотыми блёсками платье, лакированные туфли на каблучках у исполнительницы, плюс инструменты, правда, пока еще не лучшего качества, (скрипки, виолончели, балалайки), а это на родительском бюджете. Для своих детей ничего не жалко. Забегая вперед на закрытии фестиваля, а именно на джазовом концерте дети-исполнители с Денисом Мацуевым были одеты куда проще, куда скромнее. Не одевания надо показывать, а талант, который в дальнейшем окупит самих исполнителей. Правда, по одежке встречают. Здесь не дом моделей, а концертная площадка. Воспитывать юный талант не просто и накладно в денежном отношении. Не буду обозначать в статье исполнителей, а это не этично, но скажу пока что дети, выходя на сцену, играя на музыкальных инструментах, чересчур акцентировали внимание на лишние движения, да и кланялись по-детски, это было смешно, особенно младшие по возрасту. Поклонились головой и все не надо никаких реверансов, задираание юбок, улыбок. Это конкурс, а не рядовой или отчетный концерт. Есть грань между этими словами. Это не красиво на сцене и не соответствует строгому сценическому поведению. На это, прежде всего, были обратить внимание сами педагоги и подсказать детям. Это обычно приходит с мастерством, когда заложено внутри исполнителей. Не надо показывать, выплескивать (качаться, двигаться, передвигаться по сценическому пространству, что получается кривляние на сцениуме) т.е. все наружу выкладывать, тем самым проявляя слушателям, жюри свою профессиональное поведение, подчеркивая тем самым

музыкальность, свою гибкость, свою виртуозность игры. Мы против того явления, когда юному исполнителю аккомпанирует концертмейстер по совместимости мама. Этой теме мы обращались ранее. Еще что бросается в глаза это конкурс, а не показ всех учеников одного педагога. Следовательно, сам преподаватель обязан в классе отобрать лучших, а не показывать себя какой он талантливый, работает на нескольких работах и у него много одаренных детей. Если это отчетный концерт, пожалуйста, не возбраняется, но на творческих соревнованиях этим не употреблять.

Финальные прослушивания динамичные, феерические, зрелищные, яркие, искрометные на новые таланты, позиционирующие на заключительном этапе при оценивании жюри (А. Ф. Арзаманова (фортепиано, преподаватель МССМШ (колледжа) имени Ф. Гнесиных); М. А. Готсдинер (скрипка, заслуженный артист России, профессор МГК имени П. И. Чайковского); О. Ю. Ивушейкова (флейта, доцент МГК имени П. И. Чайковского)).

Уроки мастерства по изобразительному искусству были даны для художников (Олейников С. Н. (член Союза художников России, преподаватель МАХУ) (см.: фото 3).



Фото 3. Мастер-класс для ребят ДХШ при ГБПОУ «Художественное училище (техникум)» г. Пермь

Программа мастер-классов, которая, безусловно, живет и развивается, и на нынешнем фестивале была представлена. Ежегодно это разные лица,

доценты, профессора из ведущих музыкальных, художественных вузов России, новое поколение ребят, которые растут словно как на дрожжах (см.: фото 4).



Фото 4. Мастер-класс для ребят ДХШ при ГБПОУ «Художественное училище (техникум)» г. Пермь

28 талантливых исполнителей, соотношение мальчиков к девочкам 16 к 12, прошли в финал (2 аккордеониста, балалаечник, 7 баянистов, 2 виолончелиста, гитарист, домрист, саксофонист, 2 скрипачки, 6 флейтистов, 5 пианистов). По составу (перебор по количеству можно было 24) подобран ровно. И все-таки наблюдался перекося в сторону баянистов и флейтистов – 7 против 6 (см.: фото5). Повторюсь 7 баянистов – четверо одной преподавательницы: Н. В. Юнkind. Это отрадно, но все, же превращать конкурс в концерт своих учеников многоуважаемого специалиста, работающего в разных учебных заведениях, правда показывающего свою профессиональную работу с баянистами, но это явление, к сожалению, встречается и от этого, ни куда не денешься. Перебор получился.

В финальных состязаниях постоянно фигурируют одни и те же педагоги.

10 участников, соотношение мальчиков к девочкам девочек 0 к 10, возраст 12–16 лет, причем 6 дарований представляли одно учебное заведение: ДХШ при ГБПОУ «Художественное училище (техникум)» г. Пермь (см.: фото 5).

График II тура конкурсных прослушиваний на соискание стипендии

Межрегионального благотворительного общественного фонда

«Новые имена» имени И.Н. Вороновой

Музыканты

15 марта 2019 г., Органный концертный зал

Участник	Инстр	Кл.	Уч.заведение	Педагог	Концертмейстер	Программа
Группа с 10:00						
Крестьянино в Степан	виолончель	6	МАУ ДО «Детская музыкальная школа №1» г.Пермь	Горынцева Людмила Александровна	Кыласова Юлия Борисовна	Г.Гольтерман - Концерт №5 1ч. Д.Поппер «Этюд фа мажор»
Пяев Ярослав	флейта	3	МАУ ДО «Детская музыкальная школа № 4 «Кварта» г. Пермь	Мочалова Елена Анатольевна	Парамонова Мария Леонидовна	А. Вивальди. Концерт ре мажор «Шегле-ноу» 1 ч. Ю. Должиков «Песня» из «Лирической сюиты» В. Попп «Венгерский танец № 2»
Мальцева Мария	скрипка	3	МАУ ДО «Детская музыкальная школа № 10 «Динамика» г. Пермь	Соколова Нэнли Михайловна	Знаменская Мария Михайловна	«Песня любви», Джузеппе Самmartини, «Непрерывное движение», Цезарь Кюи Этюд № 50, Ф. Давид
Тюленёва Софья	скрипка	4	МАУ ДО «Детская музыкальная школа №10 «Динамика» г. Пермь	Шешин Евгений Александрович	Соколова Илона Владимировна	Р. Крейцер Этюд №2 Ф. Крейслер «Маленький венский марш» Е. Глебов «Адажио Розы и маленького принца» из балета «Маленький принц»
Дозморов Иван	баян	6	МАУ ДО «Детская музыкальная школа № 4 «Кварта» г. Пермь	Юнкинд Наталия Васильевна		И.С. Бах «Прелюдия и фуга» a-moll В.Семенов-Дж. Вильямс «Незабвенное» Обр. Паницкого. Вариации на темы РНП «Среди долины ровныя» и «Светит месяц»
Колточенко Дарья	флейта	7	МАУ ДО «Музыкальная школа имени композитора Евгения Крылатова»	Шушкевич Татьяна Павловна	Гончаренко Гюльназ Ильфатовна	Раков - Багатель Меркаданти - Концерт e-moll III часть
Леонтьева Дарья	флейта	7	МАУ ДО «Детская школа искусств №13» г.Пермь	Кочурова Валентина Владимировна	Савельева Лия Вениаминовна	С.Меркаданти Концерт e-moll IIIч. Рондо-Руссо Э.Келлер Блуждающие огни Ф.Верачини Ларго
Брыкля Александра	флейта	8	МАУ ДО «Музыкальная школа имени композитора Евгения Крылатова»	Шушкевич Татьяна Павловна	Гончаренко Гюльназ Ильфатовна	Кочуров - Романс Хачатурян - d-moll III концерт
Группа с 12:00						
Вятчанкина Вера	виолончель	7	МАУ ДО «Детская музыкальная школа №3» Доминанта» г. Пермь	ЗРК РФ Вдовина Мария Васильевна	Пугина Татьяна Сергеевна	К.Мострас Этюд соль мажор Э.Гранадос «Интермеццо» Д.Поппер «Тарантелла»
Ромашев Ярослав	гитара	3	Отделение дополнительного образования детей ГБПОУ «Пермский музыкальный колледж»	Круч Александр Александрович	-	Ф.Сор «Фоллия» вариации на испанскую тему Ю.Смирнов «Романс» А.Иванов-Крамской «Во поле береза стояла»
Катаев Андрей	саксофон	1	ГБПОУ «Чайковское музыкальное училище» (техникум)	Иванцов Александр Александрович	Истомина Наталья Витальевна	Жан-Батист Синжеле - Концертино Г.Калинкович - Тарантелла
Бажутина Маргарита	фортепиано	7	МАУ ДО «Детская музыкальная школа №3 «Доминанта» г. Пермь	ЗРК РФ Горькая Надежда Николаевна	-	И.Бах «Прелюдия и фуга» соль минор II том ХТК Л.Бетховен Соната оп.10 №3 I часть М.Мошковский Этюд оп.72 №1 (15 виртуозных этюдов)
Пегушин Данил	баян	5	МБУ ДО «Детская школа искусств» г.Соликамск	Ивашов Анатолий Иванович	-	Н.Малыгин «Воспоминания» р.г.п. «Выйду ль я на реченьку», обр.К.Головко
Ширяев Матвей	баян	3	МАУ ДО «Детская музыкальная школа № 4 «Кварта» г. Пермь	Юнкинд Наталия Васильевна	-	Й. Гайдн «Менуэт» соль мажор А. Дваринас «Прелюдия» В. Власов 3 части из Детского альбома «Двоймовочка»: Репка. Воспоминание о духовом оркестре. Оловянный солдатик
Селезнев Иван	баян	6	МБУ ДО «Детская школа искусств» г.Оса	Вергизова Наталья Валентиновна	-	обр.В.Мотова «Возле речки, возле моста» Б.Карамышев «Виртуозная пьеса»
Злобина Мария	балалайка	3	МБУ ДО «Чайковская детская музыкальная школа №2»	Барябин Дмитрий Николаевич	Иванова Татьяна Александровна	Л.Делиб. Пищикато из балета «Сильвия» В.Котельников. Детский концерт №1 a-moll
Ахтариев Тимур	баян	6	МБУ ДО «Детская школа искусств» г.Оса	Ожигбесова Галина Ивановна	-	Бел.л.п. в обр. Е.Кузнецова «Перепелочка» Т.Хренников, обр.В.Поползина «Московские окна»
Дубровин Матвей	аккордеон	7	МАУ ДО «Детская музыкальная школа № 4 «Кварта» г. Пермь	ЗРК РФ Осокина Марина Николаевна	-	И.С. Бах «Инвенция» Обр. Л. Ковалевой танго «Брызги шампанского» А. Беляев. Вариации на тему песни Б. Мокроусова «Одинокая гармонь»
Мартынова Дарья	аккордеон	8	МАУ ДО «Детская музыкальная школа № 4 «Кварта» г. Пермь	ЗРК РФ Осокина Марина Николаевна	-	И.С. Бах «Прелюдия и фуга» фа минор В. Зеленецкий «Осенняя хора» Обр. Б. Мартынова «Ты воспой в саду, соловейко»

Участник	Инстр	Кл.	Уч.заведение	Педагог	Концертмейстер	Программа
Группа с 14:00						
Коваленко Александр	фортепиано	6	Отделение дополнительного образования детей ГБПОУ «Пермский музыкальный колледж»	Смирнова Юлия Мееровна	-	Бах. Французская сюита b-moll (Courante, Sarabande, Gigue) Гайдн. Концерт D-dur для фортепиано с оркестром, I ч. Мендельсон. Этюд a-moll, op. 104b
Семенец Алексей	фортепиано	1	МАУ ДО ДХШ «Хоровая капелла мальчиков»	ЗРК РФ Бояринова Ирина Леонидовна	-	Бах. Двухголосная инвенция c-moll Черни-Гермер. Этюд №27, ч.2 Гайдн Концертино До мажор
Юрков Владимир	фортепиано	6	МАУ ДО ДХШ «Пермская хоровая капелла мальчиков»	Фомина Людмила Михайловна	-	Бах. Трехголосная инвенция A-dur Й.Гайдн Концерт для фортепиано с оркестром D-dur, 1ч. С. Джербаши «Быстрое движение».
Бакиров Лев	фортепиано	2	МАУ ДО «Детская школа искусств №9» г.Пермь	Гарипова Гульназ Габделхалиловна	-	И.С.Бах Двухголосная инвенция F-dur И.С.Бах Концерт для клавира с оркестром f-moll, I часть Я.Сибелиус. Этюд a-moll, op.76 №2
Группа с 15:00						
Яманаева Олеся	флейта	5	МАУ ДО «Детская школа искусств №9» г.Пермь	Смыслова Елена Борисовна	Яманаева Надежда Леонидовна	Н.Даутов «Фатима» Ф.Марлакки «Швейцарский пастушок» Блодак Концерт для флейты с оркестром I часть
Королева Юлия	флейта	6	МАУ ДО «Детская школа искусств №9» г.Пермь	Смыслова Елена Борисовна	Яманаева Надежда Леонидовна	И.Андерсен «Колыбельная» В.Попп «Венгерский танец» Ф.Швиндль Концерт для флейты с оркестром ре мажор I часть
Серов Илья	баян	4	Центральная детская школа искусств Пермского государственного института культуры	Юнкинд Наталия Васильевна	-	И.С. Бах «Прелюдия и fuga» e-moll ХТК I том В.Власов «Ноктюрн» РНП «Перевоз Дуня держала» в обр. Г. Шендерова
Жучкина Ольга	домра	8	МАУ ДО «Детская музыкальная школа №5» г.Перми	Аман Оксана Александровна	Гостинская Екатерина Витальевна	Ф.Кюхлер. Концертино в стиле А.Вивальди В.Дитель. Обработка русской народной песни «По улице мостовой»
Боголепов Макар	баян	6	МАУ ДО «Детская музыкальная школа № 4 «Кварты» г. Пермь	Юнкинд Наталия Васильевна	-	И.С. Бах «Инвенция» си b-dur П. Макконен «Полька-фуриозо» Обр. О. Бурьян РНП «Выйду на улицу»

Список участников II тура конкурсных прослушиваний на соискание стипендии

Межрегионального благотворительного общественного фонда

«Новые имена» имени И.Н. Вороновой

Художники

16 марта 2019 г., Художественное училище (ул.Ленина, 7)

Участник	Кл.	Возраст	Уч.заведение	Педагог
Группа с 10:00				
Путилина Алина	3	14	МБУ ДО «Чайковская детская школа искусств №1»	Власова Валентина Геннадьевна
Быкова Алиса	4	14	МАУ ДО «Детская школа искусств №15 «АРТика» г. Пермь	Полыгалова Елена Сергеевна
Шмыкова Светлана	3	12	МАУ ДО «Детская школа искусств №15 «АРТика» г. Пермь	Полыгалова Елена Сергеевна
Кузьминых Алина	5	14	МАУ ДО «Детская художественная школа №2» г.Перми	Вдовина Анна Владимировна
Киселева Алиса	1	12	Детская художественная школа при ГБПОУ «Художественное училище (техникум)» г.Перми	Ладанова Власта Евгеньевна
Ванькова Камила	2	14	Детская художественная школа при ГБПОУ «Художественное училище (техникум)» г.Перми	Целищев Илья Михайлович
Южанинова Елизавета	2	14	Детская художественная школа при ГБПОУ «Художественное училище (техникум)» г.Перми	Целищев Илья Михайлович
Улерих Алиса	4	14	Детская художественная школа при ГБПОУ «Художественное училище (техникум)» г.Перми	Ладанова Власта Евгеньевна
Зимасова Софья	4	14	Детская художественная школа при ГБПОУ «Художественное училище (техникум)» г.Перми	Ладанова Власта Евгеньевна
Трухина Анна	1	16	ГБПОУ «Художественное училище (техникум)» г.Перми	Батуев Сергей Олегович

Фото 5. Финалисты «Новые имена-2019. Музыканты. Художники (Пермский край)

Произошел, правда, казус. Ведь дети и все могло случиться, поэтому надо было показать картину заранее сделанной художницей, чтобы все могли увидеть те, кто сидел в зале и тем более

интернетовская аудитория в прямой трансляции, а по задумке организаторов усложнили, что во время мероприятия должна нарисовать и представить результат. Безусловно, А. Улерих (юное да-

рование) (см.: фото7) разволновалась и не смогла справиться с нахлынувшим на нее возбужденным состоянием (продолжительность концерта

1,15час) тем не менее, ведущая мероприятия выручила сложившуюся ситуацию.



Фото 6. Официальные лица перед вручением ОКЗПФ



Фото 7. Стендипат МБОУ «Новые имена» имени И. Н. Вороновой (2019) А. Улерих (номинация: художники). Личное приглашение в XXVII МЛТШ «Новые имена» (Суздаль) ОКЗПФ

Стипендиаты
Межрегионального благотворительного общественного фонда
«Новые имена» имени И.Н. Вороновой, 2019 г.

Участник	Инстр	Кл.	Уч.заведение	Педагог	Концертмейстер
Вятчанина Вера	виолончель	7	МАУ ДО «Детская музыкальная школа №3» Доминанта» г. Пермь	ЗРК РФ Вдовина Мария Васильевна	Пугина Татьяна Сергеевна
Коваленко Александр	фортепиано	6	Отделение дополнительного образования детей ГБПОУ «Пермский музыкальный колледж»	Смирнова Юлия Месрровна	-
Мартынова Дарья	аккордеон	8	МАУ ДО «Детская музыкальная школа № 4 «Кварты» г. Пермь	ЗРК РФ Осокина Марина Николаевна	-
Тюленёва Софья	скрипка	4	МАУ ДО «Детская музыкальная школа №10 «Динамика» г. Пермь	Шешин Евгений Александрович	Соколова Илона Владимировна
Ульрих Алиса	изобразительное искусство	4	Детская художественная школа при ГБПОУ «Художественное училище (техникум)» г.Перми	Ладинова Власта Евгеньевна	-
Яманасва Олеся	флейта	5	МАУ ДО «Детская школа искусств №9» г.Пермь	Смыслова Елена Борисовна	Яманасва Надежда Леонидовна



Фото 8. Список лауреатов и историческая фотография новых искорок ОКЗПФ

Впервые в год 30-летия МБОФ «Новые имена» имени И. Н. Вороновой (президент: народный артист РФ, лауреат Государственных премий Д. Л. Мацуев) сразу 6 юных исполнителей (см.: фото 8) от Пермского региона стали стипендиатами и получили личные приглашения в XXVII МЛГШ «Новые имена» (Суздаль). Это рекорд за всю историю существования Фонда. Такого количества талантливых искорок еще не было до сегодняшнего дня от одного региона. Край подарил нам **З. Внутских (фортепиано); М. Слащеву (виолончель)** (см.: фото 9) будет гордиться искрящимися искорками, будущими звездами в исполнительстве музыкального Олимпа.

О другой медали буквально несколько слов: если М. Слащева успела закончить ДМШ № 3 г. Пермь, то З. Внутских проучился только в 1 классе МБУДО «Полазненская детская школа искусств (преподаватель: Е. Н. Зенкова). Способного ученика преподаватель теряет по нагрузке, позанимавшись с ним только один учебный год. Конечно, для преподавателя терять талант, который еще не раскрылся в полной мере и его тут же зачисляют в ЦМШ.

Кстати что интересно, на прошлых этих двоих Мацуев пригласил участвовать в джазовых концертах. В 2019 г. из победителей никто не участвовал, хотя он прослушал концертные номера всех 5 победителей.



Фото 9. Выступление на заключительном концерте «Новые имена» – 2018. М. Слащева ОКЗПФ

Гала-концерт: Ф. Крейслер. «Маленький венский марш» (С. Тюленёва, скрипка); А. Вивальди. Концерт d-dur «Шегленок» I ч. (Я. Пеяс, флейта); И. С. Бах. Французская сюита h-moll (А. Коваленко, фортепиано); В. Семенов-Д. Вильямс «Незабвенное» (И. Дозморов, баян); Я. Сибелиус. Этюд a-moll, op.76 № 2 (Л. Бакиров, фортепиано); Ф. Марлакки. «Швейцарский пастушок» (О. Яманаева, флейта); В. Дитель обр.р.н.п. «По улице мостовой» (О. Жучкина, домра); К. Дебюсси. «Грезы» (В. Юрков, фортепиано); обр. О. Бурьян р.н.п. «Выйду на улицу» (М. Боголепов, баян); Й. Гайдн. Концертино c-dur, 2 и 3 часть (А. Семенец, фортепиано); Ф. Допплер Рондо (дуэт: Д. Колточенко и А. Брыкля, флейта); В. Зеленецкий «Осенняя хора» (Д. Мартынова, аккордеон); Д. Поппер «Тарантелла» (В. Ветчина, виолончель) (см.: фото 10).

Музыкальный фестиваль всемирно известного пианиста становился значимым культурным событием в жизни нашего города и Пермского края. Программа таила в себе сюрпризы и приятные встречи, которые подготовил Д. Мацуев для пермской публики. Главный действующий герой (см.: фото11) музыкальных вечеров, который прилетел в г. Пермь из г. Гонконга (Китай) где проходил именной фестиваль, познакомил пермских меломанов с музыкальными.



Фото 10. Участники заключительного концерта в рамках фестиваля ОКЗПФ

(в течение четырех дней звучала классическая, современная и джазовая музыка в исполнении интерпретатора и признанных мастеров мирового уровня), джазовыми исполнителями (с поколением молодых и талантливых музыкантов), с недавно созданным симфоническим оркестром.



Фото 11. Денис Мацуев. Рекламная продукция

Маэстро пригласил на свой фестиваль новоиспеченный коллектив: Российский национальный молодежный симфонический оркестр (см.: фото 12).

«Отличает особая энергетика. Искусство без страсти не бывает, и каждый из них, даже сидящий за последним пультом скрипок, выкладывается на 150% даже на репетициях. Они играют великую музыку с колоссальным удовольствием. И мне это по душе», – признается пианист, говоря о музыкантах молодёжного оркестра. Просветительская деятельность в среде молодежной аудитории, поэтому гастроли включал в себя

бесплатный концерт (автор статьи посетил) для учащихся и студентов музыкальных учебных заведений.

Популярная классика (Симфоническая программа была впервые исполнена в КЗМФ имени П. И. Чайковского на презентации молодого коллектива и показана в прямой интернетной трансляции (2018).): Л. Бетховен. Симфония № 5, c-moll, соч.67, Allegro, IV часть '10; Симфо-

ния № 3, f-dur, соч. 90. Poco allegretto, III часть, '7. И. Брамса; П. И. Чайковский. Апофеоз из музыки балета «Лебединое озеро» соч. 20 '6; Симфония № 5 cis-moll, Adagietto, IV часть '11. Г. Малера; Д. Д. Шостакович. Симфония № 10, e-moll, соч. 93, Allegro, II часть '6. Ведущий: музыковед, музыкальный критик, кандидат искусствоведения Я. Тимофеев.



Фото 12. Коллектив блистательных молодых музыкантов впервые в г. Перми [13]. Рекламный коллаж в фойе БЗПФ



Фото 13. Оркестр во время исполнения БЗПФ



Фото 14. Оркестр и дирижер А. Рубин приветствуют молодежную аудиторию БЗПФ

Всё в нём было необычно: и программа, состоящая из отдельных частей великих симфонических произведений. Лучшего сочетания для молодёжного концерта, где некоторые зрители в первый раз слышали музыкальную классику, невозможно придумать. В программе – самая красивая симфоническая музыка двух веков, от классицизма (Пятая симфония Бетховена) до советского авангарда (Десятая симфония Шостаковича), и всё это в сопровождении деликатного и артистичного комментария.

Триумфальное начало (см.: фото13), предвосхищающее главное действие Пролог (см.: фото14) мягко перешел в основное действие.

Начнем с того что автором статьи было потрачено 3000 руб.+2500 руб. = 5500 руб. на посещение двух фестивальных концертов. Конечно, это эта сумма накладна, правда прямая интернет-трансляция на сайте филармонии и в зрительный зал органного концертного зала Пермской филармонии, слушателей которых пускали по дешевым билетам и организовано, безусловно, на высшем уровне музыкального менеджмента. Смотреть по интернету или в живую находясь в атмосфере праздника, воочию наблюдать за мировыми звездами исполнительского искусства, присутствовать в зале, и замороженным смотреть на сцену, восторгаясь услышанным и одновременно увиденным. Когда на тебя идут флюиды классической музыки лечебно воздействуют на твою психику, тем самым эмоционально возбуждаешься, появляется новый прилив сил, заряд энергетического подъема. Экзальтические, энергетические, транс-овые порывы исполнителей продлевают жизнь слушателям. Хотите жить до 95 лет ходите ежедневно на концерты.

Это отметил и дирижер А. Рубин, который говорил о переполненных залах, о пользе слушания в непосредственно живую, о том, как выкладывается на репетициях, концертах Денис Мацуев, сколько физических сил он тратит, с ним легко на сцене, как он завораживал молодой оркестр, об-

учающий оркестровый проект «Симфоническая академия», обучаются 24 часа 300, а 100 лучших основа концертного коллектива, представленного на пермской сцене, не предусмотрен постоянный дирижер, повышают свое мастерство в коллективной игре с различными всемирными дирижерами (мастер-классы только что прошли с французским темпераментным дирижером, скрипачом Жан-Кристоф Спинози и результат совместный концерт 24.02.2019 КЗМФ имени П.И. Чайковского) оркестранты впервые в г. Перми, впервые выехали в г. Губаху (Пермский край) (пресс-конференция для пермских СМИ).

Свежая энергия и витальность коллектива во многом определила атмосферу фестиваля. Создавая фестивальную программу совместно с Пермской филармонией, Денис Мацуев, как всегда, сохранил принцип хрестоматийности, только это была уже «хрестоматия» для продвинутых меломанов. Казалось, он вознамерился рассказать всё о музыкальном жанре концерта – трёхчастного симфонического произведения с солирующим инструментом. Официально открылся подарком для пермских меломанов! Концерт для виолончели с оркестром ля минор К. Сен-Санса – подлинная жемчужина французской музыки. Яркий, виртуозный, завораживающий мелодическим богатством, и пока живет виолончель, не подлежит забвению (см.: фото15).



Фото 15. Играет А. Рамм. БКЗПФ

Концерт № 3 для фортепиано с оркестром до мажор С. С. Прокофьева часто называют самым совершенным из сочинённых композитором. Музыка воспринимается как безудержный гимн свету и молодости; в ней необузданная сила и безграничная мощь соседствуют с темпераментной лирикой (см.: фото16).



Фото 16. Играет С. Давыдченко. БКЗПФ

Д. Россини. Ария Розины из оперы «Севильский Цирюльник»; Ария Джудитты из оперы «Джудитта» Ф. Легара в исполнении меццо-сопрановой вокалистки. Солистка Бухарестской оперы И. Поливанова выбрала арии, идеально подходящие к ней-и к тембру голоса, и к фактуре. Казалось, что пение даётся ей без малейших усилий; голос певицы грациозно взбегал в верхние регистры без малейшего принуждения, как будто резвясь. Ирина ещё и станцевала в последнем номере, ничуть не сбив дыхания (см.: фото 17).



Фото 17. Поет и танцует И. Поливанова БКЗПФ

Концерт № 3 для фортепиано с оркестром С. В. Рахманинова исполнит лучший его интерпретатор – пианист Денис Мацуев (см.: фото18). По его мнению, это самый гениальный концерт, который был написан для фортепиано с оркестром). И зрители первых рядов могли видеть, как пианист как будто о чём-то тихо беседует с композитором. Слушая, зрители понимали, откуда возникла эта близость: рахманиновской мощи нужен соответствующий исполнительский масштаб.



Фото 18. На приветствие оркестра и благодарных слушателей отвечает главный герой фестиваля БКЗПФ

В. А. Моцарт Концерт для флейты и арфы с оркестром, композитор включил партию для арфы, а партия флейты вплетается в созвучия арфы. В жизнерадостном и солнечном, изумительной красоты концерте представляющий собой подлинно классический образец камерной музыки (см.: фото19). Если в моцартовском концерте чувствовалась некая салонная сдержанность, то Концерт для скрипки с оркестром Чайковского – напротив, сплошная эмоция. Этот великий концерт очень популярен, его часто доводится слушать в живом исполнении, поэтому у меломанов есть отличная возможность оценить нюансы каждого исполнителя.

Концерт для скрипки с оркестром П. И. Чайковского потрясает блестящей виртуозностью партии солирующего инструмента, яркостью и сочностью колорита, а его музыка пленяет сво-

ей искренностью, теплотой и трепетом. Соло на скрипке «ex Liebig» Страдивари (1704), представленный частным фондом графини А. Проккоп, а струны австрийской компанией Thomastik-Infeld (см.: фото20). Мастерство, роскошный звук, оригинальная интерпретация покорило пермских слушателей.



Фото 19. Играют стипендиатки фонда «Новые имена», солистка МГФ З. Горбунова и лауреат международных конкурсов, артистка СОМТ С. Кипрская БКЗПФ

Концерт Чайковского в исполнении Рахлина выжимал слёзы из зрителей. Пиано скрипач сыграл буквально шёпотом, и даже воздух в Большом зале филармонии как будто замер, а в каденции Рахлин забрался на высоты, граничащие с ультразвук. Скрипка – знаменитый инструмент работы Страдивари 1704 года – это позволила. Публика, пришедшая в основном «на Мацуева», охнула и зааплодировала, отбивая ладони, и скрипач исполнил на бис Сонату-балладу Э. Иззи – чистейший гимн виртуозности.

И. Брамс Концерт № 1 для фортепиано с оркестром относится к раннему периоду творчества композитора, периоду «бури и натиска», но в нём уже проявилось истинное мастерство. Эта музыка захватывает с первых тактов, в ней есть всё: и страсти, и сомнения, и радость, и скорбь. Фортепианная фактура в концерте искрится, сверкает, переливается. Интерпретацию своего прочтения представил пианист Денис Мацуев (см.: фото21),

который играл это произведение впервые и в очередной раз показал, что он, как никто, понимает и чувствует возможности фортепиано, его динамический диапазон. Именно в такие моменты физически чувствуешь, что этот инструмент не просто так назвали *forte-piano*, «громко-тихий»: в руках Мацуева «Стейнвей» то шептал, то ревел, но что особенно поразительно, так это то, как пианист с его темпом и напором умудряется даже в самых сложных моментах сохранять безупречную точность в передаче мелодии.



Фото 20. Энергетический и экзальтический порыв Ю. Рахлина (Австрия) БКЗПФ

Пермякам несказанно повезло: мы увидели и услышали дуэт, Мацуев-Рахлин выступали не буквально дуэтом – каждый солировал в своем произведении, и всё же это был захватывающий дуэт-дуэль, дружеское соревнование виртуозов.



Фото 21. Музвальный транс и экстаз Дениса Мацуева БКЗПФ

Денис Мацуев – его имя неразрывно связано с неизменным качеством концертных программ, новаторством творческих концепций и глубиной художественных интерпретаций. Для своего сольного концерта пианист избрал композиторов-титанов. Кто, как не Мацуев, человек-оркестр, пианист-вселенная, способен реализовать самые смелые замыслы гигантов композиторской мысли. Сольная программа состояла из произведений, к которым музыкант вернулся много лет спустя после первого исполнения на сцене (С этой сольной программой выступал 9 ноября 2018 года в легендарном Карнеги-холле в Нью-Йорке. Концерт прошёл с ошеломительным успехом, был записан французским телеканалом Medici.tv для показа всему миру. Эта сольная программа была также исполнена Денисом Мацуевым в октябре 2018 года в Концертном зале Мариинского театра и в январе 2019 – в Москве, в Концертном зале «Зарядье»).

«Одновременно стремительная и лирическая, светлая музыка заполнила всё пространство зала, а артист вместе с ней то замирал, то вновь устремлялся вперед. Мацуев исполнил это произведение совершенно филигранно, мастерски, с такой динамикой и атакой, что части сонаты стали целым, не оставив сомнений в точности интерпретации» (Карнеги-холл, Нью-Йорк, 2018) (Соната № 3 Л. Бетховена).

В этот раз пианист, по его словам, морально готов и созрел до «этой гениальной, мистической и потусторонней музыки», что и доказал в полной мере в зале Карнеги-холла – «экспрессивная, противоречивая, загадочная музыка в руках Мацуева то неистово бурлила как океан, то растекалась широкой мелодичной рекой» (С. В. Рахманинов Вариации на тему Корелли).

Сочетающее романтическое переживание с философской углубленностью и требующее огромного исполнительского мастерства (баллада № 4 Ф. Шопена).

Снова обратился Денис Мацуев и включил в сольную программу. Элегичность высказыва-

ния, благородство звучания, отличающее медленные пьесы Чайковского, проявляются «Размышлении» в полной мере (П. И. Чайковский «Meditation» («Размышления»)).

Яркий финальный аккорд воинствующая, утвердительная, порой пульсирующая и нервная музыка. У Мацуева с энергией на скорости перетекает из одного состояния в другое, а в завершение всей своей мощью обрушивается на слушательский зал (соната № 7 С. С. Прокофьев) (см.: фото 22).



Фото 22. Денис Мацуев после сольного концерта ОКЗПФ

«Мацуев – зрелый, гениальный скульптор и режиссер, который по-своему формирует музыку, придавая ей собственную, брутальную, бурлящую, огненную энергию» (Карнеги-холл, Нью-Йорк, 2018).

Несмотря на объёмную программу сольного вечера, Мацуев охотно, не заставляя себя долго упрасивать, играл на бис и завершил выступление «Революционным этюдом» А. Н. Скрябина.

Фестиваль завершился феерической программой «И классика, и джаз». Название программы отражает любовь к музыкальным направлениям. «Классика и джаз – это две страсти, которые определяют мое пианистическое кредо. Импровизация, синтез различных направлений в музыке, слияние ярких симфонических аранжировок («Пер Гюнт» Э. Григ-части сюиты на пьесу Г. Ибсена: «Утро», «Смерть Озе», «Танец Анитры», «В пещере горного короля», «Улетай на крыльях

ветра» из оперы «Князь Игорь» А. П. Бородин, романсы П. И. Чайковского, Каприс № 24 a-moll Н. Паганини, русские народные песни) с современной джазовой ритмикой, разговор с друзьями и публикой о собственных чувствах через музыку». Свои собственные сочинения посвященной сибирской тематике. Свободные импровизации объединили на сцене джазмена и его постоянных партнеров по джазу: А. Зингера, А. Иванова. Вместе они составляли джазовое трио с победителями всероссийского телевизионного конкурса «Синяя птица» (ВГРТК «Культура»):



Фото 23. Филигранная техника игры на ударной установке джазиста Д. Гулевича БКЗПФ



Фото 24. Вокальный джаз блестящее его владением демонстрирует Я. Симонова в сопровождении саксофонистки С. Тюриной, балалаечницы А. Тюриной, джаз-банды БКЗПФ



Фото 25. Н. Паганини 24 каприс a-moll; р.н.п. «Валенки» (джазовые обработки) А. Тюрина (балалайка) с мастером интерпретации

Даниил Гулевич (13 лет, ударные) (см.: фото 23), Софья Тюрина (12 лет, саксофон), Ярослава Симонова (14 лет, вокал) (см.: фото 24); Анастасия Тюрина (8 лет, балалайка) (см.: фото 25). Кстати, двое с одной фамилией они не сестры Тюрины, а однофамильцы. Так получилось, срослось.

В джем-сейшене И. Поливанова (меццо-сопрано) исполнила классику (аккомпанемент в оркестровом звучании фортепианной партитуры, сыгранный на профессионализме, на мастерстве Дениса Мацуева и на фоне эталонного сопровождения поблек вокальный голос), а затем джазовую импровизацию (см.: фото 26).



Фото 26. И. Поливанова исполняет романс П. И. Чайковского «День ли царит» на стихи А. Н. Апухтина

«Это удивительное поколение», – «вот они – настоящие джазмены, которые понимают, что такое джаз!». Уникальные сочетания ритмов и гармоний, неожиданные дуэты и трио инструментов (симфонических, народных, ударных) с фортепиано и вокалом – всё это стала ярким завершающим аккордом праздника! (см.: фото 27).



Фото 27. Все участники праздника классики с джазом БКЗПФ

Фестивальные концерты – серьёзная встряска для Перми, повод для разговоров, постов в соцсетях, публикаций в СМИ. Но концерты – это далеко не весь фестиваль. Важнейшая составляющая всех фестивалей – огромная социальная миссия Дениса Мацуева и Пермской филармонии. Может быть, их сотрудничество

складывается так хорошо потому, что этические и социальные принципы у них общие. Не случайно Мацуев неоднократно назвал со сцены директора филармонии Г. Кокоулину «крёстной мамой» фестиваля, его «вечным двигателем»! «Музыка для всех» – так можно сформулировать один из этих принципов: право на соприкосновение с шедеврами классической музыки в самом виртуозном исполнении имеют все, независимо от места жительства и его удалённости от культурных центров.

Жизнелюбие, позитивная харизма, спортивная энергия Дениса Мацуева – отличные «витамины», которые так необходимы жителям Урала ранней весной. Кажется, что после завершающего концерта фестиваля – даже солнце стало светить как-то иначе.

Крепёно – ключевое слово в понимании Мацуева, его творчества и личности. Это и блестящий исполнительский приём, который так эффектно ему удаётся, и образ его творческого пути. Каждый концерт, каждый фестиваль, как и в целом, творчество пианиста, всегда идут по нарастающей. Кажется, всё так прекрасно, что лучше уже не может быть. А следующий номер программы, следующий концерт, следующий фестиваль – ещё лучше!

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13. РНМСО – уникальный музыкальный коллектив, под патронажем директора МФ А. А. Шалашова, крупнейший молодежный проект в области оркестровой культуры. Сто молодых исполнителей из двадцати регионов страны стали участниками программы «Национальный молодежный симфонический оркестр – Симфоническая академия», в рамках национального проекта «Культура» в соответствии с Указом Президента РФ при поддержке Фонда президентских грантов и Министерства культуры РФ. 2018.

Section 4. History

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NEO-CLASSICAL DEVELOPMENT IN THE CHOREOGRAPHY OF THE SECOND HALF OF THE TWENTIETH CENTURY

Abstract. We describe a feature of the origin of neoclassical style in twentieth-century ballet, and analyze the artwork of outstanding neoclassical choreographers of Europe and America.

Keywords: choreography, neoclassical style, choreographer, dance forms, ballet.

In the second half of the twentieth century, most dance and ballet forms that evolved under the influence of historical style became independent in their entirety. “Neoclassical Ballet” and “Neoclassical Choreography” were different from classical ballet, folk and ballroom dancing. At the same time, these dance and ballet forms were developed together by the requirements of the choreography of the second half of the twentieth century.

Since the late 1950s and during the 1960s, choreographers have often combined techniques of modern forms of dance (jazz, modernism, expressionism, constructivism, impressionism, cubism, abstract art, rock, and pop) with classical, folk, and ethnic dance. Thus, they created new techniques and forms by giving them new types of popular appeal. The first attempts to combine classical dance with impressionism, expressionism, cubism, and acrobatics were made by M. Fokine, V. Nijinsky, B. Nijinska, L. Massine, G. Balanchine, F. Lopukhov, K. Goleyzovsky, L. Jacobson. However, the ultimate blend of different forms and technique of dance took place in the second half of the twentieth century. Starting from the 1960s, choreographers began to combine not only

different types of dance, but also various types of art (singing, conferences, circus, cinema, etc.). Maurice Béjart (1927–2007) was one of the first to apply some of these ideas. Due to a lack of uniformity in the definition of new forms in the field of choreographic art, local art critics and choreographers introduced the idea of “synthesized forms” in scientific circles. Fokineism, neoclassical, realistic socialist ballet and pop dance are examples of synthesized dance forms.

Stylistics of the choreography of the twentieth century within artistic culture requires systematization and generalization of its structure. It is possible to define aesthetic criteria and norms using the theoretical work of different ballet professionals and local art historians.

The work of Michael Fokine (1880–1942) began the whole era in the history of both Russian and Western European ballet that is now called “Fokineism” [4, 72]. Working principles, and creative developments by the choreographer, preserved and enriched by his followers, determined the progress of choreography for several decades. Fokine’s remarkable musicality allowed him to continue his quest for dance symphonies initiated by his predecessors, and

to establish an original ballet, created by the needs of musical and choreographic development as an independent genre. However, in the oeuvre of Fokine, choreography, drama, intensity and energy are the focus.

The choreographer-reformer tried to give each work uniqueness: he created ballets, integrating style and choreographic language, and he turned to dance folklore (dances of Kievan Rus, dance forms of the Arabian East, Polovtsian dances, Spanish and Hungarian dances) and related art (acrobatics, pantomime). Classical dance did not restrict the master but was only one colour, feature, element of plasticity, and means of expression. Life in his ballets was a bacchanalian festival in which the themes of loneliness, loss of illusions and unbridled passion burst into dissonance. The ballet master argued that the pursuit of dreams, even if illusory or deadly, is the culmination of human life, a victory of one's spirit [3, 311–313].

Even though Fokine initiated impressionist tendencies in Russian ballet, most of his works still belong to the neoclassical movement. The original artistic method [3, 320–325] initiated by him, is known in choreography as Fokineism. In addition to choreography, Fokine enriched contemporary choreographic art with a new theory: the system of professional training for ballet artists, and the principles of ballet aesthetics and architectonics, must meet the requirements of the present; he rejects amateur and unprofessional innovations, and abstract theories, which are not supported by professional choreographic knowledge. Fokine left memoirs and articles devoted to the theory and aesthetics of ballet, as well as memoirs about his ballet productions [1, 5–8].

Among the students of Nikolai Legat (1869–1937) and M. Fokine was Fyodor Lopukhov (1886–1973), who was also a representative of another Russian ballet family (the Lopukhov sisters were dancers) [5, 87–89]. During 1905–1909 and 1911–1922, he was a soloist at the Mariinsky Theater, in 1910–1911

he toured in the USA. In the 1920s and 1950s he was artistic director of the troupe of the Kirov Theater, in 1931–1936 he was the organizer and head of the ballet troupe of the Leningrad Maly Theater (State Academic Opera and Ballet Theater named after Modest Petrovich Musorgsky – Mikhailovsky Theatre); he developed courses for choreographers from 1937–1941 at the Leningrad Choreographic School, and in 1936–1940 he was artistic director of the Leningrad Choreographic School. He was director of choreography in the stage-directing department at the Leningrad Conservatory from 1962 (1962–1967, Professor – 1965).

Lopukhov one of the first Soviet choreographers who began to recover and restore classical ballets (“Sleeping Beauty”, “Raymonda”, “Swan Lake”, “Don Quixote”, “La Bayadère”, “Nutcracker”, “Giselle”, “La Sylphide”, “Le Corsaire” “Coppélia”, “La Fille mal gardée”), preserving for future generations great masterpieces of the classical masters of ballet XIX century. To express plot, action and characters in his productions, Lopukhov used the canonical composition and form of classical dance, complementing them with updated dance vocabulary. Classical dance, which the choreographer considered the main means of expression, was enriched mainly by the elements of acrobatics.

Another follower of M. Fokine was artist and choreographer Kasyan Goleizovsky (1892–1970) [5, 67–69]. From the first years of his artistic activity, he studied the art of the choreographer, and participated in the innovative approaches to Fokine and Alexander Gorsky (1871–1924). In affirming his style [5, 40], he turned to the works of Rachmaninoff, Scriabin and Chopin to find ballet interpretations of the emotional and plastic expressiveness of music.

Roland Petit (1924–2011) created the “Ballets des Champs-Élysée” (1945–1951) [6, 49–51] and the “Ballets de Paris” (1948–1967), also “Les Forains” (“The Strolling Players”) (1945) by Henri Sauguet and “Carmen” (1949) to the music of Jean Bizet. His best works of the 1960s and 1970s include

“Notre-Dame de Paris” (1965) music by Maurice Jarre.

In 1926, Ninette de Valois (1898–2001) [2, 57] (debuted in pantomime at the Lyceum Theater, London; as soloist of Sergei Diaghilev’s Ballets Russes in 1923–1925); and opened the Academy of Choreographic Art in London. From the very beginning, Valois initially included in the repertoire, performances of Russian and Western ballet classics (Swan Lake, Nutcracker, Giselle, La Sylphide, Don Quixote, Le Corsaire) by giving value to the classical dance in education. The first successes of the dancers were choreographic embodiments of works of English art: “The Rake’s Progress”, music by Gavin Gordon (1935), based on the themes of William Hogarth’s paintings; “The Prospect Before Us”, music by William Boyce in 1940, inspired by the caricatures of Thomas Rowlandson. Valois’s ballets were expressive and dramatic. Her creativity and Frederick Ashton’s formed the aesthetic principles of the English neo-classical drama-ballet, and helped in its formation and development.

In 1931, Frederick Ashton (1904–1988) created the parody ballet “Façade” for the Camargo Society. Holding the post of principal choreographer in the “Sadler’s Wells Ballet”, he created several productions that featured subtle musicality and skill in composition that was based on updated classical dance and a symphony of music and choreography. At the end of the 1940s, Ashton created “Symphonic Variations” on César Franck’s music as a showpiece of the neoclassical English ballet theater (1946). In 1930, Ashton [2, 56] with “Ballet Rambert” created “Capriol Suite” music by Peter Warlock (1926), and “Les Masques” (“Les Masques, ou Changement de dames”) (1933) by Francis Poulenc.

Since 1990, Kenneth MacMillan (1929–1992) has been artistic director and chief ballet-master of

the Royal Ballet in London, created Romeo and Juliet (1965) to music by Sergei Prokofiev, “Manon” (1974) to music by Jules Massenet, “The Prince of the Pagodas” (1989) to music by Benjamin Britten, and “The Judas Tree” (1992) to modern music by Brian Elias. Using the vocabulary of classical dance, MacMillan modified according to the stage and psychological requirements of the plays. His compositions vary in dynamism, expression and mental tension [4, 77].

The revival of the Stuttgart Ballet lasted from 1961 to 1973, when the dance troupe was headed by English choreographer John Cranko (1927–1973) [2, 541]. A characteristic feature of Cranko’s creativity is warm and sharp humor, the ability to convey content in the dance, and to reveal character by means of choreographic drama. The fame of Cranko started with the ballet “The Lady and the Fool” (1954), based on the music of Giuseppe Verdi arranged by Sir Charles Mackerras. His first multi-act ballet was “The Prince of the Pagodas” (1957), with music commissioned from Benjamin Britten. In 1961, heading the Stuttgart Ballet, he was able to shape the company into a holistic arts organization. Representing Late Neoclassicist — Postclassicist ballet in the Netherlands is choreographer Jiří Kylián (1947) [2, 207–210]. The most famous of his ballets is “Symphony in D”, the first version of which he created in October, 1976.

Balanchine’s choreography requires a perfect and virtuous possession of classical dance, realizing the choreographer’s plan for the performers. The feature of his style is dance symphony, characterized by associative abstraction, and complex and virtuous professional vocabulary. Several generations of artists have been brought up in the American Ballet School, whose dance techniques and style have met Balanchine’s requirements.

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Section 5. Cultural studies

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FUNCTIONS OF CAMEL'S IMAGE IN THE KAZAKH ANIMALISTIC PROSE OF THE 60S-80S OF THE XX CENTURY

Abstract. The place of the animalistic image is analyzed in the artistic world of Kazakh prose writers of the 60s-80s of the 20th century in this article. The author reveals the functions of camel's image in the works of M. Auezov, S. Sanbaev, O. Bokei.

Keywords: animalistic image, symbol of being unity, national specificity, archetype, national world perception, blood relationship with animals, stable motive, context of expression.

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ФУНКЦИИ ОБРАЗА ВЕРБЛЮДА В КАЗАХСКОЙ АНИМАЛИСТИЧЕСКОЙ ПРОЗЕ 60-Х- 80-Х ГОДОВ XX ВЕКА

Аннотация. В данной статье проанализировано место анималистического образа в художественном мире казахских прозаиков 60-х-80-х XX века. Автор выявляет функции образа верблюда в произведениях М. Ауэзова, С. Санбаева, О. Бокея.

Ключевые слова: анималистический образ, символ единства бытия, национальная специфика, архетип, национальное мировосприятие, кровное родство с животными, устойчивый мотив, контекст высказывания.

Казахская литература, как и любая другая национальная литература, имеет свою систему излюбленных, устойчивых образов, характеризующих ее эстетическое своеобразие. Национальную специфику казахской прозы небезынтересно проследить и через образы животных.

Галерея анималистических персонажей казахских прозаиков широка и разнообразна и представлена дикими и домашними животными, которые выполняют различные идейно-эстетические функции в произведениях. Животные в произведениях авторов 60-х – 80-х годов – это конкретные реалии природного или аульного быта. Представители дикой природы – тигры, волки, лисы, джейраны, ласки, зайцы, хорьки, суслики – населяют бескрайние степные просторы. Домашние животные – кони, верблюды, овцы, куры, собаки являются неременной принадлежностью аульного подворья.

Издавна наиболее почитаемыми у казахов считались четыре вида скота – төрт түлік. Об особом отношении к ним свидетельствует и тот факт, что эти животные имели своих духов-покровителей – кие: покровитель верблюда – Ойсыл Кара, овцы – Шопан-ата, коровы – Зенге баба, лошади – Жылкышы-ата. У казахского народа есть даже оригинальный фольклорный жанр – пастушеские песни, которые в фольклоре других народов, в частности, русского народа, не встречаются. Основными персонажами пастушеских песен являются перечисленные выше животные. Следует отметить, что корова и овца являют собой олицетворение материального достатка, символ предметного, материального мира, поэтому в качестве главных персонажей в казахской прозе не встречаются.

Пристрастие казахов к тому или иному образу животного кроется в особенностях мышления казахского народа, сложившегося в результате кочевого образа жизни. Постоянная смена мест, пространственные перемещения сформировали определенные представления об окружающем мире, свою систему ценностей. Жизнь в открытом космосе, отсутствие четких границ привели к синтетическому восприятию мира как единого, большого дома людей и животных, следствием чего явилось ощущение кровного родства с животными.

В национальной художественной традиции казахов образ верблюда не так частотен, как, например, образы волка или коня. В то же время, являясь одним из четырех священных животных, он отражает особенности мировосприятия казахского народа и почти во всех мифологических традициях предстает как символ объединяющего начала (лошадь символизирует верхний мир, баран – материальный средний, корова – низший, подземный). Следовательно, объединяя эти три уровня, верблюд выступает как символ единства бытия, космоса, а значит, обладает “концептуальной емкостью, исполняя функцию носителя мировоззренческой идеологии народа” [1, с. 131]. Он, так же, как и конь, связан с мифами о Первотворении и законами космического устройства. Так, верблюд, вкупе с конем, овцой и козой попытался изменить существующий миропорядок и с этой целью поймал Плеяды – огромного космического червя и удерживал его на земле.

В сказках о животных образ верблюда интерпретируется неоднозначно. В одних случаях, он символизирует мудрость и выносливость, безмерную материнскую любовь («Бозинген»,

«Бота»), в других случаях – доверчивость, наивность и глупость («Звери-товарищи», «Как звери избавились от жестокого хана-тигра»). В генеалогических преданиях повествуется о происхождении, о внешнем облике животного с известной долей иронии («Почему верблюд оглядывается, когда пьет», «Спор животных», «Почему дрожит лошадь, когда видит верблюда»).

Противоречивое отношение к верблюду наблюдается и в малых жанрах фольклора. В них, как и в сказках, преданиях, зафиксирован реальный опыт кочевника – скотовода. Положительная оценка образа дается в следующих изречениях: «Потомки нара глядят в сторону Крыма и дальше»; «Нар не оставляет груз в поле»; «Тяжелый груз выдержит верблюд, смерть ближнего выдержит мужчина»; «Скромности учись у верблюда», Отрицательная оценка образа: «Со смиренного верблюда удобно стричь шерсть»; «Одиноким верблюд – ревун».

В произведениях устного народного творчества, в частности, в сказках о животных, образ верблюда неоднозначен. В одних случаях, он символизирует мудрость и выносливость, в других случаях – доверчивость, наивность и даже глупость.

По мнению Исмаковой А., «современная казахская проза отмечена активным возрождением культурных кодов и архетипов. Основная часть свода национального культурного архетипа в современной казахской прозе является активно действующим фактором. Архетип проявляется в сказках, мифах, притчах в форме устойчивых мотивов, выражая собой определенный морально-нравственный код и знаковость» [2, с. 119].

Древние мифологические представления, переосмысленные современным сознанием, претерпевают процесс интерференции (наложения). Благодаря наложению эти фольклорно-мифологические архетипы обретают уже качественно иное, более широкое значение.

Так, например, в романе-эпопее Ауэзова М. «Путь Абая» запечатлена страшная, трагическая сцена казни двух ни в чем не повинных людей.

Отец Абая Кунанбай приговаривает старика и его молодую невестку к казни через повешение на верблюде. Не случайно выбрана именно такая форма казни. Смысловое наполнение этой процедуры, опирающееся на устоявшиеся представления, отсылает читателя к народной этике. Лишь читателю, посвященному во «внесловесный жизненный контекст» [2, с. 106], станет ясным смысл поступка отца Абая: Кунанбай знает, что эти люди невиновны, но он хочет получить их хорошие пастбища, и в то же время он не решается взять на себя этот тяжелый грех – убийство невиновных и переносит ответственность за преступление на верблюда, который, как известно, согласно мифологическим представлениям древних тюрков, является символом жизни, ее полноты и целостности. Таким образом, благодаря сложившемуся архетипу национального мировосприятия в сознании читателя как бы дорисовывается не произнесенный полностью контекст высказывания, и у него возникает чувство включенности в более широкий смысловой контекст.

В произведениях современных казахских прозаиков также много сравнений с верблюдом. Система сходных эпитетов, аналогий объединяет мир людей и мир природы:

Верблюдица не позовет – верблюд не сорвется с веревки.

Свет луны похож на молоко верблюдицы

Силуэт Алатау похож на верблюда

Жук похож на большого верблюда

Гора величиной с горошину превращается в верблюда.

Художественный мир в анималистических произведениях казахских прозаиков далеко неоднозначен. В одних случаях – это произведения, в которых главным объектом изображения является животное; в других случаях – это произведения, в которых, как равнозначные, представлены и люди, и животные. И, наконец, есть повести, в которых, судьбы героев животных служат проекцией на жизнь людей. В произведениях последнего ряда

животный мир в единстве с человеческим становится сквозной линией повествования. Так, в повести Бокея О. “Сказание о матери Айпаре”, повествующем о бедственном положении казахского народа во время джунгарского нашествия, образ верблюдицы, потерявшей своего верблюжонка несет важную смысловую нагрузку и ведет глубокую авторскую мысль. Ценой своей жизни верблюдица спасает от голода и холода младшего сына Айпары Жандоса и его племянников Бокенши и Борсака. Как справедливо заметила Исмакова А., “образ верблюдицы является прямой реминисценцией из народной повести” [2, с. 218], (верблюдица как волшебная помощница). В то же время этот образ вырастает до обобщающего символа. Верблюдица, потерявшая верблюжонка, символизирует образ народа, растерявшегося перед народным бедствием: “Она, потерявшая верблюжонка, наверное, чувствовала, что ее горестная судьба и судьба этих бездомных детей одинакова” [3, с. 94].

В художественном мире казахских прозаиков образ верблюда, вобравшего мифологические, фольклорные представления, наполняется новыми смыслами. Образ становится многомерным, многозначным. Например, в повести Санбаева С. “Белая аруана” верблюдица символизирует “верность традициям, вскормившим ее” [4, с. 81]. А в рассказе Бокея О. “Бура”, где происходит постижение мира в его закономерном природном и социальном развитии, показана включенность верблюда Бура в историческое время. В небольшом по объему произведении в образах животного (как представителя мира природы) и железной дороги

выражены различные системы мировоззрения и принципы жизни. Железная дорога традиционно представляет собой мир цивилизации, новое, будущее, верблюд – мир естественно-природный.

Образы домашних животных выполняют функцию лакмусовой бумажки: нравственная сущность людей выверяется отношением последних к животным.

Вышеназванные образы можно рассматривать с одной стороны в рамках традиционно сложившейся в литературе типологической разновидности образа животного как реалии домашнего быта.

С другой стороны, анималистические образы, часто наполняясь в творчестве писателей новым этико-эстетическим, философским содержанием, становятся образами-символами. Древние мифологические представления, заложенные в том или ином образе, обретают дополнительное значение и “разрастаясь в своем символическом значении, становятся тождественными более широким понятиям” [2, с. 117].

В изображении домашних животных налицо великая этическая нагрузка. Домашние животные представлены как вечные, неизменные спутники, верные и преданные помощники и надежные друзья человека. Посредством образов домашних животных на страницы анималистической повести выносятся проблемы как нравственно-этического порядка (человечность и жестокость, душевность и бездушие, широта натуры и себялюбие), так и философского (природа и цивилизация, проблемы жизни и смерти, добра и зла, вечного круговорота жизни и т.д.) порядка.

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OFFERING ROOSTERS IN VIETNAMESE WORSHIP RITUALS ON NEW YEAR'S EVE AND THE MYTHICAL MOTIF 'CROW AT SUNRISE'

Abstract. The article is devoted to results of the application of the myth – ritual theory to study Crow at sunrise and Offering roosters on New Year's Eve in Vietnam. The methods of deep interview and text analysis suggest a correlation between myths and rituals in the origin and changing process.

Keywords: myth, ritual, the myth – ritual theory, offering roosters, motif, crow at sunrise.

Introduction

The myth – ritual theory was analyzed by a group of scholars since the first half of the 20th century (The extensive literature of these scholars has been summarized by Stanley Edgar Hyman in 'The Ritual View of Myth and the Mythic,' [4]). Some typical representatives who were James George Frazer (The Golden Bough, IV. London, 1915), Samuel Henry Hooke (Myth and Ritual. Oxford. 1933), J. Fontenrose (The Ritual Theory of Myth. Berkeley, 1966), Jane Ellen Harrison (A Study of Social Orgins of Greek Rili-gion. Cambridge, 1927; Themis. Cambridge, 1912) affirmed that "myth arises out of rite, rather than the reverse; that it is "the spoken correlative of the acted rite, the thing done" [4, 463]. How was this theory demonstrated in the myth Crow at sunrise? Did this come from rituals and explain them as previous re-searchers claimed? How did stories change when they were separated from rituals? Does the current prac-tice of offering roosters preserve the ancient mythical concept? How has this ritual changed in modern life? Based on the observation, deep interview and text analysis, this article analyzes a correlation between Crow at sunrise and Offering roosters on New Year's Eve so as to answer above questions.

Result and discussion

1. Offering roosters is performed on New Year's Eve in Tet holiday – Vietnam Traditional Lunar New

Year. Besides *Bánh Chưng* – Chung cake and *Ngu qua* – a tray of five different fruits, offerings also have *xoi gac* – red sticky rice and a yellow-boiled rooster. The ritual is quite simple, the head of a house places offerings on the altar, burns incense and prays. There aren't any written homilies or myths. When we asked about the meaning and reason for this ceremony, many people could not answer, they have practised it as a transmission from their ancestors or an imi-tation. Many kinds of community rituals have been often practised like habits without any explanation. Some other ritual practitioners say that the purpose of offering roosters on New Year's Eve in particular and many other rituals nowadays in general is to pray fortune and good things in a new year. According to other explanations, offering roosters existed since ancient times originated from the mythical concept: *Crow at sunrise*. Nguyen Bich Ha affirmed that: "Viet-namese people conceive that the last night of a year is always the darkest (the Vietnamese have a proverb: such a dark night as New Year's Eve and that night is the moment the darkness is driven away) because at that time, the sun hides itself deeply and only the rooster with a loud crow makes the sun come out. On New Year's Eve, with a desire that the sun shines brightly in the new year, heads of many families all worship the strongest and most beautiful rooster on the altar [3, 10]. *Crow at sunrise*, a popular motif of

the sun myth in Vietnam, is counted to appear in 14 stories of 8 Vietnamese ethnic groups, including: *De dat de nuoc* – Land and Water (Muong), *Ga de ga cuc tac* – A hen lays eggs and cackles (Thai), *Ga goi mat troi* – Crow at sunrise (Thai), *Am et luong* (Thai), *Truyen Ga goi mat troi* – The story: Crow at sunrise (Tay), *Tai sao ngay nay vit lai khong ap trung nuoi con* – Why don't ducks hatch eggs nowadays? (Tay), *Tao lap vu tru* – Cosmic creation (Hmong), *Su tich mao ga* – Roosterscomb (Hmong), *Cau chuyen mo dau* – The beginning story (Hmong), *Kruôz cê* (Hmong), *Muoi hai ong mat troi* – Twelve suns (Co-lao), *Muoi hai ong mat troi* – Twelve suns (Mang), *Ga trong cat tieng gay* – The rooster crows (Pu-peo), *Su tich ga gay sang* – The legend of the rooster's crow in the morning (Cham). According to the story, when the earth was in the earliest stage, it was very cold and humid, the Jade Emperor commanded twelve suns (nine or ten suns in other stories) to shine all day and night to dry the ground. Until the soil was dry and cracked, a drought appeared, the Jade Emperor forgot to collect them so people and plants felt miserable. A brave man drew bows continuously and caught eleven suns. The last sun was so frightened that it flew too high and hid. Therefore, the ground was cold and dark again, people and animals were very anxious. Thanks to a healthy rooster with a loud crow, the sun came out and the ground was lit up again. Although the story didn't mention New Year's Eve as well as offering roosters, there was a similarity in the concept: *Crow at sunrise*. Clearly, myths preserved the ancient concept of ritual and explained its origin. However, this function of myth is not conscious. In this case, it's difficult to prove the myth or ritual appeared first and point out the ritual origin of myths. It's believed that the original relationship between myths and rituals stemmed from the belief of Vietnamese sun worship. In the rite, praying for the sun is expressed through ritual procedures and offerings – red sticky rice (which symbolizes the red sun) and a rooster which can crow at sunrise while in the myth, that concept is shown by forms of words

and motifs of the obsession with the lack of sunlight, such as: *The origin of darkness*, *The hidden sun*, *The cosmic tree obscured the sun* and a hard journey to find the sun through motifs: *Chop trees down to save the sunlight*, *Crow at sunrise*, etc... In mythical motifs, the sun is a symbol of the light and life while the rooster is regarded as rice farmers' aspiration of the full light. In ancient times, myths and rites formed a united world view, function and structure as B.K. Malinowski and E.M. Meletinsky affirmed. If the rite is a form of mythical performance, myth stories have a role: "acceptance of rites" [6, 37–38].

Later, myths separated from rituals were variable and relatively independent. The myth *Crow at sunrise* was degradable during the transmission process while offering roosters on New Year's Eve has been still practiced nowadays with sacredness. In stories, fiction increased and lots of details which explained natural phenomena and animal characteristics developed: Why do roosters crow to welcome the sun? Why are there days and nights? Why does a rooster have a red roosterscomb? Why don't ducks hatch eggs? Why are beaks of ducks flat? Why does a hen cackle? Therefore, some stories have tended to transform into animal fairy tales with added social content such as: *Tai sao ngay nay vit lai khong ap trung nuoi con* – Why don't ducks hatch eggs nowadays? (Tay), *Ga de ga cuc tac* – A hen lays eggs and cackles (Thai). In this case, Harrison's view of the myths' change when they were separated from the ritual can be proved [4, 463–464].

2. Offering roosters on New Year's Eve derived from a magic thought based on a similar connection and outer same signs. Imitating the natural phenomenon crow at sunrise and the color yellow/red of the sun and sunlight, nowadays people have used a plate of red sticky rice and a yellow-boiled rooster (a live rooster that can crow loudly is used in the sky worship by Ha Nhi people). Thus, the origin of this rite is the belief of sun worship, associated with the mythical concept Crow at sunrise. This meaning is clearly shown in the ceremony of the Ha Nhi and H'mong

people. Besides offering roosters on New Year's Eve, H'mong locals also believe that at the first moment of a new year, a rooster crows first loud sounds to call the sun come out. In the sky worship by Ha Nhi people, the most important sacrifice is a nice strong rooster with the concept: the rooster wakes the sun up. That ceremony is practiced at the highest position closest to the sky on the roof of a house. In the householder's hands, the head of a live rooster faces toward the East – the rising sun, the householder waits for the first sunshine and starts the ceremony. Over time, the rooster with red fur is a symbol of the sun and its crow indicates a transition of the sun: sunrise – sunset, day – night. Relating to the sun, the rooster is also a symbol of time and operation of the universe. On New Year's Eve, Vietnamese people worship twelve gods in order to see off old gods and welcome new gods [7, 181]. It's conceived that each of the gods takes turns to manage a year, they were also considered as the gods of time. In Eastern culture, a rooster symbolizes good omens, advantages and five virtues: the intellectual virtue, the military virtue, courage, humanity, faith [2, 342]. However, in ritual practice nowadays, these meanings have faded. According to Vietnamese people, offering roosters to ancestors bring them good luck, health and good things in a new year. Therefore, this ceremony is associated with the popular belief of ancestor worship. Nowadays, the rooster is used as an offering not only on New Year's Eve but also in many other ancestor worships, such as: a funeral repast, Lantern festival, Ghost festival, etc... Although the actual meaning is gradually forgotten and overlapped with new meanings, this ritual is still sacred and important. Offering roosters on New Year's Eve is the beauty of Vietnamese culture, demonstrating the respect for ancestors, family; the belief and aspiration for a good future; creating community cohesion and a connection between a traditional and modern culture. Vietnamese

people can be far from their homes for working on normal days but on the last day of the year, especially on New Year's Eve, all family members gather at home. Nowadays, economic conditions of families are better so offering roosters on New Year's Eve is more popular. Meanwhile, the myth *Crow at sunrise* was no longer orally handed down and thus, it was transformed. This has indicated the important function of rituals in community culture and its independence of myths.

Conclusion

The myth – ritual theory has many reasonable points which have been acknowledged but it hasn't been entirely true in all cases. In this study, myths and rituals have a united relationship from its origin. Their correlation is an expression of the primitive man's worshipping natural phenomena and the sun worship of agricultural labourers is in this article. In the aspect of activities, rites have arose from the sun worship and also from that, myths have emerged in the aspect of language. The relationship between myths and rituals also has manifested through symbolic forms. Myths contain cultural symbols through narrative motifs while beliefs are mental – ideological states of humans towards the sacredness through symbolic forms in rituals. Therefore, cultural symbols are often expressed in rituals and myths, and there is similarity between them. However, myths in the narrative form not only are considered explanations for rituals and beliefs, but also have an own independent life. Myths separating from rites haven't been sacred any longer and have tended to develop into types of folk narratives. At the beginning stage, rites were associated with mythical concept but later, its real meaning and origin have been forgotten and built up by new concepts.

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FURTHER DISCUSSION OF PHONETIC FEATURES OF LOCAL DIALECT IN NGHE TINH, VIETNAM

Abstract. Nghe Tinh (Nghệ Tĩnh) dialect is among the few dialects which have still preserved antique features of Vietnamese language. Phonetic characteristics of Nghe Tinh dialect, including initials, rhymes and tones, not only reflect development process of Vietnamese language but also illustrate the typical articulation of the Middle Vietnam dialects, making timbre of Nghe Tinh dialect become graver and heavier. This article aims to contribute to the explanation and clarification of these facts.

Keywords: phonetic, local dialect, Nghe Tinh, Vietnam.

1. Introduction

1.1. Many Vietnamese linguists have affirmed Vietnamese is a language which is both united and diverse and also united in the diversity. The diversity of Vietnamese language is shown in many aspects of manifestations in which the expression of geographical areas and population is the most obvious. From this perspective, the manifestation of Vietnamese is called a local dialect. The distinction of grammar between local dialects in Vietnam is negligible. The results of vocabulary research have also shown that the vocabulary and semantics of local dialects can

be enumerated and not enough to make a difference between dialects. Phonetics makes it special for each local dialect so the dialect is also called the local accent. To depict the voice of a certain region, people primarily rely on phonetic characteristics rather than vocabulary and/or grammar characteristics.

1.2. Local dialect in Nghe Tinh (along with Thanh Hoa dialect and Binh Tri Thien dialect) is in the North Central dialect. In terms of phonetics, Nghe Tinh dialect has many local endemic features that is *precious* for those who are interested in studying Vietnamese dialect and history. At present, there

have been studies of phonetics of Nghe Tinh dialect and these studies have discussed characteristics of Nghe voice's intonation of Hoang Cao Cuong [3]; about the phonetic correspondence between Nghe Tinh dialect and Vietnamese language of Nguyen Tai Can [1], Hoang Thi Chau [2]; about describing phonetic features of Nghe Tinh dialect of Nguyen Hoai Nguyen [5], etc... This research continues to focus on phonetic features of Nghe Tinh dialect and explaining the heavy and low-pitched accent of its phonetics.

2. Local endemic phonetic features of Nghe Tinh dialect

2.1. Phonetics of local dialect in Nghe Tinh is Central Vietnamese, in the North Central dialect. In terms of phonetics, Central accent has characteristics which make the difference compared to other dialects. According to Hoang Thi Chau, Central Vietnamese dialect has phonetic characteristics as following: the intonation system contains 5 tones that is different from Northern Vietnamese dialect's in both quantity and quality; there are 23 initial consonants, three tongue-bending consonants /T, S, Z/ more than the Northern dialect's; in the sound system, consonants /-ŋ, -k/ can be combined with the previous, middle and final vowels [2, 93]. Accordingly, in terms of the list of phonemes, local dialect in Nghe Tinh has fully reflected characteristics of the beginning syllables of Central Vietnamese dialect than Northern and Southern Vietnamese dialect. In addition to fully pronouncing three retroflex sounds /ʈ, ʂ, ʐ/ (tr, s, r), local dialect in Nghe Tinh has also retained almost intact the sequence of Vietnamese plosive consonants /p', t', k'/ since the 17th century (recorded in the dictionary by A.de Rhodes) and backwards. In modern Vietnamese and other dialects, this sequence of Vietnamese plosive consonants only retains /t'/ (th) while /p'/ > /f/ (ph) or /v/ (v), /k'/ > /x/ or /ɣ/ (g, gh), the result of spirantization. However, in Nghe Tinh dialect, especially in the dialect of Hung Yen, Hung Trung (Hung Nguyen), Nam Anh, Nam Thanh, Van

Dien (Nam Dan), Thanh Yen, Thanh Luong, Ngoc Son (Thanh Chuong), Dien Phu, Dien Loi (Dien Chau), Cuong Gian (Nghị Xuân), Thinh Loc, Tan Loc (Can Loc), Đức An, Đức Lap (Đức Thọ), Ha Linh (Huong Khe) ..., the pronunciation of elders has shown that the above process hasn't completely finished. Plosive consonants in ancient Vietnamese are in proportion to fricative consonants in modern Vietnamese. For example, [p'en¹] – [fen¹] (phên) (wattle fence), [p'i⁶] – [faj⁴] (phải) (right), [p'oj¹] – [voj¹] (vôi) (lime), [p'e²] – [ve²] (về) (come back), ...; [k'ɔ⁵] – [xɔ⁵] (khó) (difficult), [k'un¹] – [xon¹] (khôn) (wise), [k'ɽw⁵] – [ɽaw⁶] (gạo) (rice), [k'ap⁵] – [ɽăp⁶] (gặp) (meet), etc ... The beginning sound /p/ (occlusive stops) still existed in Nghe Tinh dialect had in Vietnamese language in the 10th century (still in Muong dialect nowadays) according to Phan Ngoc (1983) but no longer existed in the 12th century. In the pronunciation of elders and children (not in school) in local dialects in Nghe Tinh, sound [p] corresponds to beginning sounds [v], [b] in modern Vietnamese. For example, [puj¹ pɛ⁴] – [vuj¹ vɛ⁴] (vui vẻ) (cheerful), [puon¹ pan⁵] – [buon¹ ban⁵] (buôn bán) (business), etc...

The pronunciation of beginning syllables has an additional articulation. In local dialects of Thanh Yen, Thanh Luong (Thanh Chuong), Nam Anh, Nam Thanh (Nam Dan) and many dialects in Ha Tinh, there are also palatalized initial sounds [dj], [cj], [bj]. In particular, a complex of the beginning sound [tl] looms in dialects of Duc An, Duc Lap, Duc Dung (Duc Tho). It's possible to establish phonetic correspondences between dialects in Nghe Tinh with Vietnamese language as following: [djaw¹] – [zaw¹] (dao) (knife), [djen²] – [zan²] (dành) (reserve), ...; [cjɽɽ²] – [zuɽɽ²] (giường) (bed), [cjɽk⁵] – [zɽk⁵] (giấc) (sleep), ...; [bjɽp⁵] – [vɽp⁵] (vấp) (to trip), [bjoj⁶] – [voj⁶] (vội) (hurry), ...; [tlu¹] – [ɽɽw¹] (trâu) (buffalo), [tlɛ¹] – [tɛ¹] (tre) (bamboo), etc... In the dictionary by A.de Rhodes, [dj], [cj], [bj], [tl] are initial Vietnamese sounds in the 17th century. All of above pronunciations make open syllables in

Nghe Tinh dialect sound heavy and low-pitched that is typical of the Central Vietnamese's articulation.

Despite the maximum distinction of the Vietnamese initial sound system, the tendency for articulation in Nghe dialect is typical of Central Vietnamese's, which means the pronunciation has preferred to choose proper phonemes for beginning syllables. In most of beginning syllables, an obstruction from the teeth to the root of tongue is raised and shifts backwards, that has considerably narrowed the hypopharynx and the floor of oral cavity. Such that pronunciation of beginning sounds inclines to the deep articulation, different from the shallow one in the Northern Vietnamese accent in which the root of the tongue is nearly inactive (the body of tongue from the back of tip of tongue to the root of tongue is almost immovable). The deep articulation in Nghe Tinh accent makes syllables low-pitched in comparison with softer syllables in the Northern Vietnamese accent when taking advantage of the anterior oral cavity [5].

2.2. Syllables in Nghe Tinh accent also have characteristics of the Central Vietnamese accent. Unlike the Northern Vietnamese accent, in Nghe Tinh accent, there's differentiation between syllables: ươu/iêu, ưu/iu; use of syllables: ứn ứt, ứng ực and preservation of forms of the loose syllable combination: uung uuc, ông ôôc, oong ooc, êêng êêc, eeng eec. Unlike the Southern Vietnamese accent, in Nghe Tinh accent, there's a variety of syllables which retain entirely consonants with rhymes. These manifestations have shown that Nghe Tinh accent is representative of the Central Vietnamese accent in the North Central dialect.

The intact retention of loose syllable combinations between nuclear syllables and final syllables, especially syllables with back vowels, rounded lips [u], [o], [ɔ], that makes Nghe Tinh's syllables become low-pitched. For example, in some dialects of Nam Dan, Thanh Chuong (Nghe An), Can Loc, Ky Anh, Duc Tho, Huong Khe (Ha Tinh), syllables has the correspondences between the loose syllable

combination (local) and the tight syllable combination (Vietnamese language) regularly: [mu: k⁵] – [muk^{p5}] (múc) (ladle), ...; [do: ɲ²] – [don^{m2}] (đồng) (field), [bo: k⁵] – [bok^{p5}] (bốc) (take), ...; [mɔ: ɲ¹] – [mɔɲ^{m1}] (mong) (hope), [hɔ: k⁶] – [hɔk^{p6}] (học) (learn), etc... The tendency to narrow the opening of mouth with nuclear vowels in the pronunciation of Nghe Tinh inhabitants has made Nghe Tinh accent become more low-pitched. For example, the proportion [u] – [o] (narrow – slightly narrow): [hu²] – [ho²] (hồ) (lake), [zun⁵] – [zon⁵] (rốn) (navel), ...; the proportion [e] – [ɛ] (slightly narrow – slightly wide): [xe¹] – [xɛ¹] (khe) (crack), [me⁶] – [mɛ⁶] (mẹ) (mother), ...; the proportion [ɤ] – [a] (slightly narrow – wide): [tɤj⁵] – [taj⁵] (trái) (left), [ɤj⁵] – [aj⁵] (gái) (girl), etc ...

Some dialects such as: Thanh Yen, Thanh Luong (Thanh Chuong), Nam Trung, Nam Thanh (Nam Dan), Nghi An (Nghi Loc) has the additional articulation of nuclear vowels, obviously vowel [a]. In those dialects, syllables which contain vowel [a] also have a sound [ɔ] which turns into [aɔ] while [ɔ] is a low-pitched vowel. That is the proportion between [aɔ] – [a]: [t'aɔɲ⁵] – [t'aɲ⁵] (tháng) (month), [taɔm⁵] – [tam⁵] (tám) (eight), etc...

2.3. The intonation system in Nghe Tinh has the clearest color of the Central Vietnamese dialect; that is the expression of suprasegmental elements in narrow vocal range [3]. The distinction of Nghe intonation isn't high due to the poverty of contours and the merge trend of tones such as heavy tone and tumbling tone, heavy tone and asking tone, sharp tone and asking tone, level tone is pronounced as hanging tone, etc... Most of tones are shown in low vocal range with the poverty of contours so other locals can easily recognize low-pitched accent in Nghe Tinh intonation system.

3. Conclusion

As our description above, phonetic features of local dialect in Nghe Tinh have made the clear difference between Nghe Tinh dialect and other dialects, Vietnamese language. Some of phonetic

features in Nghe Tinh dialect have been found in either Thanh Hoa dialect or Binh Tri Thien dialect with the faint level. If it is assumed that each dialect has a central region in which typical features of that dialect are fully expressed, Nghe Tinh dialect is the center of the North Central dialect because phonetics of Nghe Tinh dialect has still retained many old traces of Vietnamese. In addition, Nghe Tinh dialect also has a certain position in reflecting space of the Vietnamese's

development process over time. That heavy and low-pitched accent was the material for Nghe locals to create a unique treasure of folk poetry. Nghe accent regarded as the cultural quintessence of Nghe has still undertook and promoted the cultural – social role in the local area currently.

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Section 7. Pedagogy

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COGNITIVE-LINGUISTIC LEVEL OF MOTIVATION IN THE SECOND LANGUAGE LEARNING

Abstract. Given the fact that motivation plays a significant role in the teaching foreign languages, the paper intends to investigate features of cognitive-linguistic level of motivation during the second-language learning process. A research on the demand of creating secure atmosphere in order to arouse cognitive-linguistic type of motivation is carried out. To reach the aim of this study, some points which can be related to the goal of this research like the role of substantial practice and feedback, as well as, a certain level of grammatical competence in gaining strategic, communicative, and discourse competencies were highlighted. It also studies the existence of psychological arousal and the conditions of reaching this level to maximum pitch.

Keywords: motivation, personality types, learning, cognitive-linguistic level, second language.

Introduction. In psychology, the motivation is a theoretical concept being an internal state or condition. According to The Short Oxford English Dictionary, motivation is “that which moves or induces a person to act in a certain way; a desire, fear, reason, etc. which influences a person’s volition: also often applied to a result or object which is desired.” Unlike formal linguistic, cognitive linguistics states that motivation in language teaching is both primary and pervasive. This paper intends to justify the necessity of cognitive-linguistic level of motivation in the second language teaching. Motivational aspects of the second-language learning process are limitless rich and complex phenomena.

Three main levels of motivation are holistic, cultural-linguistic, and cognitive-linguistic. Cognitive-linguistic refers to the level of the individual in

formal learning situations. This is the level at which teachers are most directly concerned with questions of learner motivation. The experiments indicate that for the enhancement of motivation in the second-language classroom teachers should actively develop strategies in despite of poorly motivated students.

Results. The teachers need to create a low anxiety atmosphere in the classroom and provide learners with a sense of making progress within the learning programme. This is of particular importance for learners with potentially inhibiting sociocultural backgrounds or personality types. Although there is a little direct action the teacher can take to influence these factors, some features of second-language learners are: secure but nonrestrictive early rearing, no binding identification with a particular socioeconomic class, and no confining membership of an exclusive, monodialectal

regional grouping. The good language learner then is open-minded and accepts cultural and linguistic variation with good grace and humour.

There is the need to allow for a relatively silent, receptive period early in the second-language acquisition process. A part of the reason for this is to lower the affective barrier erected by many learners when presented with a form of learning threatening individual identity. Allowing for an appropriate lag between reception and production of language has become one of the bedrock principles of communicative approaches to language teaching. Therefore, this has reduced the use of audiolingual techniques demanding immediate oral responses and has proved to be reasonably successful in dismantling affective barriers. However, comprehensible input from the teacher and reception-based work for the student does not provide enough momentum to keep the learner optimally motivated. Outputs, and consequent feedback, are the means by which a learner becomes acquainted with his level of success. Successful learning experiences will tend to engender the desire for more success. In this way, the individual's resolution to progress is strengthened.

In large teacher-centered classes, students have little opportunity to deliver enough output to be judged fairly or receive constructive feedback to enhance feelings of security and success. Teachers need to build approaches into the programme that do allow for substantial and significant output without threatening the learner with early and forced public production. Project and theme work, and activities utilizing interactive techniques including the interactive noticeboard, intra- and inter-school English Days and visits, and the electronic email system are most likely to facilitate this. One should consider the need for the teacher to plan for opportunities for sustained language use by students where they are motivated to express faithfully and precisely their thought, and are provided with useful and consistent feedback. Comprehensible input from the teacher is of little use if students, are able only to produce virtually incom-

prehensible output, or at least language so marked by gross error that it has little international viability.

Substantial practice and feedback is not only essential to sustain motivation, but also to prevent fossilization of erroneous target language forms. The fossilization potential of strongly communicative language-learning programmes has long been recognized. It should be noted that a certain level of grammatical competence must be reached before strategic, communicative, and discourse competencies are able to play their vitally important roles in language use.

Providing opportunities for increased practice could be facilitated by the use of self-directed learning materials, particularly for listening, reading, and writing. After all, the ultimate objective of self-direct systems is maximum individualization of learning. This personalization of the process must enhance motivation, provided regular review sessions with teachers and peers are built into the programme to maintain internal dynamism and counterbalance the social isolation inherent in self-direct systems.

The learner needs to be able to perceive that there are real purposes and benefits to be derived from learning a second language and that the learning programme is appropriately focused and internally dynamic. Only through such perceptions are learners likely to feel involved fully in the learning process.

To promote participative learning, the teacher could interview, possibly in the mother tongue, before the start of the learning programme to gauge the approximate nature and range of learner interests. These interests could then be fed into the programme as projects, topics, or themes. The programme might be perceived as considering student needs and wants. This kind of activity must have beneficial effects in generating and sustaining learner motivation.

The suggestion here implies a move towards more learner-centred approaches to teaching. A co-occurring de-emphasizing of prescribed study areas and of the set textbook in favour of relevant tasks and activities located or created by individual teachers is also implied.

Keeping the learner informed in order to keep him motivated does not stop at this point. It needs to be seen as a continuous process. A student version of both medium- and longer-term teaching plans could be produced and referred to at regular intervals to let students see clearly just where they are, what is to be tackled next, and why.

The teacher might also consider spending a few minutes at the beginning of each lesson or just the first of the week's lessons if time is very short sketching a very brief overview of the lesson or lessons on the board. This would allow students to see the direction of their learning and may well enhance motivation to achieve clear-cut ends within a certain time scale. To communicate these details effectively, the teacher will need to conceive and phrase lesson objectives in terms of learner behavior.

Involving the learner in the global teaching and learning process is of the greatest importance, since language, as a subject is rarely enough to motivate learners to any significant extent. There is no such thing that as a learner completely uninterested in each and every aspect of learning a second language. An interest in the sense of psychological arousal will exist, may be slight and convert, as a natural consequence of exposure to the language and aspects of its culture. The teacher's task is to bring this level of arousal to maximum pitch. Arousal will not be maximally effected, for example, by the provision of a very brief motivation section early in the lesson in which pictures or realia might be used to stimulate interest in the whole lesson. This kind of procedure reflects a clear use of Stimulus-Response models of learning. Motivation is regarded here as a short-range force designed to operate over the span of the single lesson as a necessary condition for the achievement of prescribed, and equally short-range, behavioural objectives. Such procedures keep the content of the learning process distant from the learner and make little allowance for engaging his active cognitive participation in the process. Cognitive en-

gagement in the learning process must be seen as inextricably linked to motivation.

The most appropriate way of arousing motivation to learn is to focus on the cognitive rather than the motivational aspect of learning, and to rely on the motivation that is developed from successful educational achievement to energize further learning.

Learner curiosity is perhaps best aroused by using the appeal of those aspects of the target language that meet the developmental interests of a particular group of learners. Staging the lesson, or activities within it, so that *pre*, *while*, and *post* phases occur should help to maximize motivation to learn through engaging learners in a primarily cognitive process: the *pre* stage to utilize existing knowledge on the topic of study and raise expectations, the *while* stage to provide purposeful means of confirming or disconfirming those expectations and to provide guidance in processing input, the *post* stage to build on what has been learned and provide a sense of completion to the whole process. Clearly, the use of tasks and activities based on the principles of problem-solving are likely to be most effective in engaging the learner's cognitive machinery fully.

Channels of exposure to the target language and its peoples and culture are important in maximizing the cognitive engagement of the learner and in maintaining the beneficial disequilibrium required to keep the learner wanting to learn more. Authentic print and video materials provide the best channels of exposure, since they naturally embody aspects of the target-language culture.

Conclusion. The above discussion reveals that cognitive-linguistic level of motivation is a very important and effective factor in the field of second language learning. Thus, the language teachers should be aware of keeping their students motivated. and identify the forms of cognitive motivation relating to that and perform it in their teaching process in order to have practical, useful, and effective language classroom and a positive outcome in their teaching context. Pre-set targets simply provide a structured

and secure frame for demonstrating implicitly the continuing long-term nature of learning, while lesson objectives offer shorter-term points of reference against which the students may evaluate their progress in a positive light. This should help to ensure

positive perceptions of target-language phenomena and help sustain the learning process. Learning targets harness learner disequilibrium in a positive way by sustaining the desire to learn more, even when set objectives appear to have been achieved.

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BUILDING ENVIRONMENTAL AWARENESS THROUGH IMPLEMENTATION OF ECOCRITICISM IN LITERATURE TEACHING

Abstract: This study aims to examine how ecocriticism could be applied in teaching literature to build environmental awareness for students. We have conducted a case study at Department of Literature, Vinh University, Vietnam. The findings revealed that applying ecocriticism in teaching literature is an efficient way of raising environmental awareness without distorting literature nature.

Keywords: ecocriticism, interdisciplinary approach, environmental awareness, literature teaching.

1. Introduction

1.1. Ecocriticism

Over the last few decades, growing awareness about environment has brought to humanities studies a new range of “green” approaches. Among those, ecocriticism proposes an interdisciplinary approach to literature and environment. Cheryll Glotfelty, one of the pioneers in the field, has defined: “ecocriticism is the study of the relationship between literature and the physical environment” [1; xviii]. The other foundation researches on this field include books, articles of Richard Kerrige, Neil Sammells. 1998 [2], Julian Wolfreys. 2002 [3], Peter Barry. 2009 [4], Karen Thornber. 2013 [5], Simon C. Estok. 2013 [6] ...

The breakthrough of ecocriticism is that: the conventional *human-centered approach* is substituted by the ground-breaking *earth-centered approach*. Human, from ecocritics’ point of view, are no longer center of the universe; they rather find themselves as a modest factor among the ecology.

1.2. Ecocriticism implementation in Literature teaching

Although previous research has looked at ecocriticism in accessing literature, so far, little attention has been paid to whether this theory can be implemented in literary teaching to raise awareness in Vietnam. Not until December 2017 the first international conference on the topic of ecocriticism

was held in Vietnam [8]. In order to make ecocriticism become an activism, education, in general, and literature teaching, in particular, should not be bystanders.

In Vietnam, however, raising environmental awareness is hardly seen as the story of Literature. It rather belongs to Civic Education, Geography, Biology in curriculum. This fact is partly attributed to the *isolated approach* in traditional education. In 2002, Vietnam started experimenting *integrated approach* in school curriculum, encouraging interdisciplinary teaching approach. This establishes the strategic foundation of the implementation of ecocriticism in teaching literature.

This study set out to examine the restrictions of traditional literature teaching and the feasibility of modern, integrated-approach literature teaching in raising ecological awareness for learners. There are two highlighted features which characterizing each teaching method: traditional literature teaching is based on *human-centered* approach and see literature as an *isolated* discipline; modern literature teaching, by contrast, is set up on *earth-centered* ground and finds itself *integrated* with ecocriticism. Most importantly, the study aims to determine the specific ways in which ecocriticism could be implemented in literature teaching to build environmental awareness of students.

2. Materials and Method

2.1. Research questions

The study aimed to seek answers to the following questions: Will the implementation of ecocriticism in literature teaching help to raise students' environmental awareness? If it does, what are efficient ways to adopt this theory?

2.2. Participants and procedure

The participants were 60 sophomore students, aged between 20 and 23, from two classes in Department of Literature, Vinh University, Vietnam. They were following Western Literature course that consisted of sixty lessons. They started last ten lessons at the beginning of this study. The classes met for 100 minutes two times a week. Each class had 30 learners, whose major was Literature Pedagogy.

One of the two classes was randomly chosen to be the treatment group (hereafter named group A); the other was the control group (group B).

This study was to present two ways to adopt ecocriticism in literature teaching in order to raise learners' awareness. For the control group, the teacher kept using traditional teaching methods. Meanwhile, for the treatment group, the teacher utilized each of two experimental ways. After each way adopted, appropriate form of evaluation was applied to both groups. The results were collected for analysis.

2.3. Materials

The lessons during the survey belonged to the last chapter of the course, namely *The Twentieth American Literature*, including ten lessons. Each five lessons were spent on reading the novels *The Old Man and the Sea* by Ernest Hemingway [8] and *The Sound and the Fury* by William Faulkner [9] respectively. The following part of the study is to demonstrate how each experimental way was implemented in the surveyed classes and differences after treatment.

3. Progress and Results

3.1. Designing question system about relationship between human and nature

The question system plays a role as the framework of classroom activities. Changing teaching approach leads to significant changes in question system.

The traditional question system basically sees literature as an *isolated subject*. Also, it follows the human-centered approach. As the result, the questions are often based on the plot, focusing on the life events of characters in order to discover their social/moral aspects. On the other hand, with ecocriticism implemented, the teacher is more likely to access literature as an *integrated discipline*. They see earth as the center of the world. Thus, questions would focus on the relationship between human and nature. The destination of questions is not just social or moral aspects but also the entire existence status of human.

When teaching *The Old Man and the Sea*, in the control class (group B), the teacher asked a range of traditional questions, which were based on the novel's plot and focused on social aspects of the protagonist – Santiago.

Here are some discussion question samples for group B:

1. Summarize the plot of *The Old Man and the Sea*.
2. How did Santiago catch the large marline?
3. How did Santiago fight with the sharks?
4. What could be inferred about Santiago's characters from his victory?
5. What is the message of the novel coming from Santiago's victory?

However, in the treatment class (group A), the teacher experimented a critical way of asking. Instead of the plot, the details which indicated the relationship between human and nature were explored in the questions.

Here are some discussion question samples for group B:

1. How was the nature surrounding Santiago in *The Old Man and the Sea*?
2. What was the relationship between Santiago and the fish?
3. What did Santiago think about fishing?
4. How did Santiago feel after the catch?

5. *Did the human truly win the nature in this story?*

After the discussions, learners in both classes were required to write individual brief essays within 40 minutes on the following question:

The unique meaning of the novel The Old Man and the Sea by E. Hemingway is to extol the human's power of conquering the nature. To what extent do you agree or disagree?

The responses to the questions in 60 essays were collected and compared among the two groups. The results illustrated a remarkable difference between them. While 22 out of 30 students in group B agreed with the statement, none of 30 learners in group A believed that "to extol the human's power of conquering the nature" was the unique meaning of the novel.

Among 8 "disagreed" students in group B, there were only 2 students who suggested another meaning of the novel. One possible explanation for this is that in the control class, the students, in spite of doubting on the word "unique" in the question, still struggled with discovering other meaning layers. In group A, by contrast, except 2 students whose ideas weren't clear enough, the majority of the learners could indicate many other subjects of the novel. The following is major interpretations of the novel's meaning given by students in group A:

- *Extolling the human's power of conquering the nature*
- *Praising the beauty of the wildlife*
- *Addressing to the human's loneliness among society*
- *Emphasizing human's dilemma: preserving the nature for the aesthetic values and exploiting the nature for their survival*

The result indicated the significant distinction in environmental awareness between the control and experimental groups. For those following traditional lessons, what they concluded from the novel was the power of human, with no care about the environment. On the other hand, for those being guided by integrated-approach questions, the conclusion given apparently reflected their concern about the nature,

wildlife and the relationship between human and the ecology.

A similar research procedure was conducted in the discussion of the novel *The Sound and the Fury* by William Faulkner. Here are some samples of questions:

For group B:

1. *Summarize the plot of The Sound and the Fury.*
2. *What happened to the three Compson brothers and the sister Caddy?*
3. *How was the decadence of Compson family described?*
4. *Compare two characters, Benjy and Jason?*
5. *How were the themes of race, money and morality reflected in the novel?*

For group A:

1. *How was the nature described in Benjy's chapter?*
2. *How were natural world and artificial one in Quentin's chapter?*
3. *How was the industrialized society described in Jason's chapter?*
4. *Examine the relationship between Caddy and the images of nature.*
5. *Which message did the dominance of artificial world over natural world in this novel imply to the readers?*

After discussions, each class was required to write an assignment on the topic *The Sound and the Fury's* themes in 40 minutes. The result found that the two classes came up with some common ideas, with three major subjects mentioned: moral obsolescence, economic recession, psychological trauma of human in modern society. Those subjects all focused on social aspects of human, which was the traditional approach in literature. Noticeably, the treatment group's performance went beyond that trail, with other meanings explored. Those included *destructions of nature going with destructions of human; contrasting the natural world and artificial world; and criticizing the negative impact of industrialization on nature and human*

Taken together, these results suggest that there is an association between the questions on the relationship between human and nature and the par-

ticipants' environmental concern. Learners who followed interdisciplinary questions tend to go beyond the subjects of social/ moral aspects to look upon the issue of existence environment of human. That way, through literature, teachers educate students to read literary works not as merely literature but as the story of human life.

3.2. *Adapting literature to genres of art*

While the first solution – posing questions, belongs to inside-classroom activities, this measure – adapting literature to artistic genres, is more likely outside-classroom, suitable for seminars, tutorials or extra-curriculum lessons.

This part of study was to experiment the adaptation from literature to genres of art. Literary work could be partly adapted or adapted as a whole.

One of the Vietnamese students' issues is their restricted connection between literature knowledge and the real life. Seen as an isolated subject, Literature is somehow too unpractical to influence on people's attitude and behavior. One solution for this is that the students, instead of "studying" literature, need to "feel" the fiction world. The adaptation activity was designed to offer that chance.

The questions pursued in this part of research were whether or not the adaptation activity could affect students' awareness of ecology. If it could, which would be appropriate ways to do adaptation without distorting literature essence?

Unlike the first experiment, this adaptation activity was applied to the group B only due to the fact that they hadn't been explained about ecocriticism before. Their performance after treatment thus could reliably picture the effect of activity.

After discussion lessons on *The Old Man and the Sea*, students in group B were required to perform a play adapted from this novel. The 7-to-10-minute play would be on stage in a literature club held the next month.

After the first script draft, students admitted they found it hard to act in up to 7–10 minutes because the plot of novel was too simple with not many events.

With the conventional plot-approach, the script was basically based on events and actions of main characters. Pointing out the problem, the teacher suggested that another character should be considered: the nature, asking students to think about the wildlife's performance and its role in the novel.

The second draft of script was different from the previous. The scriptwriter added more details of wildlife: the birds, stars, clouds, and fish. However, they still struggled with how to innovate the acting of the actor, which was mostly the action of Santiago. It was more likely that the audience would get bored. Recommendation this time was to pay more attention to the emotional stream of the character to see what happened not only outside but also inside him.

The last modified script reflected the students' growth in understanding the novel's meaning. There were more dialogues between Santiago and the nature – fish, birds, clouds, through which, audience would understand the dilemma of human with nature. A lot of meaning layers were unfolded.

Similarly, after theory lessons on *The Sound and the Fury*, students in group B were asked to design three posters for the prospective play adapted from the novel. The posters were to illustrate main characters namely Benjy, Quentin, Jason.

At first, the students were irritable because illustrating those characters was far from easy: they couldn't think of how to differentiate three characters, and how to picture their personality. The teacher attempted to guide them to adjust their approach. Instead of focusing on the plot, they should explore the relationship between each character and his living environment.

The result was beyond teacher's expectations. Without being told the names, the audience could tell which poster was about whom. For example, while Benjy was demonstrated as a wild, naïve and nostalgic guy wandering on an immense pasture with trees, stream and flame, Jason looked like a cruel, busy, dissatisfied man running in a suffocating, dusty factory. Students came up with deep explanation: Benjy

and Jason were symbols of “primitive” and “modern” worlds. The findings suggest that literature adaptation creates chances for students to take steps to realize the strong connection between human and nature.

4. Conclusions and Discussions

The research found that there is a strong relationship between applying ecocriticism in literature teaching and students’ awareness of ecology. The treatment group outperformed the control group in terms of environmental awareness and they themselves progressed throughout the course.

The generalizability of these results is subject to certain limitations. Since there were only ten theory lessons and two practice activities, the data withdrawn from the treatment might not have been sufficient enough. Further research could be conducted with a bigger size of population to confirm the reliability of the findings. In addition, students’ environmental awareness is something that needs a long-term, sensitive and careful evaluation from teachers.

Examining the transfer of raising environmental awareness from literature course to other contexts

was also what this study looks forward to. In other words, even when students are not attending literature lessons, hopefully, they are able to do some sort of ecocriticism approach while reading. Further studies should be included to confirm the feasibility of the result in a broader scope.

In conclusion, this study extends our knowledge of the benefits of ecocriticism on building learners’ awareness of ecology. The most obvious finding to emerge from this study is that teaching literature integrated with ecocriticism enhances not only students’ understanding of literature but also their positive attitude to their living environment. It is therefore recommended that teaching literature should never keep itself isolated; it rather should aim to educate students more about their personality, their behavior to the real life.

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THE USE OF NEW PEDAGOGICAL TECHNOLOGIES FOR PREPARING FIRST TEACHERS' STAFF

Abstract. Innovations in the national education system of Azerbaijan have acquired a natural character. As is known, the use of the content of forms and methods of teaching is conditioned by the level of development of mankind and is closely connected with the socio-economic, legal, moral and political processes carried out in society. The expanding innovations in our national education system are of a social, economic and cultural nature and are mainly aimed at the modernization and informatization of the Azerbaijani education.

Today, innovations are determined by novelty, scientific and technical parameters and market economy. In the modern period, scientists have identified many types of innovations, including technological, production, economic, commercial, socio-managerial and innovative strategies. However, based on our observations and experiments, we can say that for many teachers, the concepts of "innovation" and "technology" are usually information and communication and active, interactive learning technologies. The introduction of innovative technologies in education requires the use of modern teaching, educational technologies based on a new approach to learning. Modern teaching technologies should be based, first of all, on creative pedagogical thinking and serve the development of personality, creativity and effective performance. Educational technologies combine areas including educational and developmental processes. The structure of educational technologies includes: pedagogical commitment, monitoring and evaluation, free access to the world educational space, use of electronic resources and network technologies, mobile phones, the Internet, fax, e-mail, electronic boards, etc.

Keywords: competent teacher, teacher training, pedagogical technology, innovation, information and communication.

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ИСПОЛЬЗОВАНИЕ НОВЫХ ПЕДАГОГИЧЕСКИХ ТЕХНОЛОГИЙ В ПОДГОТОВКЕ ПЕРВИЧНЫХ ПРЕПОДАВАТЕЛЬСКИХ КАДРОВ

Аннотация. Инновации в национальной системе образования Азербайджана приобрели закономерный характер. Как известно, применение содержания форм и методов обучения

обусловлено уровнем развития человечества и тесно связано с социально-экономическими, правовыми, нравственными и политическими процессами происходящими в обществе. Расширяющиеся инновации в нашей национальной системе образования носят социальный, экономический и культурный характер и, в основном, направлены на модернизацию и информатизацию азербайджанского образования.

Сегодня инновации определяются по новизне, научно-техническим параметрам и рыночной экономике. В современный период ученые определили много типов инноваций, включая технологические, производственные, экономические, коммерческие, социально-управленческие и инновационные стратегии. Однако, основываясь на наши наблюдения и опыты, можем сказать, что для многих учителей понятия «инновация» и «технология» обычно являются информационно-коммуникационными и интерактивными технологиями обучения.

Внедрение инновационных технологий в образование требует применения современных образовательных, воспитательных технологий основанных на новом подходе к обучению. Современные обучающие технологии должны основываться, прежде всего, на креативное педагогическое мышление и служить развитию личности, творческого потенциала и эффективной деятельности.

Ключевые слова: компетентный учитель, подготовка учителей, педагогическая технология, инновации, информационно-коммуникативные.

Образовательные технологии объединяют в себе области включающие образовательные, воспитательные и развивающие процессы. В структуру образовательных технологий входят: педагогическая целеустремленность, мониторинг и оценивание, свободный доступ в мировое образовательное пространство, пользование электронными ресурсами, сетевыми технологиями, мобильными телефонами, Интернетом, факсом, электронной почтой, электронными досками и т.д.

В национальной системе образования Азербайджана в содержании последовательно реализуемых реформ и инновационных процессов особое место занимают прогрессивные тенденции в области высшего образования. Одним из наиболее важных требований, стоящих перед вузами, занимающимися подготовкой студенческой молодежи к педагогической профессиональной деятельности, является обеспечение высокого уровня готовности будущих учителей к компетентной, профессиональной педагогической деятельности.

19 мая 2005 года Азербайджан, присоединившись к Болонскому процессу, вошел в европейское образовательное пространство и принял ряд обязательств, которые, в первую очередь, расширили инициативы по совершенствованию законодательства в области высшего образования в соответствии с европейскими нормами и стандартами. Были подготовлены «Положения» по кредитной системе и, начиная с 2008 года, был обеспечен полный переход высших учебных заведений к Болонской системе. «Болонская декларация», к которой Азербайджан присоединился в 2005 году, наряду с определением основных тенденций нашей национальной системы образования, открыл широкие возможности для оптимального выбора его главных приоритетов, национальных образовательных стандартов и моделей, а также модернизации технологий обучения.

В настоящее время у нас в республике высшие учебные заведения находятся на пороге системных изменений. Проводимые образовательные реформы, в основном, направлены на совершен-

ствование и обновление высшего образования. Сегодня выпускники высших учебных заведений должны обладать высокой компетентностью и профессионализмом, от них требуется полное формирование системы универсальных знаний, умений и навыков, а также усвоение современной техники и новейших педагогических технологий.

С этой точки зрения, в современный период знания, умения и навыки, формирующиеся у студентов в процессе обучения, должны быть адаптированы к постоянно меняющимся условиям, требованиям жизни, связанными с информацией, техническим скачком и другими особенностям века.

Наш век – это век техники и технологий. Сегодняшнее образование невозможно эффективно организовать без усвоения техники и новых педагогических технологий.

Одним из основных факторов подготовки студентов высших учебных заведений к профессиональной педагогической деятельности является формирование у них качеств педагогической личности, в частности педагогических умений, навыков и способностей, а также психологическая подготовка к профессиональной деятельности. Основное внимание здесь уделяется пониманию необходимости определения качеств, нужных для хорошего учителя и овладение этими качествами.

Различают три уровня новой педагогической технологии:

- общепедагогическая технология: проектирование образовательного процесса в конкретном регионе, учебном заведении;
- на особом методическом (предметном) уровне: проектирование образовательного процесса на уровне одного предмета, класса, учителя;
- локальный (модульный) уровень – технология формирования определенной составной части учебно-воспитательного процесса, например, урока, понятия, усвоение новых знаний, повторение материала, самостоятельная работа и т.д.

Современный компетентный учитель должен иметь широкие возможности для использования

конструктивного обучения, одного из педагогических технологий, основанных на мышлении.

Сегодня творческие обучающие технологии, критическое мышление предпочитают самостоятельность, индивидуальный подход в образовании. Основной задачей педагогических технологий является реализация и внедрение эффективного применения методов и приемов, используемых для обеспечения самостоятельного обучения в сфере образования. Это означает, что учитель может достичь целей конструктивного обучения (обогащение нравственности обучающихся, усвоение знаний, путем саморазвития), умело используя педагогические технологии. Основная цель любого проектированного учителем урока должна служить формированию личности студента, обогащению его нравственности и обогащению духовности.

В высшей педагогической школе профессиональный преподаватель должен таким образом организовать учебный процесс, чтобы студент мог самостоятельно вести наблюдения, собирать научные факты, анализировать их в абстрактном мышлении, проводить мыслительные операции, решать проблемы, приобретать способность самостоятельно мыслить, проявлять практическую деятельность и формировать научное познание. То есть в процессе обучения должно быть единство, начиная от живого наблюдения, абстрактного мышления до практики. В педагогическом процессе учитель должен построить учебный процесс в развивающем, рассуждающем и активирующем направлении.

В мировой системе образования актуальным вопросом заинтересовавших ученых-педагогов стало обеспечение подготовки компетентных учителей с теоретической и практической точки зрения. Здесь целесообразно было проводить обширные исследования по многим направлениям, включая развитие индивидуальных личных качеств, формирование личности студента в педагогическом процессе, особую подготовку в системе

непрерывного образования, стимулирование возможностей в дидактическом процессе и т.д.

Компетентность учителя является основой компетенции ученика. Учителя, обладающие такими знаниями и навыками, не ограничиваются лишь хорошим образованием. Они развивают у учеников способность работать с ИКТ и переводить полученную информацию в знания, постоянно пользоваться ею, общаться, обучаться, основываясь на свои знания и умения, а также формируют умения обучать. Креативный учитель, строя творческий процесс обучения, создает основу для развития мышления каждого учащегося в этом процессе.

Под ИКТ компетенцией учителя-предметника понимаются такие личные качества как его готовность использовать информационно-коммуникационные технологии (ИКТ) во время своей профессиональной деятельности и его способность использовать их самостоятельно.

ИКТ компетенции учителя-предметника также зависят от того, сколько места выделяется этой области в процессе преподавания других предметов, и организации обучения с использованием новой технологии. Эта работа требует использования ИКТ во всех областях. Не так много места отведено возможностям использования ИКТ в организации учителями-предметниками, как отдельных уроков, так и внеклассных мероприятий, а также практически не учитывается формирование у учеников ИКТ компетенций.

Определенные предметы могут внести непосредственный вклад в эту работу. Как и все предметы, общий курс физики относится к списку данных предметов. Согласно содержанию, при преподавании физики ИКТ могут быть использованы в разных формах на различных занятиях: лекциях, семинарах и лабораторных занятиях, а также в процессе проверки усвоения материалов самообразования и обучения.

Не существует системного подхода к формированию ИКТ компетенций будущих учителей. ИКТ используется фрагментарно, а не на всех

формах учебных занятий. Конечно, перед каждым предметом не стоит задача формирования ИКТ компетенций у будущих учителей. Понятно, что этот вопрос следует рассматривать только при преподавании таких предметов как «Информатика», «Методика преподавания предмета» и «Применение ИКТ в обучении».

В настоящее время использование студентами персонального компьютера в период учебы доступно лишь на занятиях по информатики и в ряде предметов, связанных с анализом небольших программ, вычислений или поиском самостоятельной работы в интернете. Хотя студентам в период учебы было поручено подготовить решение определенных физических задач и подготовку результатов лабораторных отчетов, большинство из них не смогли справиться с этим. Эти факты показывают, что компетенция студентов в области ИКТ не находится на современном уровне.

ИКТ в системной и комплексной форме должны применяться в преподавании предметов, на лекциях, семинарских и практических занятиях, лабораторных работах и использоваться при самостоятельных и научно-исследовательских работах студентов.

У будущих учителей, важными считаются ИКТ компетенции, личная ориентация, системное использование ИКТ в деятельности. Как уровень развития ИКТ компетенций студентов должна быть использована и межпредметная связь предмета и информатики.

Перед будущими учителями в их дальнейшей педагогической деятельности связанной с ИКТ, стоят следующие нижеперечисленные задачи:

- определение педагогической целесообразности использования ИКТ и его дидактических возможностей в процессе преподавания предмета;
- использование компьютера в качестве средства получения и переработки информации и непосредственное применение назначения, структуры и характеристики индивидуальных компьютеров;

- подготовка проектов для проведения небольших исследований с использованием средств ИКТ;
- разработка учебных средств для различного типа и формы занятий в преподавании предмета;
- подготовка дидактических материалов по основным разделам предмета при работе с источниками информации, интернет-ресурсами и для всех типов и форм преподавания предмета;
- подготовка тестовых заданий.

Помимо этого, учителя-предметники должны обладать специальными системными компетенциями, связанными с ИКТ. Перечислим данные компетенции:

- уметь получать и применять новые знания с использованием современных ИКТ;
- уметь использовать готовые электронные учебные ресурсы, составить базу данных и применять ресурсы, доступные в Интернете при преподавании предмета;
- уметь разработать элементы методического комплекса обучения с использованием современных ИКТ;
- уметь заново разработать и составить электронные учебные ресурсы;
- уметь организовать подготовку и презентацию текстовой и графической информации по предмету;
- составлять динамические электронные таблицы и уметь использовать их;
- знать, как использовать презентационные программы, слайд-структуры, динамическую информацию (эффекты анимации), звуковые эффекты, раскладку электронных таблиц, подачу информации видеофрагментами как на этапе подготовки к преподаванию предмета, так и в процессе проведения урока.

Педагогическое образование следует рассматривать как непрерывный процесс. С одной стороны, это связано с постоянным обновлением и развитием общих педагогических знаний, а с другой стороны, с повышением творческого

характера педагогической деятельности и частыми изменениями в педагогической системе. В настоящее время начальное педагогическое образование следует принимать только как один фундаментальных этапов непрерывной подготовки учителей, а преподавательская подготовка непрерывно должна быть продолжена различными способами. По этой причине современный учитель должен обладать знаниями об ИКТ и иметь возможность пользоваться их возможностями.

Использование ИКТ в учебном процессе создает потребность новых типов учебной деятельности и новых моделей урока. Применение ИКТ в учебном процессе осуществляется по трем направлениям:

1. Мультимедийные возможности ИКТ и способы их использования в обучении.
2. Интернет возможности ИКТ и использование их в обучении.
3. Создание новых источников путем использования мультимедийных и интернет возможностей ИКТ и использование их в качестве наглядных пособий при организации обучения.

Опыт показывает, что использование интернет-страниц очень важно с точки зрения их эффективности на всех трех этапах обучения (подготовки к обучению, во время обучения и обобщения усвоенного).

Таким образом, использование ИКТ в процессе обучения:

- превращает обучаемого в основное лицо;
- предоставляет учителю возможность использовать больше фактов и материалов во время урока и позволяет обучаемому построить творческую деятельность;
- создает условия для внедрения новых методов обучения, превращает учителя в фасилитатора, и создает оптимальные условия для перехода обучаемого из объекта в субъект;
- повышает веру учителя в собственный профессионализм и достижения;

– посредством интернета обеспечивает взаимодействие учителя с другими учителями или базой данных для обмена опытом, связанным с организацией обучения.

Каждый шаг, каждая работа, проводимая со студентами в области формирования ИКТ и новых педагогических технологий – это начало более эффективного и целенаправленного обучения будущих поколений. В настоящее время в нашей республике придается большое значение работе с информационно-коммуникационными технологиями (ИКТ) и их правильному использованию во всех областях. Лучший путь усвоения знаний об ИКТ берет начало в средней школе.

«Программа обеспечения общеобразовательных школ Азербайджанской Республики информационно-коммуникационными технологиями (2005–2007 гг.)», утвержденная Указом Президента Азербайджанской Республики господином Ильхамом Алиевым от 21 августа 2004 года, дало старт этому процессу в нашей стране (4). Принятая главой государства «Государственная программа по информатизации системы образования Азербайджанской Республики в 2008–2012 гг.» от 10 июня 2008 года поставила перед собой следующие цели:

- построение качественно новой образовательной модели в нашей стране в соответствии с международными стандартами;
- создание единого электронного пространства и интеграцию образовательной системы в мировое образовательное пространство.

Из этого следует, что учителя должны широко применять возможности информационно-коммуникационных технологий в своей деятельности.

С помощью ИКТ в процессе урока, ученикам с различным уровнем подготовки, может быть обеспечен индивидуальный подход и даны задания, соответствующие их способностям восприятия. Распределив учеников в классе на группы, можно построить оптимальный рабочий режим на компьютере. Такое разделение по группам

придает особый эффект при решении вопросов по определенным предметам и при выполнении заданий исследовательского характера. Все учащиеся в классе, посредством компьютера, одновременно отвечая на вопрос учителя, активно участвуют в процессе обучения, а учителя тем самым могут поддерживать активность учеников на протяжении всего урока. Поэтому учителя должны стараться расширить свои знания в области использования ИКТ и электронных учебников.

Как еще раз подтверждает исследование, систематическая, целенаправленная, последовательная и непрерывная работа, проводимая по подготовке преподавательских кадров, обеспечивает повышение качества образования.

В XXI веке понятие хорошо образованный человек измеряется по новым критериям. На сегодняшний день, образованный человек по образу мышления должен усвоить новые знания и коммуникативные технологии, иметь возможность обучения на протяжении всей жизни, уметь превращать информацию в знания, а знания в умения. Этот подход также включает в себя современные парадигмы образования. Что необходимо сделать для этого? Именно учителя дают людям знания и мысли и направляют их на сознательную деятельность. В этом отношении современный учитель должен быть более компетентным, квалифицированным, знать новшества времени, обладать теоретическими педагогическими знаниями, глубоко знать свою специальность и уметь применять эти теоретические знания в педагогической деятельности.

Как мы отмечали выше, подготовка компетентных учителей остается самой важной и самой актуальной проблемой на сегодняшний день.

Таким образом, при подготовке компетентных преподавательских кадров следует использовать современные методы, новые педагогические технологии, инновационные методы обучения, но и компетентный учитель в своей педагогической деятельности для повышения качества образова-

ния должен широко применять компьютерные технологии. Без них невозможно представить современный урок и деятельность современного компетентного и искусного учителя.

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Section 8. Political science

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PARTY PLURALISM IN RUSSIA

Abstract. The formation of a multi-party system in Russia after the collapse of the USSR was hampered by the previous era of Soviet monopartism, the result of which was the “top-down model” of party building. The article focuses on the reasons for the discrepancy between the legal establishment of party pluralism and an entrenched *dominant-party system*.

Keywords: multiparty system, patronage parties, party formations, universal parties, inter-party relations.

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ПАРТИЙНЫЙ ПЛЮРАЛИЗМ В РОССИИ

Аннотация. Становление многопартийности в России после распада СССР затруднено предыдущей эпохой советского монопартизма, следствием которого стала «нисходящая модель» формирования партий. В статье акцентируется внимание на причинах несоответствия правового установления партийного плюрализма укоренившейся системе с доминирующей партией.

Ключевые слова: многопартийность, патронажные партии, партийные формации, универсальные партии, межпартийные связи.

Становление многопартийности в странах «новой демократии», в том числе и в России, сопряжено со слабостью партийной институционализации, рыхлостью организационной структуры партии, недостатком межпартийных связей, что нарушает баланс постсоциалистического мультипартизма. Клиентелистские формы политической интеграции и доминирование «патронажных партий» с уклоном к фракционности

в странах «новой демократии» вызваны дефицитом демократии, создающим проблемы дисфункции государственного управления. На этом фоне гипертрофированное значение приобретают персонализация власти и неформальные политико-экономические «сети» правящей элиты, чей модус вивенди замешан на авторитарных привычках. Возможно, поэтому до сих пор источником формирования политических партий в России

являются не столько электоральные намерения, сколько интересы и амбиции властных структур, в связи с чем, наблюдается увеличение тенденции к флуктуации и электората, и партий по направлению к центру власти. Это свидетельствует о невысокой степени участия политических партий в процессе формирования общественного мнения и политической воли.

Сегодня у большинства российских партий наблюдается тенденция ориентирования не столько на традиционно «свои» группы избирателей, сколько на гетерогенный по своему составу электорат, на который претендуют и другие партии. В результате, происходит вполне оправданное временем исчезновение (или размывание) партий как по идеологическим, так и по социальным основаниям и превращение их в партии, претендующие на представительство всех слоев населения, т.е. «универсальные партии» или «партии для всех». Это заставляет партии различных ориентаций формулировать свои позиции с целью привлечения на свою сторону новых групп избирателей путем включения в партийные программы такого широкого спектра требований (обещаемых услуг), что отличить правых от левых, консерваторов от либералов, последних от социалистов и т.д. становится почти невозможно. Подобный «партийный плюрализм» в России (собственно, как и на всём постсоветском пространстве) представлен в первую очередь интересами госчиновников, а не многообразными общественными структурами. Это говорит о том, что «новая демократия» до сих пор не сумела деэтактизировать политическое представительство, оставив почти на такой же дистанции общество и государство, на какой они пребывали в эпоху авторитаризма.

В то же время, развитие российских политических партий в XXI веке не может не испытывать влияния новейших мировых тенденций. Как известно, социальные и политические конфликты концентрируются вокруг таких основных партийно-идеологических направлений, как социал-де-

мократизм, либерализм, консерватизм. Каждое из этих направлений имеет в своем формате левый, правый и центральный сегменты. Наряду с этим существуют политические силы, ориентирующиеся одновременно на крайне правый/левый сегменты и, таким образом, стремящиеся к выходу за пределы установившейся политической системы. При определенных обстоятельствах подобные устремления радикалистского крыла того или иного толка может угрожать целостности существующего политического порядка. Поэтому одной из проблем российского партийного строительства в XXI веке является ослабление внутрипартийного напряжения, прежде всего, через политико-правовую институционализацию партий.

Если установившаяся в западной демократии классическая модель «партийных формаций» основывается на определенных ценностях, опосредованных «линиями разделения» общества [1] по различным основаниям, то в РФ множественность позиций и мнений не имеет четко очерченных границ в вопросе определения тех социальных ценностей, которые способствовали бы общественной интеграции. Программы российских политических партий подтверждают данный тезис: независимо от формальных названий партий (ЕДРО, КПРФ, ЛДПР, и т.д.), концептуальные основы их целей и деятельности удивительным образом схожи [2, 268–269], что вводит в заблуждение электорат и, в конечном счете, отчуждает его от политической жизни, в целом. Именно поэтому формация партийных систем у нас меньше всего зависит от электората, ее развитие находится в сильной зависимости от интересов и устремлений главных политических акторов страны.

Партийная реформа, начавшаяся принятием ФЗ «О политических партиях» (2001), направленная на оптимизацию их деятельности в российской политической системе, своей цели пока не достигла, несмотря на некоторые положительные результаты: сокращение более чем в четыре раза численности партий, исчезновение большого

числа «бумажных партий» и т.д. Однако без решения таких вопросов, как внутрипартийная демократия, основания и порядок включения в партийный список кандидатов в депутаты, форма и состав руководящих органов политической партии с целью воспрепятствования скрыто/открытых методов автократического управления партией, структурирование избирательной конкуренции и формирование политического предвыборного и выборного пейзажа, обеспечение когерентных политических групп для сокращения разногласий в последующей работе в различных органах власти, преодоление фрагментарного состояния партийной системы посредством развития конкуренции/партнерства (и для начала этого процесса необходимо отменить законодательные положения о запретах на межпартийные объединения, переходы депутатов из одной фракции в другую, формирование избирательных блоков), успешное развитие партийного плюрализма вряд ли возможно. Только консолидация российских политических партий, осуществляемая в рамках как законодательства о партиях, так и «партийного права» в состоянии обеспечить переход от доминирования неформальной политики к примату формальных политических структур.

Поскольку партии – атрибут представительной демократии, усиливающие ее конститутивную функцию, повышающие политическую конкуренцию и легитимирующие избирательный процесс путем гарантии альтернативных выборов, постольку они как политический институт обращают на себя гораздо более пристальное внимание, чем какой-либо другой. Образование и деятельность множества партий в стране, где недавно господствовала одна партия, порождает немало проблем, одна из которых — проблема соотношения формальных правил, норм, институтов, связей с неформальными нормами, институтами.

Деятельность партий, как правило, основывается на неформальных связях и способах вза-

имодействия, которые замещают формальные нормы, становясь при этом «функциональным эквивалентом» формальных правил и институтов [3, 178]. Отчасти в этом, как бы, «виновата» демократия, вернее, её издержки: избыток процедурных правил, придающих процессу принятия решения рутинный, неэффективный характер, поэтому замена формальных правил неформальными часто оценивается как результат рациональной деятельности политических акторов. Появление новых демократических институтов с неустоявшимися статусом и функциями волей-неволей способствуют росту неформальных правил, связей, институтов, что влечет за собой снижение значимости формальных правил. Ввиду негибкости, отставания норм права от потребностей политико-партийной жизни, невнятности правовых институтов относительно партий возникает дефицит общественного признания формальных институтов и норм [4]. Примат неформальных институтов над формальными следует воспринимать как отход от правового государства. Например, в западной демократии соотношение формальных и неформальных структур во многом зависят от того, в какой мере и в каком объеме политические общественные структуры связаны с обществом [5]. Если формальные политические структуры Запада строятся на основе универсалистских форм общности, преодоления клановых, кастовых, патриархальных отношений, партикуляризма, установления порядка адекватного демократии (причем все это основывается на политико-культурно-моральном порядке), то в странах «новой демократии» государственная интеграция обеспечивается не столько общественными связями (здесь они очень слабо выражены), сколько лояльностью и пиететом к властвующим структурам, особенно к органам, наделенным полномочиями контроля, принуждения, силы и т.п. Здесь, как правило, все отношения строятся на личных, т.е. неформальных (отсюда и «демократия с довеском» – управляемая,

делегируемая, суверенная и т.д.). И даже демократически избранный глава государства воспринимается нередко в качестве «вождя». Поэтому к причинам разрыва политических и правовых связей в становлении партийного плюрализма можно отнести: а) клиентелизм в политических отношениях (он порождается неравномерным распределением власти, игнорированием принципа разделения властных полномочий, что уси-

ливает социальную зависимость управляемых; б) отчуждение общества от власти, ограничением политического участия (т.е. «политика для избранных»); в) непотизм, усиливающий неформальные правила и институты в негативной коннотации; г) отсутствие прочных связей между партиями и потенциальным электоратом: большинство избирателей не знают, за какую партию они проголосуют незадолго до выборов.

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POLICY EVALUATION OF SCHOOL-BASED MANAGEMENT KNOWN AS (MBS) AT THE LEVEL OF PRIMARY EDUCATION IN PURBALINGGA REGION

Abstract. The problem of the high rate of school dropout figures for primary education, infrastructure classrooms that are less comfortable and safe for the children at the time of receiving the lessons, and the lack of educators and educational quality that occurs when this making the Government of Purbalingga Region applies both MBS in the primary level. This research aims to observe the achievement results of this policy. Research methods used by researchers are qualitative, with classifying the data using the technique of triangulation. The results showed that MBS program policies in Purbalingga Region have not achieved the expected results, which seen from the results of interviews, data, and other supporting documents, namely the evaluation of Purbalingga Region in 2017. The recommendations given by the researchers in this study are to understand the system, culture, and resources that are in school and reflect on the compatibility to support organization of the MBS. Identifying the system, culture, and resources that need to strengthen and that needs to revamp and introduced it to adopt MBS program. making a commitment in detail is known by all the elements of the charge, if there is a change of system, culture, and resources that are pretty basic; create a vision, mission, goals and objectives of the school; make a plan into various period such as short, medium, and long. Creating the appropriate activities with the target; and compile technical reports and financial statements as the embodiment of the accountability of school activities that have been completed.

Keywords: Policy Evaluation, School-Based Management, Dropouts, Basis Education, and Purbalingga Region.

I. Introduction

School Based Management — is a program of the Government with regard to the existence of the principle of decentralization then came the autonomy of education. Where the school given the authority in managing their own school, it is without leaving strategic policies set by the Central Government. As for the standards established by the Center, include the competency standards of students, subject mat-

ter standards, minimum mastery of standards, minimum service standards, the determination of the calendar of education and others.

The existence of autonomous education demands the participation and empowerment of all components of education in an effort to increase the quality of education. MBS is a quality improvement approach in education through the policy autonomy of the region. MBS is a new educational paradigm

that gives broad autonomy at the level of the school with the intention of enabling the school freely manages resources and funding sources with allocating in accordance with priority necessity and in an effort to improve the participation of the community.

MBS guaranteed by (Indonesia [9]) of the National Education System, article 51 paragraph (1) "unit management, early childhood education, elementary education and secondary education was implemented based on the principle of minimum service standards school-based management/*madrassa*". Thus, the principle of the MBS expressly stated in the legislation as a principle in the management of education both for early childhood education, elementary education and for secondary education. Legalization of the implementation of the MBS is also contained in the regulation of the derivatives legislation System of national education in the (Presiden RI [15]) about education standards stated in article 49, which reads:

1. Management Education Unit at the level of primary and secondary education is implementing school-based management demonstrated by independence, partnership, participation, openness and accountability.

2. Decision-making on the units of primary and secondary education in the field of non-academic conducted by committees of the school or *madrassa* that attended by the head of the education unit.

(Indonesia [9]) about National Education System and Government Regulation (Presiden RI [15]) about education standards provide a strong legal basis for implementing School-based management and education Community (Community-Based Education). Ideas either based on the study results, outside or inside the country, about the school that is effective (effective schools) which can only realized if the MBS is applied, seemed to gain opportunities in an atmosphere of reform in education with the theme of pedagogical autonomy so that it presents to encourage the introduction of MBS in Indonesia.

The purpose of the MBS is so that schools can improve the efficiency and effectiveness of school

quality, performance by providing a comprehensive education services and in accordance with the Community necessity (Mulyasa [12]). While improved quality school performance can be seen and the condition of effectiveness and efficiency displayed by the school, both in academics or academic and learning. However, it is not in line with reality, where the condition of education in Indonesia still very low compared to other countries in the Asia Pacific region.

The MBS issue is not only currently occurs only in Indonesia, but also have occurred in other countries, these problems are about school effectiveness in implementing MBS. The role of the school principal is as a leader in the application of the MBS, the participation of parents in supporting the crisis management of MBS. In high school that reduced with MBS, planning and controlling financial and leadership competence and development of working relationships capacity-based comprehensive school called *Whole School Development*, build knowledge management systems-based process for school or *Process-Based Knowledge Management System for Schools*. The selection process and education school administrators to improve the quality of education and academic achievement based on exam results and research reports.

The importance role of MBS policy implemented in Purbalingga Region because it can provide opportunities to the school becoming more superior. School's MBS that means conducting the operations management oriented in the interests of the school. The school independently determines the vision, mission, objectives and all activities implementation. The school curriculum drawn up in accordance with the MBS schools because of the deal would of schools, parents and the communities are mainly graduates of the school. All activities in the school of education oriented to quality improvement of school education are concerned. The contributions of parents and the community against the school's financial responsibility not only towards the provision of education infrastructure in schools, but also

a responsibility to the quality control of the school. Any oversight functions performed by parents and the community against the school as a whole and thorough. The increase of the school's MBS in Purbalingga Region in quantity or quality then it will increasingly bring up the flagship school. An obsession if all schools MBS are conditioned then superior to competition into the discourse. Competitiveness globally in this case will give a positive impact to education in Indonesia.

The MBS policy gives autonomy against the school to organize education in schools independently. However, autonomy does not necessarily make the school break away from government control. Institutional rules which are operational as part of functional State institutions in the field of education, surely continue to apply.

II. Research goal

This research aims to as follows:

1. To measure the success or failure of policies implementation being applied to the MBS education elementary school in Purbalingga Region
2. To describe and analyze the factors that support and restrict the success of policies related to the MBS program in Purbalingga Region for elementary school education.
3. To formulate model policies MBS related about the management and organization of primary school education in Purbalingga Region.

III. Research method

This research applies research methods and techniques of the qualitative data analysis. Focus research on assessing the success or failure of the MBS, describe, and analyze factors determinant on MBS in Purbalingga Region. The informant is determined based on pre-set criteria in accordance with the criteria of the research's focus. Data collection implemented by using the method of study of documentation, interviews and in-depth observations against the object of research. Analysis of the research data implemented by applies qualitative data analysis technique such as by doing data collection field. The

condensation and presentation of data are as well as the withdrawal of the conclusion. Testing the legality and validity of the data is using the technique of triangulation.

IV. Result and discussion

A. Definition of policy evaluation and MBS

– The Understanding of Policy Evaluation

The understanding of the notion of evaluation may vary in accordance with the understanding of evaluation vary by evaluation experts. (Wirawan and Bandu [20]) stated that evaluation as research for gathering, analyzing, and presenting useful information about the object of evaluation, assessing it by comparing it to the evaluation indicators and the results used to take decisions concerning the object of evaluation.

(Brinkerhoff and Brinkerhoff [3]) stated that evaluation is a process that determines the extent to which the objectives can achieved. (Brinkerhoff and Brinkerhoff [3]) add in the implementation of the evaluation should there are at least seven elements that should create. Namely: 1) focused on what will be evaluated (focusing the evaluation), 2) has a draft evaluation (designing the evaluation), (3) collecting information, 4) analyzing and interpreting information, 5) report (report information), 6) settings/management evaluation (managing evaluation), 7) Evaluation for the evaluation (evaluate evaluation).

Evaluation is highly, evaluation could implemented includes two aspects, namely quantitative and qualitative. Where to carry out the measurements to a performance, in this case more measuring quantity rather than work assessment while pointing at in terms of quality, so the evaluation is concerned with both i.e. measurement and assessment in which measurement the nature of quantitative and qualitative nature of the assessment.

– The Concept of Evaluation Program and Public Policy

The evaluation program is a set of activities that done on purpose to see the success rate of the program. There is some notion of its own programs. In the dictionary, (a) program is a plan; (b) program is an ac-

tivity that done thoroughly. Program evaluation is an activity that is intended to find out how high the level of success of the planned activities (Arikunto [1]).

According (Harrison [6]) cited by (Arikunto [1]) stated that program evaluation is a process to find out whether the educational objectives have been achieved. Furthermore according to (Hendrickson and Cronbach [7]) stated that the program evaluation was an efforts provide information to be delivered to decision maker (Stufflebeam et al. [16]) (Tyler [17]) (Cronbach [4]) (Arikunto, Suharsimi, and Jabar [2]).

The overall opinion of some of the above, it can be said that the evaluation of the program is the process of collecting data or scientific information which can be used as consideration for decision makers in defining alternative the policy. Evaluation of the program was conducted according to theory from (Mulyatiningsih [13]):

a. Observing the donations program is towards the achievement goals of the organization. The results of this evaluation it is important to develop a similar program elsewhere.

b. Taking a decision about the sustainability of a program, whether the program necessity forwarded, improved or discontinued.

According to its purpose, i.e. to know the condition of something, then the evaluation of the program stated that to represent one form of evaluative research. Therefore, in implementing the program, the evaluation of thinking and decisive step how to carry out the research.

Understanding the evaluation policy according to (Indiahono [8]) was assessing the success or failure of policies based on indicators (Indiahono [8]). While according to (Wahab [18]), evaluation can carry the functions of learning, in the sense that by identifying successful activities that do not succeed in delivering the expected results. as well as with finding what causes of success and failure that then would be possible refinement of the performance of the project or program in the future and thereby

avoid the mistakes that have been made in the past (Wahab [18]). While Thomas Dye in the book according to Thomas Wayne Parsons stated that the evaluation of the policy is: “an objective examination, systematic, empirical and against the effects of public policies and programs against target in terms of the objectives to be achieved” (Parsons [14]).

Evaluation takes an important role a number of key functions in the analysis of policy. According to (Meyer and Dunn [11]) stated that function evaluations, namely: “First, and most importantly, the evaluation provide information of valid and reliable regarding the performance of the policy. Second, the evaluation of the contribution on the clarification and critique of the values are underlying the selection of goals and targets. Third, the contribution of evaluation is on application methods of the analysis of other policies, including the formulation of problems and recommendations” (Dunn [5]).

Based on the opinion of (Dunn [5]) above it can be concluded that evaluation is a process most policies is important because with the evaluation we can assess how far the necessity, value and opportunity through public actions, where specific objectives can be achieved. Therefore, the propriety of certain policies is with the policy alternatives that are new or revised policy. The main goal of public policy evaluation is to find out the extent of the success of a policy program, while social goals to contribute (recommended) on the subsequent decision-making and repair program policies in the future.

– Assessing Indicator of a Public Policy

When will conduct an evaluation of the program policy there needs to be an assessment of the indicators to measure whether or not the policy program successfully executed. At the time of assessing program policies carried out by the authorities, it is very important to consider multiple indicator assessment, which would use as guidelines in conducting the evaluation. It implemented so that the error does not occur on when performing evaluation process if we just wear one indicator alone at the time of the policy

evaluation process. There are six indicators according to (Dunn [5]) to assess a policy such as:

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1. Effectiveness: is closely related to the extent to which programs are achieving results or objectives that have been set, as for was formulated before the project or the program is executed.

2. Efficiency: closely related to how much the efforts made to achieve a predetermined result or formulated in the implementation of the program.

3. Adequacy: closely related to the value of the satisfaction felt by the parties involved in these policies.

4. Equalization: closely related to capability program for reaching out various communities group and it can felt by the various groups.

5. Responsiveness: closely related to how far the results of program policies able to fulfill and satisfy the necessity, preferences or values of certain community groups.

6. Accuracy closely related to rationality substantive, for questions about the accuracy or appropriateness of a program does not deal with the individual criteria but one two or more criteria simultaneously.

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B. MBS Meaning

School-Based Management (SBM) is granting autonomy and authority at the level of the school.

Responsibility and decision-making operations handed over to the school principals, teachers, parents, students, and other community members. School-level implementers however, they can adjust, or run a school activity-policy of the Central Government (World Bank).

(Ward and Chapman [19]) stated that the application of the MBS is not another objective is to improve the quality of education. Based on research on the effectiveness of the school's more broadly that one of the characteristics of effective school improvement that can enhance the achievements of learners is on schools that are relatively autonomous, have the ability to complete the problem itself, and the strong leadership of the headmaster. In other words, MBS meant to form effective schools to enhance the quality of education.

(Kubick [10]) stated that results of formula of the American Association of School Administration, The National Association of Elementary School Principals, & The National Association of Secondary School Principals who held a meeting in 1988 (Kubick [10]) application of multiple purpose). Identifying MBS are as follows: (1) formally MBS can understand the skills and abilities of the people who work at the school and is used for decision making in order to improve the quality of learning. (2) Involve teachers, other staff and the public in any decision making in schools, (3) improve the morale of teachers. (4) The decision taken by the school to have accountability, (5) adjusting the financial resources towards objectives instructional developed in schools. (6) fostering and stimulate the emergence of new leaders in the school, and (7) to improve the quality, quantity, and flexibility of communication each community school in order to achieve the school necessity in accordance that have been classified.

– MBS Principles

(Yau and Cheng [21]) put forward four principles of MBS in managing schools, namely: (a) the principle of equity, (b) the principle of decentral-

ization, (c) the principle of independent management system, and (d) the principle of human resource initiatives (Yau and Cheng [21]).

a. The principle of equity (principal of equity): these principles based on modern management theories assumed, that there are several different methods to accomplish a goal. The MBS model places emphasis on flexibility so that schools should run by the citizens of the school according to their respective conditions. Because of the complexity of the task of the current school and the presence of great differences between schools with one another, especially the difference in academic and non-academic performance of students and the characteristics of its environment, then the school may not start with the structure of the standard nationally.

b. The principle of Decentralization (Principal of Decentralization): Decentralization is a symptom of an important modern school management reform. The principle of decentralization was consistent with the principle of equity. Principle of decentralization enshrined basic theory that the management of the school and the learning activity can circumvented from the difficulties and problems. Education is a complicated and complex problem so requires decentralized in its execution.

c. The principle of Independent management system (Principal of Self-Managing System): MBS realized the importance of the school designed a management system independently under its sole discretion. The school has the autonomy to develop learning objectives, management strategies, the distribution of human resources and other resources, problems solving, and achieve goals based on their respective conditions. Therefore, the school managed independently and they have more initiative and responsibility.

d. The principle of Human Initiative (Principal of Human Initiative): in line with the development of human relationships between movement and the movement of the behavioral sciences in modern management, human started paying attention to se-

rious important influence on human factors in the effectiveness of the organization. Human resource perspective emphasizes that humans are valuable resources in the Organization so that management's top priority is to develop human resources at the school to take the initiative. Based on this perspective, then the MBS aims to build environment for the citizens of the school in order to work properly and develop its potential. Therefore, the improvement of the quality of education can measured from the development aspects of its human resources.

– Supporting and Restricting Factors of policy Evaluation

Factors that affect the success of School-Based Management is a curriculum and learning; learners; educators and educational personnel; facilities and infrastructure; the school's relationship with the community; budget; and culture of the school environment with the goal of eventually is improving the quality of education and school management.

Research results related to the evaluation of the MBS policy at the level of primary education in Purbalingga Region known by using six indicators evaluation, which provided a measure of doing evaluation. The six indicators of these evaluations are the effectiveness, efficiency, sufficiency, equity, responsiveness, and precision.

Factors that become success in implementing MBS program consist of seven fields of a highly influential component of the powerful against the success of the MBS program policies. These seven components of the field it is the curriculum and learning; learners; educators and educational personnel; facilities and infrastructure; the school's relationship with the community; budget; and cultural environment of the school.

– MBS Policy Evaluation

MBS policy at the level of primary education in Purbalingga Region currently found that the policy is far from maximum or optimal. The elaboration of the six indicators based on findings in the field as follows:

1. Effectiveness

MBS program organized by the County Government of Purbalingga Region in Basic levels of education result has not been effective. This is because the current MBS Program has not been able to achieve the goal as expected earlier. Still rising numbers dropping out of school, the educational infrastructure was damaged, and yet satisfy teachers or educators and educational quality be proof that this program has not been effective in addressing some of these problems in Purbalingga Region.

2. Efficiency

MBS program in General has not been efficient. The current Government of Purbalingga Region through the Office of Education and Culture has not been many efforts in realizing the improvements the quality of education by using the MBS program. Need a lot of work done by the Government of Purbalingga Region through the Office of Education and Culture in order to create the purpose of the MBS could achieve and sustained in the community in accordance with what is expected.

3. Adequacy

MBS cannot satisfy the community. Some of the things that cause the emergence of community discontent against the MBS program in Purbalingga Region were the large number of infrastructure away from a sense of comfort and safety to the classroom at the time of the process of teaching and learning of students. Many teachers still or teachers that are not yet certified and the dropout rate are still high schoolers causing minimum service standard was not achieved.

4. Equalization

The results of the evaluation to the four notes that current MBS Program already evenly can enjoyed by all societies that have school age children are included in the category of age of primary school education.

5. Responsiveness

MBS program has not been responsive in meeting the necessity and desires of society in Purbalingga Re-

gion. The program desired by the community's current in Purbalingga Region is a program that directly can be felt by the public in reducing the numbers dropping out of school, satisfy Minimum Service Standards known as (SPM) at the level of primary education, be a certified elementary school teacher, and repair infrastructure damaged school building without burdening his parents. While the MBS program seen yet able to answer that problem, since their implementations are still far from their current expectations.

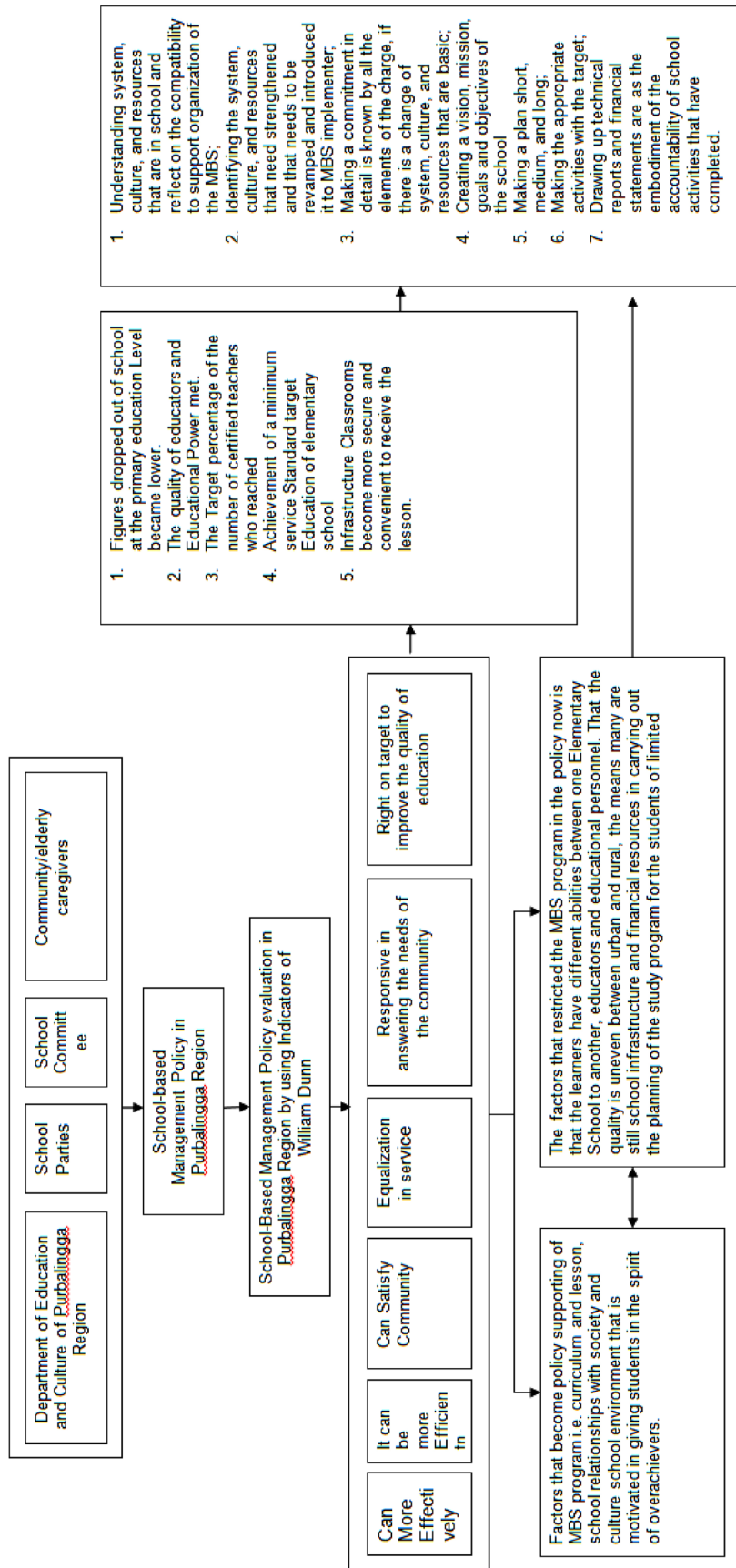
6. Accuracy

Current MBS program according to informants who exist in this research has not been right on target. MBS Programs, which aims to improve the quality of education in seven fields, required in MBS that is curriculum and learning, learners, educators and educational personnel, advice and infrastructure relationships with community, school finance, and cultural environment of the school has not been able to meet all of them by the school. The school has yet fully to implement the principles of independence, fairness, openness, partnerships, participatory, efficiency and accountability that can improve the quality of their education at this time.

C. Successful factor of the mbs's policy

Seven fields or components that affect successful or whether the execution of the MBS are these curricula and learning are as follows; there are learners; educators and educational personnel; facilities and infrastructure; the school's relationship with the community; Finance; and cultural environment of the school.

The results showed that the factors that affect the implementation of the policy of the MBS program at the level of primary school in Purbalingga Region, the result are the absence of a school that could meet the seventh field. According to the informant, however, some fields implemented in accordance with the situation and conditions in the primary school. Factors that become policy supporting of MBS program such as curriculum and lesson, school relationships with society and culture school environment



Source: Researcher Analysis

Figure 1. Proposed Model of MBS Policy Evaluation

that is motivated in giving students in the spirit of overachievers. While the factors that hampered the MBS program in the policy at the moment is that the learners have different capabilities among other schools, educators and educational personnel that the quality is uneven between urban and rural schools infrastructure, many still broken, and financial resources in carrying out the planning of the study program for the students is limited.

Yet the existence of harmony between the factors that affect the success of the MBS policy with practice in the field currently make policies still have not managed to MBS held in Purbalingga Region. Because the resource owned by, the school with each other is not the same, so that led to the gap between schools that are successful and slightly less successful in its implementation in Purbalingga Region nowadays.

D. Model proposed

The proposed model used to realize the program of MBS program in order successfully implemented by the Government of Purbalingga Region. The model proposed MBS Program of researchers used as a reference by the Department of Education and Culture of Purbalingga Region, namely. (1) It should understanding the system, culture, and resources that are in school and reflect on the compatibility to support organization of the MBS program. (2) Identifying the system, culture, and resources that need strengthened and that needs e revamped and introduced it to MBS program implementer. (3) Making a commitment in detail known by all the elements of the charge, if there is a change of system, culture, and resources that are basic. (4) make a plan short, medium, and long; (5) make the appropriate activities with the target; (6) drawing up technical reports and financial statements as the embodiment of the accountability of school activities that have been completed.

V. Conclusion and suggestion

The conclusions of these researches are as follows:

1. The MBS policy at the level of primary education in Purbalingga Region overall negative result has not yet successfully implemented optimally. It based on an assessment of the communities in this study.

2. Factors that become policy supporting of MBS program such as curriculum and lesson, school relationships with society and culture school environment that is motivated in giving students in the spirit of overachievers. While the factors that hampered the MBS in the policy now are that, the learners have different abilities between one Elementary School to another, educators and educational personnel that the quality is uneven between urban and rural. a lot of school infrastructure is still damaged, and financial resources in carrying out the planning of the study program for the students is limited.

The repair effort that needs implemented over a range of conditions the results of evaluation policy of MBS program at the level of basic education in Purbalingga Region, are as follows:

1. Understanding system, culture, and resources that are in school and reflect on the compatibility to support organization of MBS.

2. Identifying the system, culture, and resources that need strengthened and that needs revamped and introduced it to MBS implementer.

3. Creating a commitment in detail known by all the elements of the charge, if there is a change of system, culture, and resources that are basic.

4. Creating a vision, mission, goals and objectives of the school.

5. Creating a plan of short, medium, and long.

6. Creating the appropriate activities with the target.

7. Drawing up technical reports and financial statements as the embodiment of the accountability of the school activities have been completed.

8. All of the above recommendations need to be optimized in order that the level of compliance with the policy that has been established by the Government of being high.

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Section 9. Psychology

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FEATURES OF THE PROCESS OF OBJECTIFICATION IN INFANCY

Abstract. The work compares the views of Sigmund Freud on the most important for psychoanalysis (affective, libidinal, erotic, instinctive), the cathexis process associated with the object [4] with the views of Dmitry Uznadze on the process of objectification [1] on the example of psychological processes in infancy. At the same time, in this initial period of the child's existence, two impulsive tendencies are mainly functioning – these are relics of biological means aimed at interrelations with the external environment (unconditioned reflexes) and therefore functionally useless and interfering with the normal development of the child. On the other hand, at the same time, the general biopsychic set acts ambivalently. This tendency dominates and temporarily ensures the vital activity of the child contributing to the repression of the relics of biological means. It is shown that the terminological opposition (pseudo-cannibal behavior- visual-guided pulling) actually provides a confrontation between individualism and collectivism.

Keywords: cathexis, objectification, infancy, consciousness, ambivalence, individualism, collectivism.

After birth, the child finds himself in a situation hostile to him, when the possibilities for the organism to survive within the limits of the body's given capabilities are minimal and therefore the only way to survive is to shield him from a dangerous situation (of course, both the physical environment and the social environment are assumed here). Such circumstances, during the first month, force the newborn to go into a state that resembles a state similar to anabiosis. By this very fact, the child's body as if brings to activity a general biopsychic set, which, on the basis of a simple but essential principle of life activity (regardless of the degree of development of a living being) according to the theory of Dmitry

Uznadze, as a result of the coincidence of the need for food with the situation of meeting this need [1], ensures the existence of a child. Craig writes: *Researchers have long determined that babies come into the world with biologically determined behavioral patterns that can be divided into two types: survival reflexes and primitive reflexes. The survival reflexes are the behavioral responses (reflexes) necessary for adaptation and functioning, especially during the first weeks of life, before the higher brain centers take control. These are the reflexes of breathing, breast searching, sucking reflex, pupillary reflex, blinking reflex [2].* Of course, before the birth of a child, the survival reflexes are inactive. However, when, after birth, the child's po-

sition changes dramatically and he finds himself in a dangerous situation. At this time the historically established readiness to act in a crisis situation immediately takes effect, which is realized by means of a general (regardless of the level of development of the living being) biopsychic set, which is expressed in the need for food, since, without a doubt, food is a major factor in ensuring survival.

At the same time, in this initial period of the child's existence, two impulsive tendencies are mainly functioning – these are relics of biological means aimed at interrelations with the external environment (unconditioned reflexes) and therefore functionally useless and interfering with the normal development of the child. On the other hand, at the same time, the general biopsychic set acts ambivalently. This tendency dominates and temporarily ensures the vital activity of the child contributing to the repression of the relics of biological means. Therefore, the condition of the child, which, in one case, resembles anabiosis, in the other case, it is a primitive narcissism [3] and the beginnings of selfish concentration. In fact, in the first month (and in the first half of the year) from birth such condition of a child provides negation of relics of biological means (unconditioned reflexes) of establishing relationships with the environment. All these circumstances lead the child to the transition of gradual adaptation to the social environment, when the psychoanalytic understanding of the object and the concept of objectification according to the theory of set acquire particular significance.

The work compares the views of Sigmund Freud on the most important for psychoanalysis (affective, libidinal, erotic, instinctive), the cathexis process associated with the object [4] with the views of Dmitry Uznadze on the process of objectification [1] on the example of psychological processes in infancy. It is argued that, according to Freud, any behavioral act directs energy to an object, that is, a process of cathexis or investment or contribution, when a certain amount of energy is contributed in this or that ob-

ject. Thus, it turns out that in its understanding the infant psychologically changes another object, makes it understandable, familiar to itself and thereby approaches the understanding of the object according to the Uznadze theory. D. Uznadze writes: Thus objectification does not create objects, they exist in objective reality, regardless of our acts, but it turns available objects into objects on which we focus our attention, or, more precisely, which we objectify [1]. Consequently, writes D. Uznadze, attention essentially needs to be characterized as an objectification process – a process in which perceptions that have arisen on the basis of our sets, any one of them is distinguished; identified, it becomes the subject of our cognitive efforts and as a result of this – the clearest of the actual contents of our consciousness [1].

Craig writes: In the first weeks of life, babies tend to be regular and calm, but at the same time try not to miss any of their feelings and experiences related to the outside world. They seek to find a balance between excess and lack of stimulation. As babies use signaling and approximate behaviors (crying, voice reactions, visual tracking), they become more sensitive to their social environment in order to connect with nearby people. At this stage, babies do not distinguish between those who care for them and other people, reacting to all about the same [2].

As you can see, in this particular case, the baby is not yet mature enough to select objects of reality on the basis of signs of emotional closeness, distance, characteristics, past experience, practical needs, that is, indicators that require even the simplest forms reasonable behavior. The situation changes dramatically in the second half of the first year of birth.

Craig confirms that many theories of adult and child development place emphasis on the self-concept of man – his perception of his own personal identity. The self-concept is seen by the integrator, the filter, and the mediating link of much of human behavior. That is, people tend to behave in such a way that their behavior does not contradict their image of self and self-concept [2].

By the end of the first half of the year, the child is not only interested in the mother's face, but at the same time child by his persistent attention, smile, vivacity, repeating monotonous sounds, stretching his hands towards the mother, by head movement emphasizes his interest in contact with the mother. It is noteworthy that, in most cases, the child shows such interest, when he is already full and has satisfied all his natural needs. At the same time (approximately at the age of seven months), children are usually alienated from strangers, and this even in the case when they go to strangers for some time, but quickly assess the situation, they demand a return to the mother. Craig writes that most psychologists in fear of strangers and fear of separation (from the mother) see a sign of the intellectual development of the infant [2]. As cognitive processes mature, babies design outlines of everything they know, notice the new and the unusual. They can distinguish people who care about them from strangers and become acutely aware of the absence of the person who cares for them [2]. Thus, it can be argued that in this case the process of objectification takes place, when the infant evaluates opposite circumstances and, on the basis of such an assessment, makes a choice in favor of its mother, its object. If these circumstances are interpreted in psychoanalytic terms, then it can be argued that a cathexis process takes place here, when the infant energy is invested in the parent object and vice versa the maternal energy is invested in the child's object. Therefore, not only the process of objectification and cathexis is presented here, but also a peculiar fact of ambivalence. Before the child there are two clearly unequal circumstances, which, however, have a hidden equivalence, since the mother herself handed the child to a stranger and by this herself provided a stranger to the child by the equal opportunities to influence him. Therefore, the child, with its irritability, exaggerates the danger posed by a stranger and forces the mother to return himself to her. The child demonstrates the

rationality of behavior, when he controls the course of behavior of the mother and a stranger with the means available to him.

By the age of 5 or 6 months, most babies are passing an important milestone in their development, which is called visual-guided pulling [2]. Thus, in this case, the emphasis in the child's behavior can be made on the socially-necessary behavior. However, it was at this time that the child, fed up with mother's milk, bites her, which makes it difficult at once to confirm the above suggested assumption. On this occasion Jean-François Rabain writes that: S Freud in 1915 in his *Three Essays on the Theory of Sexuality* introduced the notion of an "oral" organization that he also described as "cannibalistic" [5]. In this case, according to the statement of Freud, one can say that the cannibalism spoken of by S. Freud is in fact symbolic cannibalism, which obviously, legally manifests primitive, individualistic behavior, which, in its essence, is a primitive social construct. However, it should be noted that individualistic, pseudo-cannibal behavior does not withstand competition with the social, collectivist tendency of visual-guided pulling, which is identified with socially-necessary behavior in the mastering of social skills, abilities and values. By this, outwardly impulsive, individualistic behavior, in fact, is transformed into socially necessary behavior. The confrontation between the individualistic tendency and the collectivistic tendency is also a peculiar manifestation of ambivalence in the conditions of the dominance of the objectification of objects of reality, not according to the impulsive scenario of satisfying impulsive needs associated with biological survival, but with the satisfaction of collectivistic needs, which is expressed in the activation of subjects of physical and social reality with the aim adaptation with the social environment. Thus, the constant opposition of individualism and collectivism mediates the progressive development of society.

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ONLINE SURVEY: UNCOVERING THE FACTORS THAT CAUSE DEPRESSION

Abstract. Contemporary society is complex as people compete for limited resources. When this happens, stress can build up in our bodies, causing depression, which is one of the most dangerous and most powerful diseases in the world. The following study assesses the relationship between depression and its possible factors. An online survey was conducted in September 2018 and reached over 250 people of all ages in both the United States and China. On the questionnaire, participants were asked general information regarding themselves as well as a set of questions developed by the Goldberg Depression Inventory to assess the possibility of developing depression. Multiple analysis techniques were performed such as t-tests and chi-square tests with the individuals' responses, and a logistic regression model was consequently built. Results strongly suggest that the increased use of the internet can cause depressive symptoms. Other aspects such as age, gender, and physical activity also enhance specific groups likelihood of experiencing depression. As more evidence and studies emerge, providing the public with specific ways to recognize this disorder, individuals should be more aware of their emotions, especially when they identify themselves in a susceptible group.

Keywords: depression, internet, big data, logistic regression, chi-square test, t-test, ANOVA test.

Introduction

Depression is a common term and its connotations cause tension. Nationally and internationally, this disorder is one of the most painful ones, and it is the contention that people ruin themselves when they have depression. However, depression is a brain disorder, and it has real consequences due to its destructive nature such as disturbances in a patient's state of mind and can result in disaster. According to researchers, depression is to be blamed first for causing someone to die by suicide every thirteen minutes. In total, over 41,000 people have ended their own lives as a result. Compared to homicidal incidents, this is a huge number and seemingly worse as homicide claims less than 16,000 lives every year (CDC, 2013).

Depression reaches out its evil hand to almost everyone except infants, and it makes its appearance on all occasions. In workplaces in the U.S., for instance, depression has caused 490 million disability days

(Merikangas KR et al., [8]). Even worse, nearly 30% of college students confess that they feel "so depressed that it was difficult to function at some time in the past year," according to a nationwide survey (ACHA-NCHA, [1]). Accompanying this disorder, more young people are tragically ending their own lives, and these numbers continue to grow every day.

In recent studies, unforeseeable risks have emerged. The use of the internet causing depression, for one, has been brought under scrutiny. Some argue that the internet will reduce the number of people suffering from depression as it is a portal to educate the public and connect doctors with the ones in need of them (J. A. Naslund et al., [9]). In contrast, more are convinced that the internet, social networking sites especially, has potential dangers to the public and to children who are not able to recognize bad things from the good ones (Department of Health and Social Care, [11]). Accused of causing multiple issues such as cyberbullying, sleeping problems, and

depression, it is necessary for the internet to be examined.

Data and Methods

The online survey created was distributed between people from two industrial countries: The United States and China. The surveys consist of two parts including general information and mental health status. These two countries are believed to have a competitive market, advanced technology and therefore were chosen for this survey. The documents were written in Chinese and English to make this process easier for all participants. The general information section asks for the participant's age, physical activity, and information regarding the internet. The second section is an electronic version of the printed edition of the Goldberg Depression Inventory (Researchers, [10]). This short quiz contains eighteen questions and can be used to determine whether one may have depression or not. The first choice of each question counts as 0 points; the second choice of each question counts as 1 point, and the pattern continues.

SCORING KEY	
If you scored...	You may have...
54 & up	Severe depression
36 - 53	Moderate/severe depression
22 - 35	Mild to moderate depression
18 - 21	Borderline depression
10 - 17	Possible mild depression
0 - 9	No depression likely

A total of 250 surveys were distributed, and after omitting null results, 211 sets of data are considered appropriate. Among the 211 participants, there are

137 females (64.9%) and 74 males (35.1%). 150 of the participants currently live in China (71.1%), 51 live in America (24.2%), and 10 live in other countries (4.7%). After collecting the surveys from participants in both countries, all the results were entered in Microsoft Excel. For the quiz testing one's level of depression, points from each problem were added up and recorded along with the individuals' other information. According to this scoring key (right) provided by developers of the survey, every participants' score is given the corresponding level of depression.

Data Analysis

The following data analyses were completed using RStudio Version 1.1.463.

1. T-test

A t-test was performed on the gender variable to determine whether there is a significant difference between the mean score females received on the depression level test versus that of men. The null hypothesis (H_0) states that no remarkable gap exists between the two mean values, while the alternative hypothesis (H_1) states that there is a difference.

Welch Two Sample t-test

```
data: SCORE by GENDER
t = 0.39081, df = 162.56, p-value = 0.6965
alternative hypothesis: true difference
in means is not equal to 0
95 percent confidence interval:
-2.784343 4.158381
sample estimates:
mean in group 1 mean in group 2
36.97080 36.28378
```

If the p-value of the test is smaller than 0.05, the null hypothesis is rejected, and it can be concluded that there is a significant discrepancy between the mean scores both genders received. It is often asserted that women are more likely to see depression syndromes in themselves compared to men, and previous studies suggest that about half as many men as women experience depression (Mayo Clinic, [2]). This led to a conjecture that the mean score women

received would be higher than what men received. The result is unexpected, though: the p-value of the test is 0.6965, which is greater than 0.05. Therefore, the conclusion is made that the gender variable does not contribute to the level of depression.

2. Anova test

An ANOVA test was performed to learn the effect of different countries on the final score of the depression level test. ANOVA, short for Analysis of Variance, is a statistical method used to test differences between two or more means (Onlinestatbook). Using this test, whether participants in different countries have different means on the test or not can be discovered. After entering the code, RStudio shows that the F value is 1.617, smaller than the critical value 2.9957. Only an F value greater than 2.9957 would suggest that the null hypothesis is false in this study, and, therefore, living in different countries does not necessarily make one more or less depressive.

	Df	Sum Sq	Mean Sq	F value	Pr(>F)
COUNTRY	2	504	251.8	1.617	0.201
Residuals	208	32400	155.8		

3. Chi-square test

On the Chi-square test, the null hypothesis (H_0) states that no association exists between the two cross-tabulated variables in the population. The

	Estimate	Standard Error	t value	Pr(> z)
(Intercept)	-1.123852	0.075960	-14.795	<2e-16
Age	-0.004496	0.001569	-2.866	0.00459
Average Screen Time (per day)	0.115854	0.008316	13.931	<2e-16
Physical Activity	-0.075508	0.019638	-3.845	0.00016

According to the logistic regression model result listed above, the predictive model of depression is as follows:

Predicted logit of Depression = $-1.1238 - 0.0045 * \text{Age} + 0.1159 * \text{Average_Time} - 0.0755 * \text{Physical_Activity}$

Results

1. Factors including gender, country, and most-used device do not affect the overall level of depression concluded by the depression test.

alternative hypothesis (H_1), on the contrary, states that the two variables are related and statistically independent. On the survey, a question is given to the participants, asking for their most frequently used electronic device. There was a total of 99 people who chose mobile phone as their top device; 77 chose laptop; 35 people preferred tablets. It would be interesting statistically if mobile phone lovers are more likely to be depressed than laptop users, but the p-value of 0.1907 is a lot bigger than 0.05, indicating the independence of a favorite device and level of depression.

Pearson's Chi-squared test

data: mytable

X-squared = 107.93, df = 96, p-value = 0.1907

4. Linear regression

Since there is uncertainty whether the relationship between the rest factors and the test score follows a linear model or not, I first tried linear regression to analyze the data. The adjusted R^2 value of the linear model is 0.5503, which is not very close to 1. This indicates that the linear model is far from perfection, and the test score does not grow directly proportional to the change in other factors.

5. Logistic Regression

Below is the logistic regression result.

2. Average time spent online is the most influential factor in this study, and an individual is more likely to become depressed when they spend longer times online.

3. As one's age grows, the probability of getting depressed decreases.

4. An increase in physical activity proves to reduce individuals' probability of experiencing depression syndromes.

Conclusion/Discussion

The results of this study were very significant. As apparent from the logistic regression model, spending more time on the internet will increase one's probability of being diagnosed with depression. Moreover, aside from scientific studies proving the benefits of exercising, the result of this survey also suggests the ability of sports to lighten depression. Therefore, constant physical activity reduces the risk of the disorder. Sports involving teamwork will be more beneficial as they will surround an individual

with people who provide compassion and support. Friendship is so powerful that it can conquer sadness. In addition, as the younger age group is receptive to new information and, consequently, becoming easy targets for depression, it is the parents' responsibility to limit the kids' time spent online. This study proves some previous hypotheses to be correct, as well as opens up new topics for further studies. If more studies on this same topic are conducted in the future, the model should be revised and proved to be more useful.

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Section 10. Regional studies and socio-economic geography

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ECOTOURISM DEVELOPMENT OF THE GALAPAGOS PROTECTED AREAS THROUGH THE EVALUATION OF THE MANAGEMENT PLAN EMPLOYING C & I METHOD

Abstract. The Galapagos Islands are considered as a living laboratory of biodiversity for their unique environment in the world and is one of the most visited ecotourism destinations in Ecuador since it has been declared by UNESCO as one of the top World Heritage Sites of Nature and biosphere reserve. This study proposes an evaluation of the action strategy of the management plan for the protected areas of Galapagos at an operational level with Principles-Criteria-Indicators-Verifiers, common in the evaluation of the sustainability of tourism. The principles as the basic objectives of the plan, with a total of 5 principles, the criteria were related to the management programs according to their basic objectives with a total of 9 criteria, considering those that are related to the ecotourism. The indicators were linked to the specific objectives that were selected 19 and the verifiers were finally evidence of compliance or non-compliance with the indicators. From these, it was concluded

that the Galapagos Islands has been developing ecotouristically and complying with its management plan, 74% of the programs are in the process of being resumed until the end of the implementation period of the plan management and 26% of the programs are finalized until 2017.

Keywords: ecotourism; development; Galapagos; protected areas.

Introduction

The development of ecotourism is considered as the main opportunity offered by the current economic context since this form of tourism provides important socioeconomic benefits with a minimum investment when using the potential of natural tourism in a sustainable manner, thus being a tool for the conservation of the nature and sustainable local development [1].

According to the National System of Protected Areas of Ecuador (SNAP) [2], there are 50 protected areas in the Ecuadorian territory, including national parks, reserves, refuges and recreation areas; among the main protected areas are the Galapagos National Park and the Galapagos Marine Reserve that form part of the Galapagos Islands [3]. The Ministry of Environment of Ecuador and the National Park Galápagos-Ecuador, among others, are the entities responsible for the protection and conservation of the Galapagos Islands [4–6].

Ecotourism is a fundamental component of the sustainable development of the Galapagos Islands, which is one of the most exceptional and best-preserved places in the world [6–8]. Ecotourism is a form of tourism that balances the needs of tourists with the essential environmental aspects mentioned above to carry out an adequate exploitation of natural areas [8]. Ecotourism recognizes tour operators and the local population as important stakeholders and promotes their participation in the conservation of fragile ecosystems or sites that possess a unique biodiversity to guarantee sustainable tourism [9; 10].

There are different methods to analyze ecotourism development or sustainability, a literature review was carried to determinate the best methodology for the assessment of the Management Plan of Galapagos Islands. Robert Prescott-Allen developed a Barometer of Sustainability using C&I method in 2001 as a land-

mark of sustainability assessment, also developed the Well-Being Index of Nations, using 75 indicators with respect to humans as ecosystem well-being, which is considered the best method to evaluate sustainability [11; 12]. Vellas 2002 recommended the Cost-Benefit analysis method to assess the ecotourism sustainability and evaluation of the impact of ecotourism on the environment, society and culture [13] and more researches [14; 15; 16; 17].

The previous literature was analysed where several methods were used for the evaluation of sustainability, as our work is the evaluation of the ecotourism development, the C & I method has been selected for the development of our ecotourism development evaluation.

The present study is aimed to evaluate the development of ecotourism in the Galapagos Islands through the action strategies of the management plan for the Galapagos Protected Areas, due to this plan promotes the maintenance of the integrity of the local and ecological population of the ecosystems.

The Management Plan for the Protected Areas of the Galapagos for Good Living

The Management Plan for the Galapagos Protected Areas for Good Living was prepared by the Ministry of the Environment (MAE), Galapagos National Park-Ecuador, guided by the National Plan for Good Living and related to the planning guidelines of the National Planning Secretariat (SENPLADES) and with the support of World Wild Fund for Nature (WWF); in addition, it is adequate with the planning and territorial ordering in development on the part of the Council of Government of Special Regime of the Galápagos Islands. The plan to cover the management of almost the entire island and marine territory (97% insular and 100% marine) proposes a conceptual and technical base applicable to the

entire Archipelago assumed as a socio-ecosystem, the plan promotes as one of the most important to guarantee a good future for the local population, the maintenance of the ecological integrity and the resilience of the ecosystems, and their ability to permanently generate a rich and varied flow of services and functions for the support of the human population of the archipelago.

The plan is dedicated to two protected areas, such as the Galapagos National Park and the Galapagos Marine Reserve, presenting action strategies to carry out the management plan, with 6 basic objectives, 11 management programs and 49 specific objectives; the strategies are based on the conceptual frame of reference and the guiding principles for management. The basic guidelines of action for the conservation and/or restoration of the insular and marine ecosystems of the archipelago, the objectives and programs seek to contribute within the framework of the territorial planning and Sustainable Development Plan of the Galapagos Special Regime, to create an environmentally sustainable territorial archipelago. The strategies were programmed to be carried out in three phases for 10 years.

Ecotourism in Galapagos Island

From 1978 to 2011 tourism was carried out in the Galapagos Islands in a way that did not affect the environment but in the same way it was not call "Ecotourism", throughout this period of time the tourism system was strengthened by institutions and policies that gave a great representativeness from the supra structure [18].

The first Sustainable Tourism Summit was carried out in Galapagos in 2010 [19], in which ecotourism was proposed as the new tourism model for the province of Galapagos. In 2012, in Galapagos was carried out one program of Good Practices of Ecotourism [20], intended to promote the strengthening of business actions that reduce the impact of tourism on natural resources, improve visitor attention and generate greater benefits and greater participation of the local population, this program had

positive results but over time they realized that they needed improvements to obtain better results.

Data and Method

Data Collection

In order to identify and analyze the development of ecotourism in the Galapagos Islands, data was collected directly. Ministry of the Environment (MAE), Galapagos National Park-Ecuador developed a Management Plan in order to support the desirable development model for the Galápagos Archipelago in the immediate future, territorially expressed as a Sustainable Socio-Ecological System [21]. During the summer 2017 the visit to Galapagos Island was achieved specific to Ministry of Environment, Ministry of Tourism and Galapagos National Park – Ecuador. The Galapagos Islands served as the source of primary data, in these entities information was requested related to the ecotourism development of the Galapagos Islands and the results related to the management plan.

C&I Method

C&I is an objective method providing qualitative as well as quantitative measurement of different aspects of sustainability [22]. C&I is used in practice, as a shorthand for the entire pyramid of Principles, Criteria, Indicators and Verifiers [23]. A Principle is considered as a fundamental law or truth of society that provides justification for criteria, indicators and verifiers. A criterion is a second-order principle that adds meaning and helps make a principle operational, without being a direct measure of performance. The indicator is an information in the system used to infer about the status of a criterion. A verifier is the information that facilitates the evaluation of an indicator [24]. In our study we selected 6 basic objectives, 11 programs (Table 1) and 49 specific objectives to know which one has relation to the development of ecotourism. The 5 principles as the basic objectives of the plan, the 9 criteria were related to the management programs according to their basic objectives, considering those that are related with the ecotourism. The indicators were linked to

the 19 specific objectives, the verifiers were finally evidence of compliance or non-compliance with the

plan's objectives, and this will be reflected in the results and discussion.

Results and discussion

Table 1. Relation between Principles and Criteria

Principles	Criteria
1. Conservation of the Galapagos ecosystems and their biodiversity.	1. Conservation and restoration of ecosystems and its biodiversity.
	2. Monitoring of ecosystems and its biodiversity.
2. Territorial Planning and Sustainable Development Plan of the Special Regime of Galápagos.	3. Management of ecosystem services and its biodiversity.
	4. Public use management and ecotourism.
	5. Environmental quality management.
3. Management of the Directorate of the Galapagos National Park.	6. Organizational development.
	7. Environmental information management.
4. Participatory social processes for good living.	8. Environmental education.
5. National and international cooperation for the conservation of the ecosystems and biodiversity of the Galapagos.	9. International relations and cooperation.

Table 2. Evaluation of Indicators with Verifiers

Principle	Criteria	Indicators	Verifiers	
			Status	Execution year
1	2	3	4	5
Principle 1	Conservation and restoration of ecosystems and its biodiversity.	The conservation of ecological integrity and its biodiversity.	X1	2014–2017
		The restoration of ecological integrity and its biodiversity.	X1	2014–2017
	Monitoring of ecosystems and its biodiversity.	Monitoring of marine and island ecosystems.	X1	2014–2017
		Monitoring of species of interest.	X1	2014–2017
		Monitoring introduced species.	X1	2014–2017
		Monitoring tourism activities on the ecosystems.	X1	2014–2017
Principle 2	Management of ecosystem services and its biodiversity.	Areas of high ecological value	X2	2016
		Supply services generated by ecosystems	X1	2014–2017
	Public use management and ecotourism.	Knowledge about archipelago conservation.	X1	2014–2017
		Network of sites for public use and ecotouristic.	X1	2014–2017
		Development of an ecotourism model.	X2	2014
	Environmental quality management	Environmental quality standards.	X1	2014–2017
		Participation of the local population in environmental management.	X1	2014–2017

1	2	3	4	5
Principle 3	Organizational development.	Functional organic structure.	X2	2016
		Staff of the Galapagos National Park.	X1	2014–2017
	Environmental information management.	Environmental Information System of the Galapagos Protected Areas.	X2	2014
Principle 4	Environmental education.	CEEP (Communication, Education and Environmental Participation) model.	X1	2014–2017
		Patterns of the Galapagos culture.	X1	2014–2017
Principle 5	International relations and cooperation.	National and international agreements.	X2	2014–2015
Status:		The indicator is made annually.	X1	
		The indicator is finalized.	X2	
		The indicator did not start yet.	X3	

We carried out an evaluation of the indicators selected according to the plan through reports published from 2014 until beginning of 2018, to investigate the status of the indicators as we can see in (Table 2).

Principle 1 and their indicators

For the first principle, the indicators are based on the conservation and restoration of Galapagos ecosystems, and their biodiversity with the purpose of maintaining their capacity to generate services. In (table 2) we can see that they are carried out annually through programs. In the first indicator, programs have been carried out to protect marine ecosystems such as: reducing the threat to the green turtle from impacts with boats, population studies of seabirds [25] and population status and ecology of sharks [25–27]; terrestrial ecosystems such as: state and ecology of terrestrial birds, *Lecocarpus leptolobus*, collection of pollen and seeds [25] and ecology of giant tortoises [28].

The second indicator is based on restoration programs such as: restoration of the Scalesia forest, control of invasive plants, biological control of the tropical fire ant and the Green Galapagos 2050 [25] and restoration of degraded ecosystems and the promotion of sustainable agriculture in the archipelago [26] and restoration of the giant turtles [27]. The

third to the sixth indicators consisting of monitoring of ecosystems, native species, introduced species and tourist activities were carried out, to create harmony in each ecosystem without threats, for a correct decision making with programs such as: monitoring of the Galapagos ecosystem: “A tool for decision making” [26], censuses and monitoring of populations of native and endemic species, control and eradication of introduced plant, invertebrate and vertebrate species; and, monitoring and management of visitor sites [28; 30; 31; 32].

Principle 2 and their indicators

The second principle has seven indicators based on the sustainable development of Galápagos to achieve the sustainable use of ecosystem services and their biodiversity, to achieve the goal of the first indicator they made an identification of areas of high ecological value to preserve the ecological value of the populated areas of Galápagos [33].

In the second indicator, programs were development such as bio agriculture: an opportunity for good insular living, evaluation of the water supply in Santa Cruz Island [26], international architecture workshop in Galapagos: cities in protected natural areas, giving importance to knowledge and local practices in the insular agricultural activity [27] and control point for the extraction of stony material

from the mines that are within the protected area [31]. For the third indicator, programs such as Galápagos Limpio (Galapagos Clean) were carried out [30], responsible consumption of plastics in Galapagos [27], Guidance monitoring network in Galapagos [32]. Corresponding to the fourth indicator, the SIMAVIS program (Visitor Management System) was made in areas destined for public use – AAPP [28; 30; 31; 32] every year, the First International Symposium on Public Use Management and Ecotourism in Protected Areas was also held [28]. To achieve the fifth indicator, the strengthening of the management model based on ecotourism principles is carried out [30; 34], since in 2010 the first ecotourism management model was carried out with the collaboration of the Ministry of Tourism.

The sixth indicator has been done before and after the management plan with strategies such as the maintenance of the environmental quality of freshwater turtles: a commitment from all [26]. Wind farm and transmission lines [30], provincial ordinance for the responsible consumption of plastics in Galapagos: A campaign to promote another example of life [27], Finally, the seventh indicator is reflected in all management reports as public hearings on accountability are held and the community presents suggestions and ideas for the next period [28; 30; 31; 32].

Principle 3 and their indicators

The third principle is based on the effective and efficient administration of protected areas, for compliance with the first indicator an improvement was made to the functional organic structure in 2016 [35; 36] to promote the fulfillment of the objectives proposed in the management plan. In the case of the second indicator, it is included in the resolutions of the Director of the Galapagos National Park a comprehensive system of administrative and financial management to ensure that all staff have the infrastructure, physical and technological resources needed to perform their duties properly [37; 38]. For the third indicator, a unique environmental information

system (SUIA) was created, which is a computer tool created by Ministry of the Environment (MAE) for the management of control, registration and maintenance of the procedures related to environmental projects and each year is updated [30; 39].

Principle 4 and their indicators

The fourth principle promotes good living and a responsible culture with the environment, in the first indicator the program called CEPA (Communication, Education and Environmental Participation) is used within the Galapagos National Park as approved by the Ministry of the Environment [40], with internal programs such as: “Education for sustainability in Galapagos” a public-private partnership to strengthen education in the islands and sustainable cultural patterns in the Galapagos society [26], “Comparative analysis with household consumption” giving importance to knowledge and local practices in the island’s agricultural activity, agricultural production and livestock in the Galapagos Islands [27]. Activities for institutional strengthening, such as “Knowledge updating courses for naturalist guides in 2015 and in 2017” conducted once a year for 9 weeks,, “Program explores Galápagos” guaranteeing the dissemination of spaces for cultural-recreational exchange in the local community, in order to promote the public use of protected areas, carried out in 2014 and in 2017 [28; 32]. For the second indicator, social participation activities are carried out to promote the island’s identity, events such as: “Tortuga Bay” due to the anniversary of provincialization, vacations in Santa Rosa, cooperative work activities in Puerto Ayora, park rangers participated in socialization workshops of the Management Plan of the Protected Areas for Good Living, social participation activities are carried out and also the community [30]. Social participation is carried out through meetings with the Participatory Management Board (JMP) to deal with important socio-environmental issues annually, where the call is made through traditional media such as radio, press and television, and also through alternative means such as social media networks.

Principle 5 and their indicators

The fifth principle is about national and international cooperation for the conservation of ecosystems and biodiversity of the province of Galapagos, the indicator was met with institutional participation in national and international events. Since 2014, the Charles Darwin Foundation and its national and international collaborators have raised mangrove finches in captivity and released them in the wild to increase the size and range of their population. In 2016, the Charles Darwin Foundation achieved cooperation agreements, an inter-institutional agreement, a memorandum of understanding with national and international institutions such as Leibniz Center for Tropical Marine Ecology, Charles Darwin University, among others [25]. The participation of DPNG took place in a binational workshop between Chile and Ecuador in 2014 on "Management of Insular National Parks and Coastal Marine Management", giving importance to the exchange of experiences in the management of protected areas with emphasis on management of species invaders. Also, in 2014, Ecuador hosted the 11th. Meeting of the Conference of the parties to the convention with Costa Rica for the conservation of hammerhead sharks. The MAE participated in the V World Congress of Sydney Parks in Australia organized by the International Union for the Conservation of Nature (IUCN)[30]. In 2015 MAE inaugurated the International Animal Health Workshop in Galapagos, the scientific event was sponsored by The Leona M. and Harry B. Helmsley Charitable Trust and supported by the Wildlife Conservation Society, where it brought together a group of national experts and international and representatives of non-governmental organizations to analyze the current and future situation of animal management, research and health as a contribution to conservation in Galapagos. Ecuador was a representative of the countries of Central America and the Caribbean in the meeting of the group of the Strategic Plan for the Protection of Migratory Species CMS, where they implemented the conservation and sustainable

use plan of migratory species and their habitats. Ecuador shared its experience in marine control and surveillance issues with Mexico. The Ministry of the Environment, through the Directorate of the Galapagos National Park and WWF Ecuador, held a Symposium on tourism in protected areas, which aimed to analyze and exchange experiences of visitor management in the different protected areas of the country and the region [28; 29]. Among inter-institutional cooperation works, they work with public institutions that have close working relationships, workshops such as, "Transformation of Conflicts, building the capacity to improve collaborative planning among Floreana users to benefit local communities and conservation", "Inter-institutional cooperation to strengthen the tourism observatory". Agreement as "Agreement with EPPETROECUADOR, "another with WWF- was promoted the" Seal of Origin "which is a consultancy to promote a responsible and profitable fishery for Good living, also other projects as strengthening the lobster fishery and security for the artisanal fisher[30].

Conclusions

The present study was carried out through a selection among the basic objectives, programs and specific objectives of the Management Plan for the Galapagos Protected Areas for the GOOD LIVE to analyze the development of ecotourism in Galapagos. The C & I method that provides qualitative and quantitative measures of different aspects of sustainability was applied, evaluating the management action strategies for the Galápagos protected areas at the operational level with Principles-Criteria-Indicators-Verifiers, common in the evaluation of the sustainability of ecotourism, to observe the development of ecotourism since 2014 in the Galapagos Islands until 2017. We related the basic objectives as principles, with a total of 5 principles, the criteria with the management programs in accordance with their basic objectives with a total of 9 criteria and the indicators were linked to the specific objectives with a total of 19, the verifiers finally showed

compliance or non-compliance with the objectives of the plan, the largest number of verifiers were carried out each year since 2014 until the end of the period of compliance with the management plan in 2020, therefore these programs are in process due to the fact that the evaluation was carried out until 2017 and 3 years of execution are missing, on the other hand other programs are finished due to

their shorter execution time and they are within the period of compliance with the plan. This research concludes that the Galapagos Islands are developing ecotouristically and fulfilling their management plan in a satisfactory manner until 2017, 74% of the programs are in the process of being resumed until the end of the implementation period of the plan, and 26% of the programs are finalized.

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Section 11. Sociology

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EFFECT OF MOTHER-FATHER RELATIONSHIP ON CHILD'S MENTAL HEALTH AND THE MEDIATION EFFECT OF PARENT-CHILD RELATIONSHIP

Abstract

Background: The importance of family environment on children's growth has been widely recognized. One critical part of children's growth is mental health. In this study, we evaluated the effect of mother-father relationship on child's mental health, and explored if the effect was mediated through parent-child relationship.

Methods: Data from China Education Panel Survey targeting Chinese junior high school students were used. Logistic regression analysis was used to examine the association between mother-father relationship and child's mental health. Mediation analysis was used to test if parent-child relationship was a mediator.

Results: We found that parent relationship positively affects child's mental health, with one-point higher mother-father relationship score associated with 0.66 times less likelihood of child having depression. 26% of the effect of was explained by parent-child relationship.

Conclusion: Mother-father relationship is positively related to child mental health. This association is partly mediated through effect of parent-child relationship.

Future scope: Future studies may explore other mechanisms of how mother-father relationship affects children's mental health.

Keywords: Mother-father relationship; mental health; mediation effect; parent-child relationship.

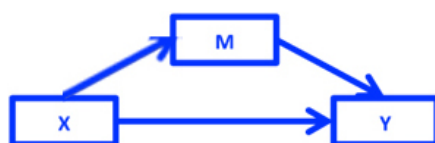
1. Introduction

Mental health, like its physical counterpart, has important and long-lasting effect on one's wellbeing. Mental well-being can be beneficial when people face important life events, while mental illness will cause problems. Mental illness is common; according to World Health Organization, nearly half of the world population is affected by mental illness [1]. One important and common component of mental health is depression. Depression is not solely a state

of low mood, it can also be linked with a mental illness, mood disorder. Apparently and widely known, depression is generally harmful to one's mental development. Its negative effect to a child can even be m. Another consensus among people is that the family background and the environment that children grow in can be impactful to a child's mental development, more specifically, his/her possibility to have depression. According to a Chinese saying: "Parent is a mirror of a child". It is reasonable to believe that

positive couple interactions are beneficial for children living with both parents [2].

This study aimed to evaluate the effect of mother-father relationship on child's mental health (measured by if the child has depression) among junior middle school students in China. We also studied if the effect is mediated through the effect of parent-child relationship. Our hypothesis is that it may be partially or fully mediated through the effect of parent-child relationship.



2. Study Methods

2.1 Data

We used data from the China Education Panel Survey (CEPS).

CEPS is a large-scale, nationally representative, longitudinal survey starting with the 7th and 9th graders in the 2013–2014 academic year, aiming at explaining the linkages between individuals' educational outcomes and multiple contexts of families, school processes, communities and social structure, and further studying the effects of educational outcomes during people's life course. CEPS conducted two waves of survey. Wave I was a baseline fieldwork, and Wave II was a follow-up fieldwork. All the work was conducted in 438 different classes from 112 different junior high schools among 28 selected cities/

counties in 20 provinces across China. The schools' levels varied and the component of students varied. Some schools are located in more affluent areas in the country while others are located in the less developed areas. The survey was in the form of questionnaires and was filled by students in classroom settings. In total, about 20,000 students participated in the survey, and all of their answers were recorded in the sample for further analysis of data. In this study, we only used data from the Wave I survey with non-missing values of the variables of interest.

2.2 Variables

Mother-father relationship

In the CEPS, students were asked if they agreed with the following statements and responses were coded for each:

- “My father often gets drunk”. Yes = 1, no = 2
- “My parents quarrel a lot”. Yes = 1, no = 2
- “My parents get along very well”. Yes = 2, no = 1

We then added the responses to create a “mother-father relationship” score. A higher score indicates better mother-father relationship. The score ranges from 3 to 6 with an average value of 5.6.

Parent-child relationship

The following two sets of questions were used to measure parent-child relationship

- How often do your parents discuss the following with you?
- How is the general relationship between you and your parents?

Table 1.

	Your mother			Your father		
	Never	Sometimes	Often	Never	Sometimes	Often
Things happened at school	1	2	3	1	2	3
The relationship between you and your friends	1	2	3	1	2	3
The relationship between you and your teachers	1	2	3	1	2	3
Your feelings	1	2	3	1	2	3
Your worries and troubles	1	2	3	1	2	3

**numbers in the table are coding values*

Table 2.

	Not close	Not too close nor too far	Very close
1. Relationship between you and your mother	1	2	3
2. Relationship between you and your father	1	2	3

We added the responses to create a “parent-child relationship” score. A higher score indicates better relationship. The score ranges from 12 to 36 with an average value of 26.

Mental health: Depression

Students were asked whether during the last seven days they felt (1) depressed, (2) blue, (3) unhappy, (4) not enjoying life, and 5) sad. Responses included:

- 1=never
- 2=seldom
- 3=sometimes
- 4=often
- 5=always.

We added the responses into a depression score, which has an average value of 10 in the study sample, and ranges from 5 to 25. We then categorized the study sample into two groups: those with score ≥ 10 was categorized as depression group while those with score < 10 as categorized as no depression group.

2.3 Data Analysis

2.3.1 To assess the effect of mother-father relationship on child depression

Logistic regression analysis was employed. It is a type of generalized linear regression when outcome variable is dichotomous (i.e., 0 or 1). The general format of the model is:

$$\ln(\text{odds of event}) = \ln(P/P-1) = \beta_0 + \beta_1 * X_1 + \beta_2 * X_2 + \dots + \beta_n * X_n$$

In this study, the outcome/event is if a student has depression or not. P is the probability of an event which is convertible with odds. X_1, X_2, \dots, X_n are explanatory variables. β is regression coefficient for a specific X . Logistic Regression modeling also generates Odds Ratio (OR). The relationship between OR and β is $OR = e^\beta$

- If $\beta > 0$, $OR = e^\beta$ will be larger than 1, meaning that the predictor is related to a higher probability/odds of the event, which, in this study, is “having depression”.
- If $\beta < 0$, $OR = e^\beta$ will be smaller than 1, meaning that the predictor is related to a lower odds of the event.

2.3.2 To assess the mediating effect of parent-child relationship

According to our hypothesis, good mother-father relationship leads to good parent-child relationship and then good parent-child relationship improves child's mental health:

X (mother-father relationship)

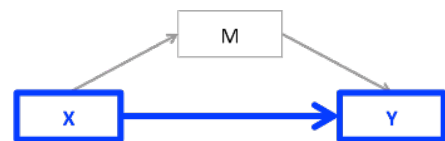
M (parent-child relationship)

Y (reduced depression).

In other words, parent-child relationship is a mediator that explains the underlying mechanism of the relationship between mother-father relationship and reduced child's depression.

Mediation analysis is used to test this hypothesis. It is comprised of 4 steps.

Step 1. To test the relationship between X and Y



The model is $Y = b_0 + b_1 X$. A statistically significant b_1 is expected as we would expect to see a relationship between X and Y.

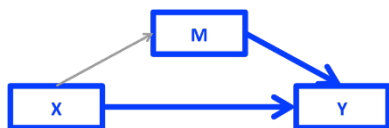
Step 2. To test the relationship between X and M



The model is $M = b_0 + b_2 X$

A mediation makes sense only if X affects M. Therefore, we would expect to see a relationship between X and M, meaning that a statistically significant b_2 is expected.

Step 3. To test the effect of X after including M



The model is $Y = b_0 + b_4 X + b_3 M$

If a mediation effect exists, the effect of X on Y will disappear or weaken when M is included in the regression. Therefore, A significant b_3 and a non-significant or smaller- than-before b_4 are expected.

Step 4. To test if the mediation effect is statistically significant

If there seems to be a mediation effect from steps 1 to 3, we will further test if this mediation effect is statistically significant. The bootstrapping approach is employed for the mediation effect test [4].

3. Results

3.1 Characteristics of the students

Among the 19.487 students, 51% were males and 49% were females. 10.279 were in grade 7 and 9.208 were in grade 9. Average age was 14.5 years, with a majority (95%) between 13 to 16 years.

56% of the students are categorized in “depression” group (as we used the median to categorize). The percentage of child depression in each level of mother-father relationship score is presented in the table below. It is apparent that as mother-father relationship improves, the percentage of child depression decreased.

Table 6. – Meanwhile, the Odds Ratios from logistic regression analysis are as below:

	Odd Ratio	Confidence Interval of the Odds Ratio	
		lower end	Upper end
mother-father relationship	0.662	0.629	0.696
age	1.194	1.142	1.249
Gender: male vs female	1.242	1.165	1.323
grade: 9 vs 7	1.038	0.93	1.158

Table 3.

mother-father relationship score	% of child having depression
3	79%
4	72%
5	61%
6	52%

We also found that the average parent-child relationship score is higher among children without depression:

Table 4.

	child without depression	child with depression
parent-child relationship score	26.7	24.6

3.2 Effect of mother-father relationship on child depression

Table 5.

	Logistic regression coefficient	P-value
mother-father relationship	-0.41	< 0.001
age	0.17	< 0.001
Gender: male vs female	0.22	< 0.001
grade: 9 vs 7	0.04	0.503

The Logistic regression coefficient for mother-father relationship score is -0.41, meaning that it is negatively associated with child’s probability of depression. The p-value for this regression coefficient is < 0.001, meaning that the relationship is statistically significant.

This means that, a one-point higher mother-father relationship score is associated with 0.66 times less likelihood of child having depression.

3.3 mediation analysis

Step 1. To test the relationship between X (mother-father relationship) and Y (child depression). This is same as results in section 3.2

Step 2. To test the relationship between X (mother-father relationship) and M (parent-child relationship)

The linear regression coefficient is 1.78, meaning that mother-father relationship is positively related with parent-child relationship. The p-value for this regression coefficient is less than 0.001, meaning that the relationship is statistically significant.

Table 7.

	Coefficient	P-value
mother-father relationship	1.778	< 0.001
age	-0.55	< 0.001
Gender: male vs female	0.559	< 0.001
grade: 9 vs 7	0.323	0.03

Table 8.

	Coefficient	P-value
mother-father relationship	-0.31	< 0.001
parent-child relationship	-0.062	< 0.001
age	0.147	< 0.001
Gender: male vs female	0.258	< 0.001
grade: 9 vs 7	0.058	0.3

Step 3. To test the effect of X (mother-father relationship) on Y (child depression) after including M (parent-child relationship)

When including both X (mother-father relationship) and M (parent-child relationship) in the model,

the coefficient for X (mother-father relationship) is -0.31, which is smaller in magnitude than in step 1 (-0.41), meaning that adding M reduces the effect of X.

Step 4. To test if the mediation effect is statistically significant

Table 9.

	Coefficient	Confidence Interval of the estimate		P-value
		lower end	Upper end	
ACME (control)	-0.007	-0.01	-0.01	< 0.001
ACME (treated)	-0.01	-0.012	-0.01	< 0.001
ADE (control)	-0.024	-0.025	-0.02	< 0.001
ADE (treated)	-0.026	-0.027	-0.02	< 0.001
Total Effect	-0.034	-0.036	-0.03	< 0.001
Prop. Mediated (control)	0.23	0.192	0.28	< 0.001
Prop. Mediated (treated)	0.295	0.257	0.34	< 0.001
ACME (average)	-0.008	-0.011	-0.01	< 0.001
ADE (average)	-0.025	-0.026	-0.02	< 0.001
Prop. Mediated (average)	0.263	0.225	0.31	< 0.001

“Prop. Mediated (average)” in the output table is the proportion of effect of X that is explained by M. It can be seen that 26% of the effect of mother-

father relationship on reducing child depression is explained by parent-child relationship. The p-value

for this index is less than 0.05, meaning that the mediation is statistically significant.

4. Discussion

Throughout this study, we found that mother-father relationship is positively related to child mental health. Some previous studies have linked parents' behaviors with children's mental health. For example, Roosa and his colleagues linked a drinking father in a household with negative effect on child mental health⁵ and Strohschein found parental divorce has negative impact on child mental health⁶. Therefore, this study is consistent with previous studies in showing that the negativity from the parents can negatively impact the children's mental health.

It has been a consensus that adverse environment can cause mental illness. Trauma, stress, or extreme risk-taking lifestyle can all potentially cause mental illness. Not surprisingly, a non-healthy parental relationship can increase the odds of children having depression. The neurotransmission with neurotransmitters such as dopamine is mediated by receptors such as 5-HT. Such substances control the nervous system and thus affect people's mood and emotions.

Compared with the positive relationship between parental relation and child mental health, the mediation effect of parent-child relation is far more interesting. Only 26% is mediated by the parent-child relation, which is not a high percentage. Undeniably, there must be other mediation factors. The family financial background, family lifestyle, amount of stress from school work, and amount of time that parents spend with children are some possible factors to consider. The child depression is linked with parental relationship through a complex system of

mediation; any smallest change in family can cause changes. However, in general, the parental relationship affects child mental health positively.

This study has several advantages. Firstly, the students included in the survey are from all over the country, representing different demographic backgrounds and varying levels of education resources. As a result, the sample can greatly represent all Chinese students well. Also, the credibility of the data is high as the survey is conducted by a professional national team of scientists. They also adjusted the survey for age, grade, and gender, eliminating as much confounding factors as possible. However, there are some limitations of this study. Students in China are typically facing great amount of classwork and homework with heavy study pressure from the life-changing standardized tests. Therefore, results from this study may not be generalizable to other countries/regions. Meanwhile, the definition of depression in this study is arbitrary, determined by the score of depression within this study sample. Depression consists of many indexes from different aspects of life as well as clinical diagnosis. For example, clinical definition of depression may include negative feelings, angry outbursts, loss of interest, tiredness and many other symptoms. Therefore, definition of depression in the present study may not accurately reflect whether one has depression or not.

5. Conclusion

We found that mother-father relationship is positively related to child mental health. This association is partly mediated through effect of parent-child relationship.

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DEVELOPERS' ATTITUDE TOWARD THE FUTURE OF ARTIFICIAL INTELLIGENCE

Abstract

Aim: This study aims to build a predictive model for developers' attitude toward the future of artificial intelligence (AI) using artificial neural network and compare its performance to logistic regression model.

Methods: A public database was used in this study. All the participants who were eligible were randomly assigned into 2 groups: training sample and testing sample. Two models were built using training sample: artificial neural network and logistic regression. We used these two models to predict the risk of fear to discuss mental health issue with employers in the testing sample. Receiver operating characteristic (ROC) were calculated and compared for these two models for their discrimination capability for these two models.

Results: A total of 49800 (79.4%) developers out of 62699 was more excited about the future of AI than worried about the danger of the AI.

According to the logistic regression, the significant predictors of developers' attitude toward the future of AI were if the developer coded as a hobby, if the developer on open source projects, years of coding, and years of coding as profession, and job satisfaction. According to this neural network, the most important predictors were students, years of coding as a profession, USA, coding as hobby and years of coding.

For the training sample, the ROC was 0.55 for the Logistic regression and 0.56 for the artificial neural network. In the testing sample, the ROC was 0.54 for the Logistic regression and 0.53 for the artificial neural network.

Conclusions: This study identified the potential predictors for developers' attitude toward the future of AI, for example, years of coding.

Keywords: Artificial Intelligence, Neural networks, Logical regression, AGI, predictive model.

1 Introduction

Artificial intelligence today is properly known as narrow AI (or weak AI), in that it is designed to perform a narrow task (e.g. only facial recognition or only internet searches or only driving a car). However, the long-term goal of many researchers is to create general AI (AGI or strong AI). While narrow AI may outperform humans at whatever its specific task is, like playing chess or solving equations, AGI would outperform humans at nearly every cognitive task.

This is a type of "deep learning" that allows machines to process information for themselves on a very sophisticated level, allowing them to perform complex functions like facial recognition. Big data is speeding up the AI development process, and we may be seeing more integration of AI technology in our everyday lives relatively soon. While much of this technology is still fairly rudimentary at the moment, we can expect sophisticated AI to one day significantly impact our everyday lives. Here are 6 ways AI might affect us in the future.

This study aims to build a predictive model for developers' attitude toward the future of AI using artificial neural network and compare its performance to logistic regression model.

2. Method

2.1 Data

The data is available at: <https://www.kaggle.com/stackoverflow/stack-overflow-2018-developer-survey>

This dataset provides information on violence in California's criminal justice system, whether the victim was a civilian or an officer or if the incident occurred during the arrest or while a subject was in custody.

Table 1.

Hobby	Do you code as a hobby?
OpenSource	Do you contribute to open source projects?
Country	In which country do you currently reside?
Student	Are you currently enrolled in a formal, degree-granting college or university program?
Employment	Which of the following best describes your current employment status?
FormalEducation	Which of the following best describes the highest level of formal education that you've completed?
UndergradMajor	You previously indicated that you went to a college or university. Which of the following best describes your main field of study (aka 'major')
CompanySize	Approximately how many people are employed by the company or organization you work for?
DevType	Which of the following describe you? Please select all that apply.
YearsCoding	Including any education, for how many years have you been coding?
YearsCodingProf	For how many years have you coded professionally (as a part of your work)?
JobSatisfaction	How satisfied are you with your current job? If you work more than one job, please answer regarding the one you spend the most hours on.
CareerSatisfaction	Overall, how satisfied are you with your career thus far?
AIFuture	Overall, what's your take on the future of artificial intelligence?

2.2 Statistical Analysis

A public database was used in this study. All the participants who were eligible were randomly assigned into 2 groups: training sample and testing sample. Two models were built using training sample: artificial neural network and logistic regression. We used these two models to predict the risk of fear to discuss mental health issue with employers in the testing sample. Receiver operating characteristic (ROC) were calculated and compared for these two

models for their discrimination capability for these two models.

3. Results

A total of 49800(79.4%) developers out of 62699 was more excited about the future of AI than worried about the danger of the AI.

Basically, a corrgram is a graphical representation of the cells of a matrix of correlations. The idea is to display the pattern of correlations in terms of their signs and magnitudes using visual thinning and

correlation-based variable ordering. Moreover, the cells of the matrix can be shaded or colored to show the correlation value. The positive correlations are

shown in blue, while the negative correlations are shown in red; the darker the hue, the greater the magnitude of the correlation.

AI Future

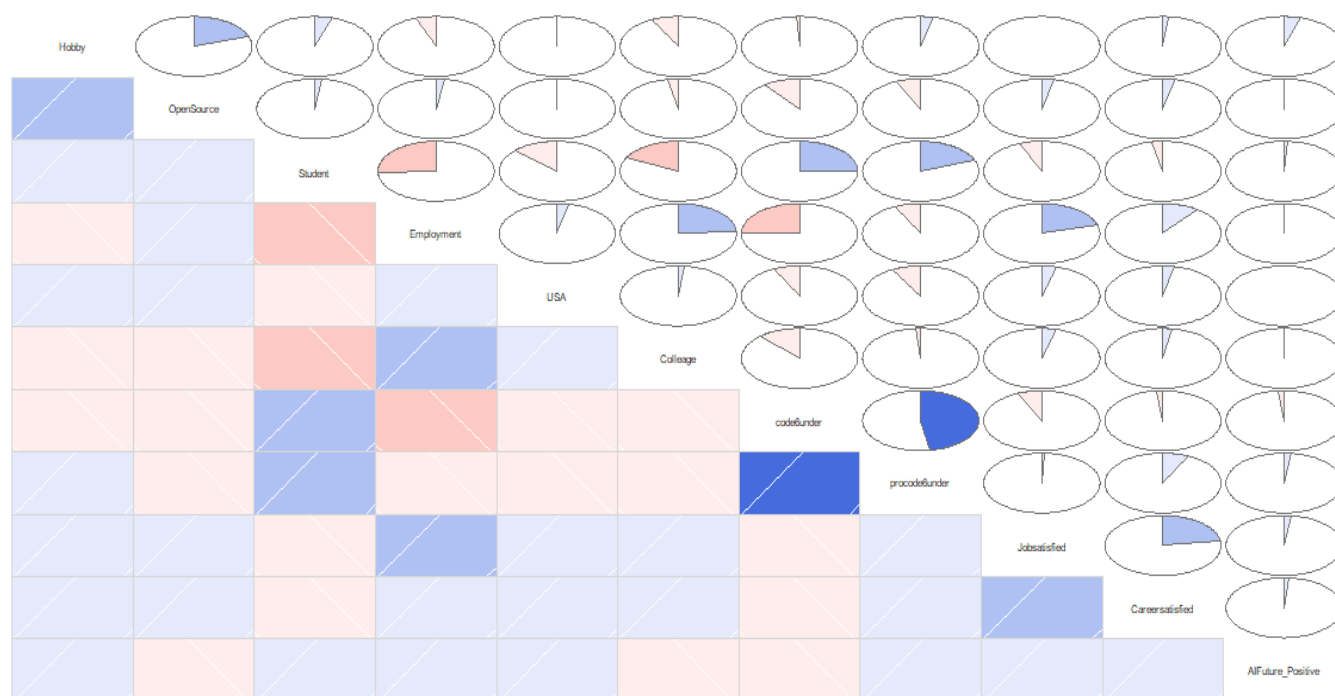


Figure 1. Matrix of correlations between variables

According to the logistic regression, the significant predictors of developers' attitude toward the future of AI were if the developer coded as a hobby,

if the developer on open source projects, years of coding, and years of coding as profession, and job satisfaction.

Table 2. – Logistic Regression for Developers' attitude toward the future of AI

	Estimate	Std. Error	z value	Pr(> z)	
(Intercept)	1.103	0.045	24.458	< 0.001	***
Hobby	0.283	0.025	11.151	< 0.001	***
OpenSource	-0.087	0.021	-4.236	< 0.001	***
Student	0.079	0.026	3.063	0.002	**
Employment	0.002	0.037	0.056	0.955	
USA	0.016	0.023	0.685	0.494	
Colleague	-0.033	0.023	-1.480	0.139	
code6under	-0.199	0.026	-7.763	< 0.001	***
procode6under	0.165	0.023	7.130	< 0.001	***
Jobsatisfied	0.096	0.023	4.107	< 0.001	***
Careersatisfied	0.033	0.022	1.526	0.127	

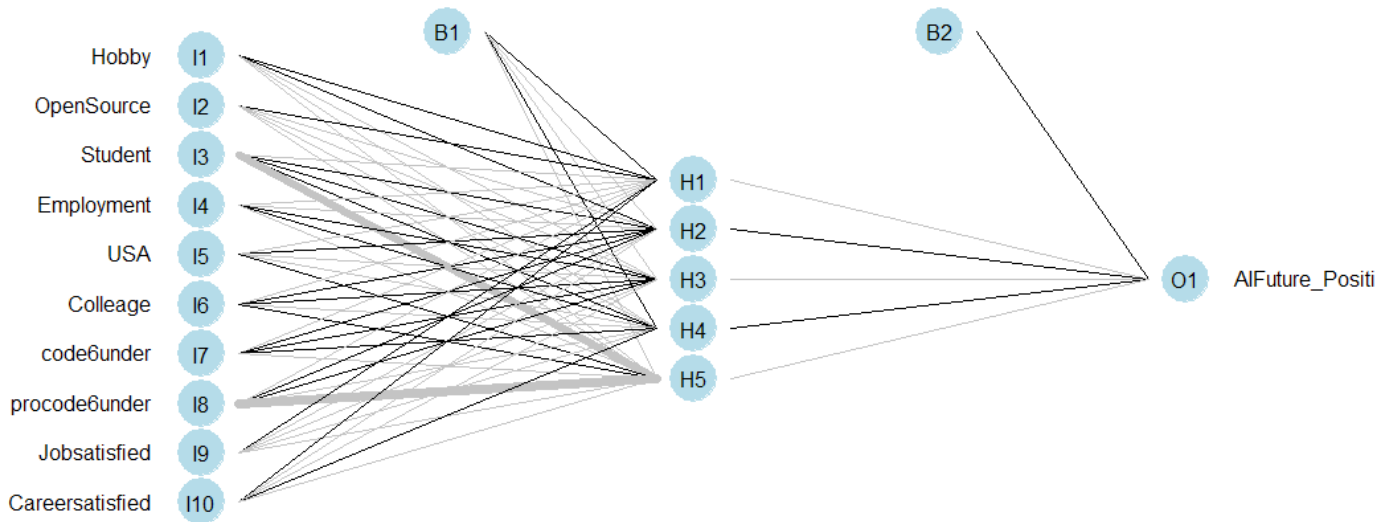


Figure 2. Artificial Neural Network in training sample

In above plot, line thickness represents weight magnitude and line color weight sign (black = positive, grey = negative). The net is essentially a black box so we cannot say that much about the fitting,

the weights and the model. Suffice to say that the training algorithm has converged and therefore the model is ready to be used.

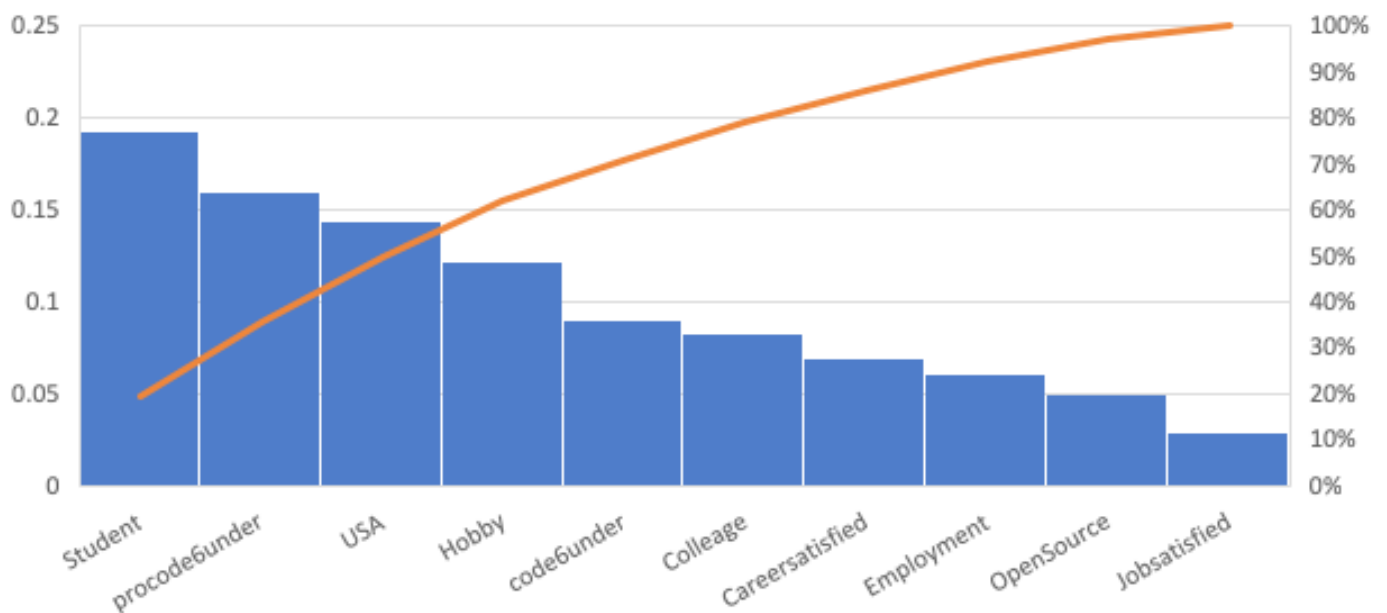


Figure 3. Variable Importance in Artificial Neural Network

According to this neural network, the most important predictors were students, years of coding as a profession, USA, coding as hobby and years of coding.

For the training sample, the ROC was 0.55 for the Logistic regression and 0.56 for the artificial neural network. In the testing sample, the ROC was 0.54

for the Logistic regression and 0.53 for the artificial neural network.

4. Discussions:

According to the logistic regression, the significant predictors of developers' attitude toward the future of AI were if the developer coded as a hobby,

if the developer on open source projects, years of coding, and years of coding as profession, and job satisfaction. According to this neural network, the most important predictors were students, years of coding as a profession, USA, coding as hobby and years of coding.

For the training sample, the ROC was 0.55 for the Logistic regression and 0.56 for the artificial neural network. In the testing sample, the ROC was 0.54

for the Logistic regression and 0.53 for the artificial neural network.

There were limitations in this study. This study did not consider other characteristics of the developers, for example, age and sex.

This study identified the potential predictors for developers' attitude toward the future of AI, for example, years of coding.

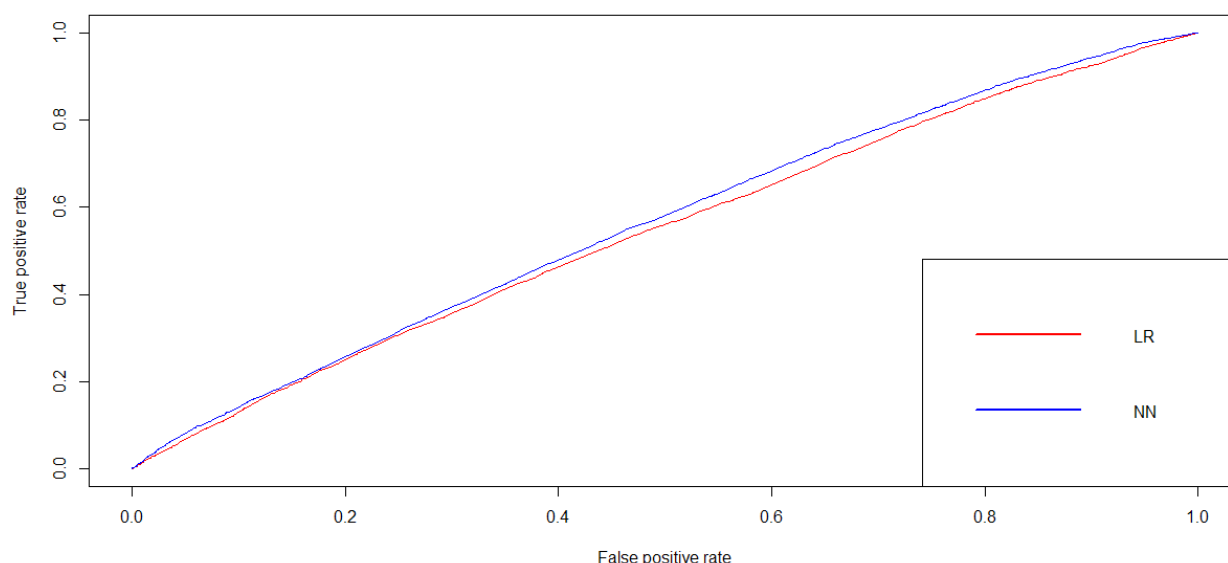


Figure 4. ROC in training sample for Logistic Regression (Red) vs Neural Network (Blue)

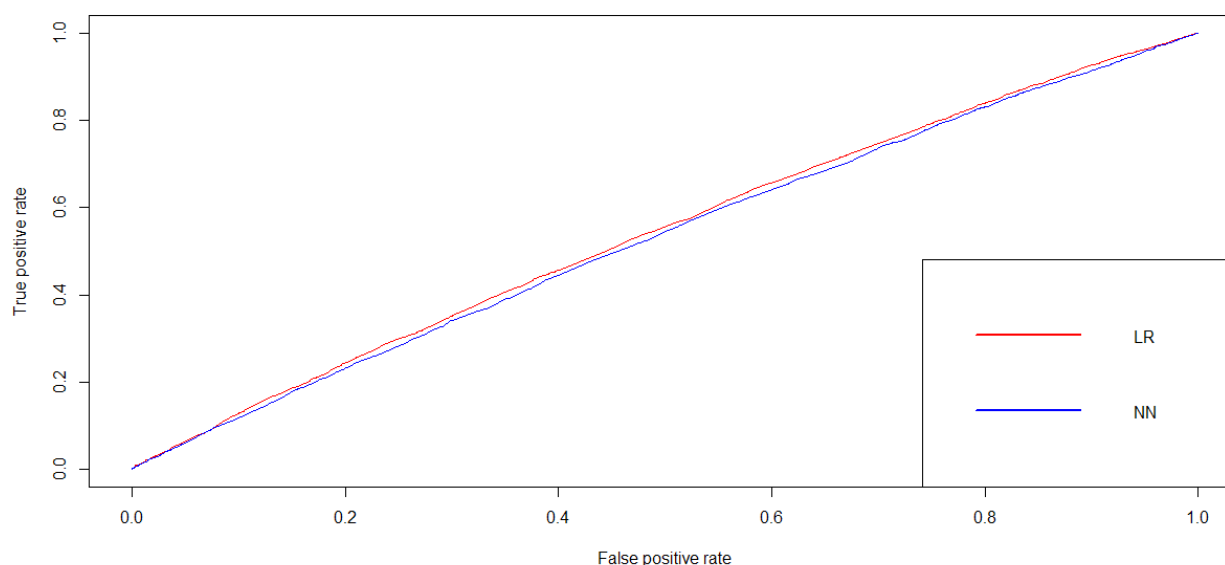


Figure 5. ROC in testing sample for Logistic Regression (Red) vs Neural Network (Blue)

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CAN USE OF INTERNET HELP TO RELIEVE DEPRESSION?

Abstract. Depression is a very serious problem in our modern society. It can influence people negatively in many areas. Although many scientists are trying to find efficient ways to deal with depression, there is still no final conclusions yet. Using data from China Health and Retirement Longitudinal Study (CHARLS), this study shows that in China, internet use among the older people (aged 45 and above) helps to relieve their depression symptoms. Combining this finding with the steadily growing cellphone use, this suggests that developing specially APPs for the older people to smart phones can help combat depression in China. Other ways to reach rural population via the internet can also be powerful tools to help with depression.

Keywords: internet use, depression, older people, health, welfare, well-being.

Introduction

Depression is a common and serious medical illness that negatively affect how we feel, how we think and how we act [1]. It causes feelings of sadness and/or a loss of interest in act and decreases people's abilities to function at work and at home.

Depression is widely spread. The World Health Organization (WHO) showed that, by March 2018, an estimated of 300 million people are affected by depression. That is almost 4.4% of the global population. It is the leading cause of disability worldwide, and is a major contributor to the overall global burden of disease [2]. Also, WHO predicted that by the year 2020, depression will rank the second in global disease burdens and become one of the priority conditions covered by the WHO's Mental Health Gap Action Program [3].

According to the WHO, more than 54 million people (4.2% of the population) in China suffer from depression [4]. But another study from China (Chinese Academy of Sciences and Haola Technology, 2017) shows that almost 90 million Chinese are suffering from it [5]. It is important to understand what we can do to help these people. The people who are

45 years old or older have made a great contribution to China. In their prime years, they experienced the biggest economic reform in China. While sustaining the shock, they also need to work hard to fulfill the economic growth. However, they had very little counselling support due to lack of awareness of their mental health needs or a cultural habit of 'to endure in silence'.

Typical factors influencing the prevalence of depression include gender, stressful life events, and physical health problems [6]. This paper mainly focuses on the potential of Internet use in influencing Chinese depression in age group of 45 and above. My hypothesis is that internet use may help to reduce depression in older people since it is an alternative way of socializing and connecting with others.

Literature review

Gender is one of the most widely known factors of depression. According to Nancy Schimelpfening, administrator for the non-profit depression support group Depression Sanctuary, depression is two times more common in women than in men mainly because of the female sex hormones [6]. Estrogen and progesterone have been shown to affect neurotransmitter, neuroendocrine, and circadian systems that have

been implicated in mood disorders. Another fact is that women often undergo mood disorders associated with their menstrual cycle, such as premenstrual dysphoric disorder. In addition, the hormonal fluctuations associated with childbirth are a common trigger for mood disorders. Although menopause is a time when a woman's risk of depression declines, the perimenopausal period is a time of increased risk for those with a history of major depression. Some other reasons related to gender may be the differences in reactions to problems and social roles.

Apart from gender, stressful life events may be another significant factor. Stressful life events such as failing important examinations can easily overwhelm people's abilities to cope, which will probably cause depression after a period of time. Scientists have suspected high levels of the hormone cortisol, which are secreted during periods of stress, may affect the neurotransmitter serotonin and contribute to depression [6].

Mental health and physical health are closely related to each other, so people may have depression when they are having some physical issues. There are two ways that physical problems are able to change people's mind. The first one is that the stress of having a chronic illness may trigger an episode of major depression. The second way is that certain illnesses, such as thyroid disorders, Addison's disease, and liver disease, can cause depression symptoms [6].

The focus group of this study, being older and most likely more stressed than other generations, doesn't have a clear profile of whether being low risk or high risk of depression. Using internet usage as a proxy for tendency to socialize with other, this study aims to find whether internet use can help to relieve the risk of depression for this group.

Data and methodology

In this study, a total of three datasets are used. All of them are from China Health and Retirement Longitudinal Study (CHARLS). CHARLS is a follow up study of a national representative sample of Chinese residents aged 45 and older. The baseline wave 1 survey was conducted in 2011 and included

about 10,000 households and 17,500 individuals nationwide. These individuals were then followed up every two years.

Among the three datasets, the first and the second one are from 2015 CHARLS Wave4 [7] – Demographic Background and Health Status and Functioning. The third dataset is from 2014 CHARLS Wave3 [7] – Education History, which was used solely to retrieve education background information. The information was joined by the respondents' identities to make sure the integrity of the data. Prevalence of depression and the usage of internet were described and their association was examined while controlling for the effect of other factors, including age, gender, educational level, marital status, and Hukou status (the Chinese governmental household registration). The analysis included those aged 45 years and above. Participants with missing data on variables of interest were eliminated from this analysis. As a result, the final analysis included 16,386 participants.

For Internet use, CHARLS has three questions. The first question was "Have you done any of these activities in the last month? (Select all that apply)" with the following response options:

1. Used the Internet;
2. Went to a sport, social, or other kind of club;
3. Played Ma-jong, played chess, played cards, or went to community club;
4. Attended an educational or training course.

If "Used the Internet" was selected, participants were further asked: "which tools did you use to access internet?" with the following options:

1. Desktop computer;
2. Laptop computer;
2. Tablet computer;
3. Cellphone;
4. Other devices.

Frequency of internet use in the last month were also asked, with the following options:

1. Almost Daily;
2. Almost Every Week;
3. Not Regularly.

For depression, CHARLS used the ten-question version of the Center for Epidemiologic Studies-Depression scale (CES-D) to assess depressive symptoms [8]. The 10 questions have a 0–3 scoring scale, as shown in the table below [9]. The total score for one respondent will be between 0–30, with a higher score indicating higher level of depressive symptoms.

Table 1. – Depression Score

Frequency	Score
Rarely (< 1 day)	0
Some or few times (1–2 days)	1
Occasionally (3–4 days)	2
Most or all the time (5–7 days)	3

In this study, participants are categorized as “having depression” if their scores are ≥ 10 while as “no depression” if their scores is below 10 [11; 13]. The use of CES-D has also been previously tested and validated among elderly respondents in China [14; 15].

There are some other variables included to control their effect when measuring the impact of internet use. These variables include age, gender, educational level, marital status, and Hukou status. Age it is a continuous variable, while gender is categorical, with 0 as male and 1 as female. Education levels are grouped into four: 0 = ‘illiterate’; 1 = ‘primary school education or below’; 2 = ‘middle school to 3-yr college education’; 3 = ‘4-yr college education or above’. Martial status has two categories, with 0 for “married/cohabitating”, and 1 for “separated/Divorced/Widowed/never married”. Hukou, the national household registration, is used to proxy for the living environment, because it is connected to social welfare programs provided by the government, which assigns benefits based on rural and urban status.

Statistical Analysis

Descriptive statistics are used to summarize the data. The usage of the Internet, including its prevalence, types of tools, and frequency, is described using proportions. For depression, the average score of depressive symptoms and prevalence of depression are described using means and proportions.

Chi-square (Chi-sq) test was performed to check if there were different proportions of depression among people who use internet and among people who do not use internet. It is a test for examining relationship between two categorical variables. I use 0.05 as statistical significance level. This means that if the P-value from chi-sq test is less than 0.05, there is statistically significant relationship between internet use and depression.

Then we used Logistic Regression Model to analyze the effect of internet usage on depression while controlling for other factors as mentioned earlier. The main output from Logistic Regression included regression coefficients b , and Odds Ratio (OR). OR can be used to infer the impact of each factor. Since it is a ratio, we can infer a variable’s impact by comparing the ratio to 1. If the OR is lower than 1, we can say that the increase in the variable corresponds to the event happening less. For example, if internet use has an OR lower than 1, it means by changing from not using internet (value 0) to using internet (value 1), the odds of getting depression gets lower. We also use a 0.05 threshold to determine if the factor is significantly impacting the occurrence of depression.

Result

Among 16,386 participants, the average depressive score was 9.0. Using 10 as cutoff point, it was found that 6,340 (38.7%) were identified as having depression. This is much higher than the WHO reported 4.2% overall depression rate in China. This is because depression tends to happen more often as people age and the CHALRS survey was following the older people as its target.

Overall, the use of internet is relatively rare for mid- to old age Chinese of 45 years and above. Only 6.46% of the study participants reported that they had used internet in the last month. However, if they use internet, they would use it very frequently. Among these internet users, 74% used it “Almost Daily”; 11% used it “Almost Every Week”, and 15% used it “Not Regularly”.

Table 2. – Internet Use Frequency if Used Last Month

Internet Use	%
Not Regularly	15%
Almost Every Week	11%
Almost Daily	74%

Of the internet users, the cellphone is the most popular device, followed by desktop. Since multiple choices were allowed for this question, the total doesn't add up to 100%. The cellphone usage is not surprising, considering the cost effective and widely available data plans all over China from the different providers.

Table 3. – Devices used to Access Internet

Devices to Access Internet	%
Desktop computer	60%
Laptop	18%
Tablet	12%
Cellphone	65%

Firstly, we found that the proportion of depression among participants who used internet in the last month (28.7%) was lower than that among those who did not (39.5%). This is consistent with the hypothesis that internet use helps to reduce de-

pression since it is an alternative way of connecting with others. The Chisq test generated a P-value of < 0.0001 , meaning that the difference between these two proportions are statistically significant.

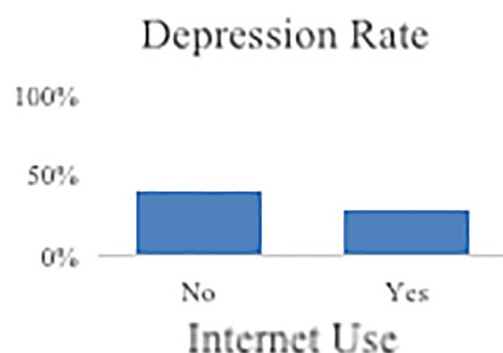


Figure 1. Depression Rate by Internet Use

However, both the descriptive comparison and the Chisq test didn't consider other factors influencing the depression rate. In order to control for the other factors, we used a Logistic Regression Model, which results were presented in (Table 4) below. In the logistic regression analysis, five additional variables were included to adjust for potential confounding effect, including age, gender, marital status, education, and Hukou.

Logistic Regression Model of Depression and Factors.

Table 4.– Coefficients from Logistic Regression Analysis

	Estimate	Std.	Error	z value	Pr(> z)
(Intercept)	-0.288	0.228	-1.263	0.207	
internet	-0.270	0.132	-2.052	0.040	*
age	-0.003	0.003	-0.791	0.429	
gender	0.506	0.062	8.205	0.000	***
marital status	0.247	0.094	2.616	0.009	**
education	-0.150	0.046	-3.272	0.001	**
urban	-0.268	0.088	-3.055	0.002	**

Significance: 0: *** 0.001: ** 0.05: *

Table 5. – Odds Ratios from Logistic Regression Analysis

	OR	Lower Bound (2.50%)	Upper Bound (97.50%)
1	2	3	4
(Intercept)	0.750	0.479	1.172

1	2	3	4
internet	0.763	0.587	0.985
age	0.997	0.991	1.004
gender	1.659	1.470	1.872
marital status	1.280	1.064	1.540
education	0.861	0.787	0.942
urban	0.765	0.643	0.908

Results showed that the Internet use was related to a lower (76%) likelihood of having depression. Meanwhile, women (gender = 2) were 1.66 times more likely to be depressed than men. Marital status was also related to depression status, with those “separated, Divorced, Widowed, or never married” 1.28 times more likely to be depressed than those married or cohabitating. OR for education is 0.86, meaning that higher education is associated with lower likelihood of depression. Lastly, Hukou is related to depression. Compared with rural Hukou, people with urban Hukou were 0.76 times less likely to have depression. This may have to do with the easier access to community activities and other social support resources in the urban set up.

Discussions

I found that 38.7% of the study sample had depression. This is consistent with the prevalence of 40% from the baseline survey of CHARLS, reported by CHARLS Research Team [14]. However, this is an alarmingly high rate, as a significant share of the elderly were suffering from depressive symptoms” [14]. Over the past few decades, there has been an increasing phenomenon of “empty-nest” in China. It means that in many of Chinese families, children live and work away from their original townships, leaving behind a huge number of older adults living alone. The mental health of these middle-aged and elder people living by themselves has been of serious concerns. Studies have shown that a majority of them experience some level of loneliness, especially among those living in rural areas [15].

The finding of this study that internet use can help to reduce depression rate is good news and

can shed light on future activities to help the older people. Previous research has studied the mechanism of how positive social networking is protective against depression and anxiety [16]. By enabling middle-aged and senior people to re-connect to their friends, children, and colleagues, the use of internet can augment social relationships and support mental health. It helps people maintain and make new friends, and also serves as a venue for them to express their thoughts and feelings. Therefore, this finding helps us to find way to help this group of Chinese people.

This study found that 6.46% of Chinese middle-aged or older were internet users in year 2015, and a majority (74%) of them used it almost daily. Cellphone and desktop computer were the most common tools reported. According to more recent reports, there was an increasing trend of internet use in China over the past years [13]. People aged 50 and older made up 7.9% of all internet users at the end of 2014, and in year 2018 this percentage increased to 10.4%. Therefore, in the span of three years, middle-aged and senior internet users increased from 51 million to 80 million.

Therefore, specially designed cellphone APPs can be a strong way to reach the older people and help them to combat depression. We have many APPs for young people in APP STORE, but few for elder people. The agencies may try to develop some APPs that can encourage old people to communicate with others, no matter online or offline. Special games can also be invented to encourage older people to open their mouth and ‘step out’ off their rooms, either physically or mentally.

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Section 12. Philosophy

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THEORETICAL FOUNDATIONS OF MODERN ANTHROPOLOGICAL PROBLEMS IN THE PHILOSOPHY OF I. KANT, A. SCHOPENHAUER AND F. NIETZSCHE

Abstract. This article discusses the concepts of anthropocentric ideas in the works of German thinkers – I. Kant, A. Schopenhauer and F. Nietzsche. The author gives a generalized description and a comparative analysis of their views on attitudes towards human, society and nature. As a result of the research it was revealed that, despite the contradictory directions, all of them were the progenitors of modern philosophical anthropology.

Keywords: moral duty, instincts, compassion, values, will to power.

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ТЕОРЕТИЧЕСКИЕ ОСНОВЫ СОВРЕМЕННЫХ АНТРОПОЛОГИЧЕСКИХ ПРОБЛЕМ В ФИЛОСОФИИ И.КАНТА, А.ШОПЕНГАУЭРА И Ф.НИЦШЕ

Аннотация. В статье рассмотрены концепции антропоцентрических идей в трудах немецких мыслителей. Дается обобщенная характеристика и сравнительный анализ их взглядов на отношение к человеку, обществу и природе. В ходе исследования было выявлено, что, несмотря на противоречащие друг другу направления, все они явились прародителями современной философской антропологии.

Ключевые слова: моральный долг, инстинкт, сострадание, ценности, воля к власти.

Прогресс науки и техники предельно остро ставит проблему рефлексии научных данных о природе и сущности человека в философской науке. Прежде всего, это связано с глобализацией мира, характеризующегося абсолютным безразличием к интересам и нуждам отдельного

человека. Возможности человека, приобретая глобальный размах, повлекли за собой антропологический кризис, обусловленный элиминацией традиционных форм духовной и культурной идентификации человека. Потому сложность проблем человеческого бытия в современной цивилизации заставляет нас вернуться к истокам антропологического поворота в философии. Несмотря на то, что философская антропология как самостоятельный раздел была основана лишь в 30-х гг. прошлого века, сама идея выделения антропоцентрических исследований родилась еще в XVIII в. Новое время, будучи важнейшим этапом в процессе становления современной культуры, отличается от предшествующей эпохи насыщенностью и интенсивностью общественных процессов, происходивших практически во всех сферах жизнедеятельности человека.

Под влиянием стремительного развития науки в корне менялись представления о материи, пространстве и времени, о происхождении человека и жизни на Земле. Дарвиновское учение, завершение теорий квантовой механики и основанная на ней атомная физика полностью изменили существующее мировоззрение, перевернув всю систему ценностей. Если ранее человек представлялся как исключительное совершенство, то теперь многие философы начали задумываться о том, так ли совершенен на самом деле современный человек? и что вообще собою он представляет? Здесь философия сталкивается с рядом противоречий и несовпадений между научным и религиозным обоснованием мира, которое в итоге выливается в признание независимости от сверхъестественных сил человеческой воли, необходимость нового, не основанного на божественном провидении, обоснования окружающей действительности.

Существенное значение в становлении антропоцентрических исследований сыграли работы немецкого мыслителя Иммануила Канта. Он первым в европейской философии приходит к мнению, что человек как уникальное существо

должен стать особым объектом философского осмысления. Согласно Канту, познание жизни есть основная задача философии, а «самый главный предмет в мире, к которому эти познания могут быть направлены, – это человек» [1, 351].

Уважение к человеку и обеспокоенность его дальнейшей судьбой составляют проблемное поле философии Канта. Он задается вопросом не только о том, что есть человек, но и о том, к чему он предназначен, предвосхитив, тем самым, идеи кризисного состояния культуры и общества в социально-философской мысли XX в.

Человеческую природу Кант характеризует двумя свойствами – чувством красоты и чувством достоинства, где первое есть основание всеобщего благорасположения, а второе – основание всеобщего уважения [2, 139]. Только человек, являясь единственным носителем нравственности, обладает достоинством, которое, возникая вместе с зарождением у него разума, в то же время ориентирует динамику всего исторического процесса. Посредством разума человек определяется быть в общении с людьми и в этом общении, путем искусства и науки, культивироваться. И чтобы отстоять свое место в мире, «человек должен сначала знать его, должен понять, что он часть природы и вместе с тем по своей конечной цели возвыситься над ней» [3, 47–48]. Здесь Кант исходит из идеи нравственного совершенствования личности, акцентируя внимание на том, что только благодаря предрасположенности человека к самосовершенствованию возможно в перспективе утверждение вечного мира в планетарном масштабе. И хотя сама по себе идея «вечного мира» иллюзорна, она все же, как никогда, приближена к современному миру с его глобализмом и сегодня является некой культурной ценностью, основой которой служит непрерывное стремление к лучшему будущему. Именно это стремление к лучшему есть долг каждого индивида.

Для выполнения морального долга Кант вводит понятие категорического императива: «по-

ступай так, чтобы ты всегда относился к человечеству и в своем лице и в лице всякого другого так же как к цели и никогда не относился бы к нему только как к средству» [4, 206]. К сожалению, современная антропологическая ситуация сложилась так, что сегодняшнего человека «массовая культура» рассматривает с точки зрения его пригодности именно в качестве средства, где ценность жизни измеряется не достоинством, а достатком. Кантовский же человек, напротив, живет не потому, что находит какое-то удовольствие в жизни, а лишь из чувства долга в силу своей возможности свободного утверждения вопреки всем обстоятельствам и инстинктивным желаниям.

Учитывая современные реалии, когда диалог между различными культурами и цивилизациями является неотъемлемой частью нашего общества, концепции Канта о святости человеческого достоинства и права как никогда актуальны. Ведь сегодня «человек потребления» настолько охвачен стремлением к личному благосостоянию, что перестает полагаться на духовные ценности, которые невозможно купить или продать. А ведь, по существу, мир, в котором высшая ценность приравнивается к денежному эквиваленту, мир, где господствует культ удовлетворения земных удовольствий и накопления материальных благ – по Канту, это мир природы, в которой нет свободной воли, а значит, нет и человеческого достоинства.

Данную точку зрения разделяет и один из самых известных немецких мыслителей Артур Шопенгауэр, который неоднократно высказывает свое неистовое возмущение по поводу того, сколько притворства, лицемерия и обмана в людях и как мало истинной порядочности. «Как часто даже там, где всего менее этого ожидаешь, за всеми добродетельными внешними делами втайне у руля сидит недобросовестность!» [5, 288]. Что же это, если не маскарад? В этом цивилизованном маскараде принимают участие люди всех мастей и сословий, но не все они есть те, кем хотят быть. За масками то законности и религиозности, то

благонравия и скромности, а то и вовсе строгой справедливости и искреннего участия в чужой жизни скрываются ради личной пользы торгаши и спекулянты, или, как их называет Шопенгауэр, «денежные барышники». В итоге человек, обменивая «быть» на «казаться», заключает себя в добровольное рабство лжеморали...

В основу своей морали Шопенгауэр ставит концепцию сострадания, основанную на брахманистской формуле *tat twam asi* («то ты есть»), что значит, относится с уважением ко всему живому, будь то человек, или животное. Потому резкое возмущение вызывает у него утверждение Канта в «Метафизических началах учения о добродетели» (§ 16), что «человек может иметь долг только перед одним существом – перед человеком». Предвосхитив коэволюционные идеи экоэтики, Шопенгауэр восклицает: «Что за мерзкая мораль париев, чандалов и млеччхов, игнорирующая ту вечную сущность, которая присутствует во всем, что живет, и с неисповедимой значительностью смотрит во всех глазах, взирающих на солнечный свет!» [6, 164]. Современное критическое положение экосистемы с однозначностью позволяет нам актуализировать высказывание Шопенгауэра о том, что отношения человека с природой должны основываться исключительно на восприятии последней как морального субъекта, признавая внутреннюю ценность всего живого.

В отличие от своих предшественников Фридрих Ницше утверждает, что современная цивилизация всеми своими негативными последствиями обязана лишь существующей морали, в том числе христианской, которая в своей основе есть «религия сострадания». Для Ницше же сострадание – это практический нигилизм, это депрессивный, заразный инстинкт, парализующий инстинкты, направленные на сохранение жизни, на повышение её ценности [7, 17].

Однако так же как Шопенгауэр в морали Ницше ценит инстинкты доброжелательности, которые, все же исходят не из чувства сострадания

к другим, а от наличия власти, силы и могущества. Именно воля к власти, а не кантовский «безличный долг», позволяет человеку развиваться и совершенствоваться. В результате, Ницше полностью исключает концепт равноправия, а вслед за ней и основные постулаты демократии, как попытки уподобить всех людей друг другу, превратив их лишь в полезное для общества стадо.

Провозгласив активную деятельность высшей категорией нравственности, Ницше предлагает пересмотреть все ценности не с позиции согласности человека с обществом и окружающим миром, а с позиции гармонии с самим собой. Человек, по мнению Ницше, в силу своей духовной особенности, отличия от прочих, а также желания покорения природы на всех этапах эволюции, попросту не может жить «согласно с природой» [8, 21]. Так он пытается противостоять концепциям, которые преувеличивали значение нравственного в человеке, игнорируя значимость индивидуального начала [9, 107].

В трудах Ницше отражена вся болезненность современного общества с его безличностной серой «массой», где за почитаемыми добродетелями скрывается падение моральных ценностей. Уже к концу XIX в. идея о благополучном развитии человечества приобрели размытый характер, а кризис человека становился все более ощутимым, и был представлен как кризис духовный. Поэтому философы данной эпохи видели свою

задачу в перевоспитании человека: Ницше видел в достижении внутреннего согласия человека с самим собой, Кант – в утверждении необходимости нравственного отношения к обществу в целом, что логически завершается выводом, сделанным еще Шопенгауэром, об установлении института морали между человеком и всей экосистемой. Как очень точно подметил философ А. Ивин, современная философская антропология должна осознать простую в своей основе мысль: выдвигание человека в центр мироздания – есть «внутренний» подход к объектам, предполагающий преломление всего мира через изучаемые объекты. Сейчас же человек предстает как один из многих равноправных вещей, существующих в мире, потому и подход к изучению социальных явлений должен быть таким, при котором человек ничем не отличается от расщепляющегося атома [10].

Однако, несмотря на то, что философия данного периода представлена довольно противоречащими направлениями и мыслями, ни одна из них не является взаимоисключающей. Ведь все они, так или иначе, отражая столь сложную и разнообразную природу действительности, являются попытками понять человека, приспособить его к современным реалиям в соответствии с его растущими потребностями и, в конце концов, приблизить его к тому моральному идеалу, к которому он всегда стремится.

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BURQA BANS: FREEDOM OF EXPRESSION VS. NATIONAL SECURITY

Abstract. Using the Burqa Ban last year in Denmark – the banning of face-covering veils in public – as an entry point, this paper introduces the viewpoints of two theories in weighing between individual liberty and national security. Narrowing the case down to a sole dispute between freedom of expression and public safety, this paper contends that the Burqa Ban in European countries should be allowed in the view of Utilitarianism and Social Contract Theory, and that under and *only* under circumstances that national security can be proven threatened by parts of the freedom of expression, that the government should have the right to secure the former first. This paper also responds to common objections against Burqa Ban, including a Kantian Deontology Objection, “Where is the line” Objection, and an objection contending for equality.

Keywords: Burqa Ban, Europe, Freedom of Expression, Freedom of Speech, Freedom of Religion, National Security, Utilitarianism, Social Contract Theory.

After France became the first European country to ban the public use of face-veils in 2011, other countries, including Austria, Belgium, and the Netherlands, followed suit, restricting clothing that completely obscures the face [9]. In August of 2018, after Denmark adopted similar measures, a series of rallies against the controversial ban erupted in Copenhagen. Those who took to the streets advocated for freedom of religion and of expression, both of which, they argued, were curtailed by the offending law. According to the protestors, the ban aimed at Islamic female clothing, such as the burqa and niqab, violated citizens’ freedom of expression. Opposing this liberal position, those who support the ban in Denmark argued that it was necessary to protect national security. Secondly, they contended that obscuring the face entirely was an obstacle to communication. The contest between these two points of view reveals an ongoing tension between public safety and personal freedom, two principle rights that the state must defend.

Although there are legitimate concerns that can be raised by those who wish to protect individual and

religious liberty, I contend that countries should be allowed to ban face-covering veils. Two arguments support this position. The first derives from the theory of Utilitarianism and the second Social Contract theory. Framing this question in terms of a conflict between the right to free speech and national security, we can see that the greater good is served by the ban. Because governments must always act in a way that protects the largest number, the ban against face-covering veils falls in line with the mandate of the state.

To narrow the issue down, the paper will assume that the policies against face-covering veils are made *solely* based on national security concerns and that they are not motivated by any element of discrimination against certain religious groups. Although it is impossible to prove that every politician who supports the ban is free from ulterior motives, including religious intolerance, it is equally impossible to prove, on the whole, that they are inspired by such animus. For this reason, we shall set aside the question of discrimination and treat the ban according to its stated purpose. I will also set aside the previously-mentioned argument regarding communication, as

it is merely an imposition of an outsider's view. Despite claims that are sometimes made to the contrary, there is hardly any reason to suppose that veil actually obstruct communication. Every person retains the right to determine whether he or she wishes to communicate face-to-face. Thus, the question comes down to a crux: the government plan to support public safety targets religious paraphernalia. Should the government violate parts of its citizens' freedom of expression in order to ensure national security for all citizens? As I argue, yes.

The Utilitarian Viewpoint

In taking a Utilitarian position, it is necessary to concede, at the outset that, in banning niqab and burqa, the government *does* in fact violate its citizens' freedom of religion and expression. However, face-covering veils pose a threat to the security of the nation. A niqab covers the face (but not the eyes), while a burqa covers the woman's full body from head to toe. The problem that these two articles of clothing pose is that they make it difficult if not impossible to identify who is wearing them. Although they are reserved for women, it is possible that men could wear these articles in order to escape detection and to move about freely. Given that many suicide attacks from terrorist groups in recent years have utilized this tactic to commit acts of terror, the niqab and burqa do present a real security threat. Allowing full-face-covering veils puts national security at risk by giving terrorists a mechanism by which they can evade authorities and commit attacks.

Why should national security prevail over the freedom of expression of a group of citizens? In order to address this pressing question, the magnitude of the people affected and the severity of the pain that they might suffer need to be considered. First, in a country like Denmark, the number of people affected by national security risks is far larger than the number of people who would be impacted by the ban. For example, at the time the ban was introduced in France, the initial figures released by the French secret service reported that only 367 women wore

burqas, constituting merely 0.01% of the French Muslim population and 0.00058% of the general population. Even if we adopt a later figure, which was reportedly a significant over-inflation, only 1,900 women wore burqas, representing 0.04% of the French Muslim population and 0.003% of the general population (Fariha Karim, "Britain's Niqab: unveiling the facts – Fact Check," Channel 4 News, last modified October 24, 2013, accessed August 15, 2018, <https://www.channel4.com/news/factcheck/britains-niqab-unveiling-facts-factcheck>). For other countries that have adopted similar protective measures, the effected population is similarly low. Second, when the two effects of the ban are weighed against each other, it is clear that death is a more severe pain than the loss of some freedom of expression. The loss of the former precludes the latter because, without security and life, one cannot exert or enjoy freedom of expression. Thus, in the balance between two sides of the equation, the person who dies or is otherwise maimed by a terrorist attack suffers more pain than one who is forced to reduce her freedom of expression.

According to Utilitarianism, an ethical and philosophical system that has its origins in the work of Epicurus, Jeremy Bentham, John Stuart Mills, and others, proper conduct should be based on whether or not it increases or decreases the sum of happiness of all persons affected. What this means is that ethical decisions are those that increase the overall happiness of society, whereas unethical ones produce more unhappiness. To address the question at hand from the perspective of this theory, we would have to tally the effect that it has in terms of increasing and simultaneously decreasing the total happiness of the society. While those who are forced to give up their religious clothing suffer a decrease, those who feel safer in public experience an increase. On the basis of the statistical evidence already provided, we can see that an increase in national security a net gain in happiness that is not sufficiently diminished by those who are negatively affected.

In a broader sense, the term “national security” should not be limited to the physical harm that results from terrorist attacks. Instead, the concept likewise applies to securing the interest of a group of citizens, and when the interests of multiple groups are in conflict. The interest of the group that would result in the greatest sum of happiness (or prevention of pain) must take primary significance. For Utilitarianism, it is the government’s duty to maximize utility for the greatest number of its citizens. For similar reasons, most countries that have protections in place for free speech do not extend them to child pornography or defamation. In the first case, there is a conflict between the interest those who wish to consume such material and children who could be affected. The larger group includes all children in the country. In the latter case, the conflict rests between the interest of the slanderers and people who might be defamed, which potentially include all citizens of the state. In both cases, the latter group’s interest is larger than that of the former. As a result, the freedom to say whatever you want is limited in service of protecting the larger rights of the community.

Similarly, the interest of the entire population should be considered first for its magnitude and intensity in the case of the burqa ban. Therefore, the governments’ right to control parts of the citizens’ expression in order to ensure national security is supported by Utilitarianism.

An Argument Based on Social Contract

A second argument that can be made in support of the burqa ban derives from social contract theory, a philosophy that is expressed in the works of Thomas Hobbes and John Locke. Although their concepts are different in some respects, both versions of the social contract support the thesis that the ban on face-covering veils is justified.

In *Leviathan*, Hobbes introduces the concept of the state of nature. In this condition, before society has been formed, humans are free of all restrictions. This unlimited freedom means that everyone is potentially subject to harm at every moment. The strongest are

able to get their way, because there are no rules to keep them from acting out their will. According to Hobbes, life in a state of nature is “nasty, brutish and short.” In order to protect ourselves, humans – who are inherently motivated by self-interest and self-preservation – escaped from the state of nature by forming societies. Giving up some of their rights, humans are guaranteed greater security. In other words, in order to establish a social contract, they were required to agree to common laws under the rule of a person or an assembly of persons. Hobbes argued that even though it could be harsh to live under a demanding sovereignty, it is still much better than the state of nature, where people are constantly at war.

Although the state’s ability to make demands of its citizens should certainly be curtailed at some point, it is still true that citizens must relinquish some rights in order to create a social order from which everyone can benefit. For example, if I give up my right to steal from you, then I am able to feel secure in knowing that you cannot steal from me. In this example, my natural desires are reigned in, but in agreeing to forego unfettered action, I gain greater happiness, security, and opportunity. In the case of the burqa ban, the theory of the social contract helps define the limits of what the citizens of the state are able to retain as their private right. While the potential threat of violence that is made possible by the use of veils does not return the entire society to a primitive state of nature, the reality that these threats can eventuate into fact is enough to render the freedom to wear the veil off limits. In other words, it is in the interest of the citizens to lend some of their rights to the government in order to secure their own security. Through the social contract, although people inevitably give up some of their rights, they receive protection from the community as a trade-off. Although some citizens may be disgruntled because they are forced to sacrifice their rights for the welfare of another person in the society, they must acknowledge they likewise benefit from the exchange. In this case, women who wear the burqa relinquish some of

their freedom, but in exchange they receive protection from the state that extends to the larger practices of their religion. They are not forced to convert. Nor are they subject to violence because of their beliefs.

In his *Two Treatises on Government*, Locke describes a state of nature where humans morally abide by the law of nature. In order to preserve their life, liberty, and well-being, human beings form a commonwealth to escape the state of nature, which can easily devolve into a state of war, due to the lack of civil power. In the state of war, people do not recognize the Law of Nature and thus would steal, enslave, and slay. Hence, future citizens lend their rights to the governing body. However, when the executive power turns into a tyranny and fails to preserve the citizens' life, liberty, and well-being, government places itself in a state of war against the people. Therefore, Locke concludes that the citizens have the right to rebel when the government fails to do its job. This position is a distinguishing feature between Locke and Hobbes. Whereas Locke sanctions revolution in the presence of tyranny, Hobbes does not. What they both accept is that the role of society is to create mutual freedom through the joint relinquishing of unfettered rights and desires.

If citizens have the right to rebel under circumstances, then there are two ways Locke's social contract prevents a sovereign from demanding too much. First, the government must be aware of their contract with their citizens and beware of crossing the line that would cause a rebellion. Second, even if the government does not show such caution and determines to cross the line, the citizens have the perfect right to rebel against the state and try to restore their rights. As far as Locke's theory goes, this line is difficult to define. Is it relative to a society's tolerance for rights being violated, or does it depend on an objective limit? Rebellion is detrimental to society and is certainly not desired, except in extreme circumstances. There might be a higher likelihood for citizens to rebel if more people feel that the government has failed them (i.e., failed to preserve their life/security) than if only

a small portion of society feels aggrieved. In the case of the burqa ban, it is clear that those who must suffer its restriction may feel as if the government has transgressed its authority, therefore making the idea of rebellion real. However, because the larger portion of the society feels more secure because of it, the government's action fails to rise to the level at which rebellion is likely. As is the case with Utilitarianism, the theory of the social contract therefore reaffirms that the state has acted in the best interest of the citizen in creating a law that the majority finds beneficial.

Responses to counter-arguments

The case that I have made in support of the burqa ban expresses the logical extension of the two philosophical premises that undergird this paper. In distinction, there are several positions that could be taken in opposition. In what follows, the three counter-arguments that I trace are among the most common objections to the argument in support of national security. This essay offers careful responses to each of them.

The Kantian Deontology Objection

The Kantian method of determining whether an action is right or wrong is based on the principle of "universalizability." It tries to envision the circumstance under which everyone does the action and then evaluate the rightness/wrongness of the action according to the rationality of the envisioned world. Applying the method to the case of burqa ban, a Kantian would suppose that all governments would, in every case, take away people's right to freedom of expression whenever such governments conclude that national security is jeopardized. If this categorical imperative is accepted, it would be a deontological argument that "a government must always curtail freedom of expression whenever it decides national security is jeopardized."

The deontological argument differs from the kind of ethics that are traced earlier in this paper because it focuses on the actions themselves, rather than the surrounding context in which those actions take place. For example, from a Utilitarian perspective, killing a person can be justified if the death of that person

increases the overall welfare of society. A critique of the theory can be staged here, because such a theory would seem to suggest that people who cause a decrease in happiness, like those who protest what the majority approves, should simply be killed. For Kant, however, the killing of someone should not be contextualized in this way. There is a moral certitude that killing is wrong, so the act itself has to be considered unethical in and of itself. In the case of the burqa ban, the deontological argument would contend that restricting freedom of expression cannot be measured against national security as justification. It can only be viewed as an act in and of itself. And since this kind of restriction is always wrong, it is wrong in this case.

In response to this, I will concede that taking away rights, as Kant and others who support a deontological approach would argue, is “simply wrong.” However, if we always choose not to sacrifice any rights under any circumstances, including one with a possible insecurity that threatens the citizens’ lives, society might be taken under a more oppressive executive force (e.g., terrorists). In that sense and under that situation, people will likely not only lose their right to free speech, but they will also lose crucial rights that once belonged to them. For this reason, the broader context of actions needs to be factored in so that the meaning of a giving action can be seen in its broadest effects. Additionally, this essay is not calling for the government to exert its power and take away its citizens’ rights whenever it wishes to. In contrast, a line should be drawn, which will be discussed next.

“Where is the Line” Objection

When the potential of governmental restriction arises, two questions need to be asked: Where is the line at which the government would stop, and what if the government never stops taking away its citizens’ rights? People who object to restriction will often point to questions of these kinds, which (in effect) cannot be answered or done so effectively, as evidence that it is better for people not to ban burqas because – without this precedent – people’s rights will be more secured in the future.

To respond to the two questions raised, we should first recognize that they fall into the logical fallacy of the slippery slope. There is not enough warrant to say that once the government takes away parts of its citizens’ rights, it will never stop. The reality that we live in is that many of our rights are already taken away to ensure a better community for the common good. Even in the right to expression, such as the right to obscenity, blackmail and threats are outlawed to ensure the overall well-being of society. Comparing wearing burqas to these apparently inappropriate actions is not meant to denigrate the burqa. The comparison rests on the fact that, when an action poses a potential threat to society, the government can and should interfere. If removing rights lead inevitably to totalitarianism, the emergence of a single law would by necessity be concluded in that predicament. The fact that we can have stable democracies proves that removing rights can be done judiciously.

In addition, applying the argument based on Locke’s social contract theory, it is clear that – in most representative democracies – there are checks and balances on executive power. There is certainly a line the government should not cross, but it is not the project of this essay to determine what that line is, only to say what it is not. This essay is arguing for the legitimate removal of rights for the exclusive purpose of security reasons. This paper does not support any restrictions that are undertaken under the guise of national security. In response to the point that it would be more beneficial in the long run to not ban burqas, the rejoinder is again that, not fulfilling security in the short term, excludes the long-term rights from happening. Without the former, the latter cannot exist.

The Problem with Equality

Those who protested the burqa ban in Denmark and elsewhere argued that it was unfair that a single group of people, the minority, should be banned from their freedom of expression, while other groups retained their complete set of rights. According to this logic, parity should exist between the majority and the minority. There should be an equal treatment

for both groups, as they are both citizens that should be represented by the government.

While this objection to the ban appears to make sense on its face, a simple counter is available. If that were the case, any group of people could assert that their position is equally valid. Those who wished to murder could claim that their rights to act as they wished was being unfairly targeted by the majority. If a position of equity were maintained in all cases, sensible laws and restrictions could always be challenged on the basis that they disproportionately affected one group. A group of people should not exert their rights at the expense of endangering a larger group of people. With the assumption provided above – namely, that the ban in question is not an illustration of discrimination against certain religious groups but a sincere concern for national security – the principle is national security above free

speech, rather than the dominance of one group over the other. If some parts of the larger group's exertion of their rights (e.g., their cultural expression) are proven to be equally harmful to the whole group, this argument would cut both ways.

Conclusion

This essay contains two arguments for the view that under and *only* under circumstances that national security can be proven threatened by parts of the freedom of expression, that the government should have the right to secure the former first. It is also provided that the government has a check and balance and should not cross the line discussed above. This account makes no appeal to religion, political stance, or prejudice. Therefore, both the arguments, respectively referring to Utilitarianism and Social Contract Theory, support the banning of burqas for and *only* for security reasons.

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VERSE IS THE AMBASSADOR OF FREEDOM

Abstract. The article analyzes the power of the word, the power of poetry and fiction on people's minds during the war. The importance of universal human values, humanism, friendship between nations, tolerance, peacefulness and the struggle for peace, patriotism, hard work in the works of Ghafur Guliam is shown.

Keywords: Uzbek literature, poetry, war, friendship, world culture, history, national spirit.

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СТИХ – ЭТО ПОСОЛ СВОБОДЫ

Аннотация. В статье анализируется сила слова, сила поэзии и художественной литературы на сознания людей во время войны. Показана важность общечеловеческих ценностей, гуманизма, дружба между народами, толерантность, миролюбие и борьба за мир, патриотизм, трудолюбие в произведениях Гафура Гуляма.

Ключевые слова: узбекская литература, поэзия, война, дружба, мировая культура, история, национальный дух.

Гафур Гулям своими многочисленными стихами и поэмами, повестями и рассказами, переводными трудами внес большой вклад в развитие не только узбекской литературы, но и всей мировой культуры, духовности. Потому что все сочинения этого великого поэта отличаются не только своим неповторимым национальным духом, но в них еще на высоких тонах воспеваются такие общечеловеческие ценности, как гуманизм, дружба между народами, толерантность, миролюбие и борьба за мир, патриотизм, трудолюбие и другие.

В особенности, созданные им в годы Второй мировой войны произведения занимают золотой фонд узбекской литературы, являются жемчужи-

нами всей мировой литературы. Начатая немецко-фашистскими захватчиками самая кровопролитная война в истории человечества все эти годы была в центре деятелей искусства и литературы.

«С первого же дня начала Великой Отечественной войны я объявил себя мобилизованным на эту борьбу. Таким образом я стал строить ряды моих солдат – стихотворений против гитлеровских захватчиков», – писал об этом сам Гафур Гулям. Поэтом в первые же дни войны созданы великолепные, высокохудожественные стихи, в которых с самой сильной верой и убежденностью подчеркивалось, что коварный враг обязательно будет уничтожен и стереть с лица

земли. В частности, среди них можно отметить такие стихи, как «Я – еврей», «Ты не сирота», «Женщина» и другие. В этих стихах нашли свое яркое отражение самые злободневные проблемы эпохи, такие общечеловеческие ценности, как гуманизм, дружба между народами, толерантность, миролюбие и патриотизм и другие. Как известно, начиная свои захватнические войны гитлеровцы объявили всему миру о своей исключительной расовой теории, провозглашающую немецкую нацию высшей расой света. Согласно этой теории, все остальные нации и народы мира должны были служить одной единственной немецкой нации или же быть уничтоженными вообще. Гитлеровцы не только просто объявили миру об этой своей теории, но и все большим усердием и рвением внедряя ее в жизнь продолжали убивать миллионы невинных людей в захваченных странах. В этом смысле особенно досталось еврейской нации: фашисты их всячески унижали, оскорбляли, ущемляли их человеческие права и свободы, решили полностью стереть их с лица земли, при этом с полной силой объявляя об этом всему миру. В таких условиях Гафур Гулям проявляя свой ум и способности, используя весь свой многогранный талант, воспевал исключительно интернационалистские и гуманистические идеи, утверждал, что все нации и народы мира имеют полное право жить в равенстве и мире, ни одна нация, народ не может и не должен быть ущемленными в своих людских правах и свободах. Гафур Гулям открыто и смело выступил против такой разрушительной политики фашистов. Великое актуальное произведение «Я – еврей», воспевающее немеркнущие идеи интернационализма и гуманизма, возникло как результат разоблачения необоснованности, нелепости, бесчеловечности позорной расовой политики фашистов.

«Недавно я получил письмо от одного из ташкентских учителей. Автор письма спрашивает у меня, почему же я в свои последние книги, сборники не включаю данное стихотворение («Я – ев-

рей»), и не означает ли это, что я ныне отрекся от этого своего стихотворения... Я в тот же момент написал ответ на это письмо и решил сам лично явиться с этим письмом к нему, но, к сожалению, я прохворал и не смог исполнить свое желание. Действительно, в самом деле почему же это стихотворение сейчас не переиздается? Оно кому либо не по душе? Или же вся причина – в людском равнодушии, безразличии? Удивительно, что я сам об этом почему-то не додумался – ибо данное стихотворение является одним из самых любимых своих произведений... Я часто вспоминаю о том грозном и страшном времени...

Я вспоминаю о своих знакомых – бухарских евреях из моих детских лет...

Как всякий грамотный человек, я тоже кое-что знал об истории евреев, но при этом меня не интересовали древние корни антисемитизма, дело было в другом. Корни корнями, но никто не появляется на этот белый свет с заблаговременными чувствами вражды против евреев или же расистами. Это происходит постепенно. Каким же образом? Вдруг меня осенило: именно таким образом люди или же нелюди превращаются в негодаев. Из-за страха, эгоизма? Да, так и есть. Любой вид личностного антисемитизма или же расизма зиждется в первую очередь на таких мыслях, как то: «Хорошо, что я не еврей...» или «Хорошо, что я не негр...». Я от этой мысли остолбенел, остановился на ходу, и громко высказал: «Я – еврей».

Улица была пустынна, но случайно в это время появившийся навстречу путник услышав мой голос, встал в изумление. Я не обратил на него внимания. Мне уже было безразлично, так как мои эти слова были обращены всему человечеству. Впоследствии я с различных трибун много-много раз с большой гордостью повторял эти слова... И стих начинался именно этими словами, а только лишь на следующее утро оно было завершено окончательно. Поставив последнюю точку в нем, написал его название, а также дописал подзаголовок: «Ответ Гитлеру».

С первых же строк явно и ясно можно ощутить ненависть, злобу автору к фашистским палачам:

Я – еврей!
Имя мое не произноси,
Эй, вампир!
О родословной моей
У прапрабабки своей
Спроси!

Гафур Гулям в своем стихотворении дает ясно понять, что мужество, героизм вечно присущие чувства нашему народу, а фашизм олицетворяет лишь грабительство, варварство, кровожадность. Таким образом, поэт сопоставляя истории и эпохи, раскрывает истинное лицо фашизма, его людоедский облик. Своими стихами «Я – еврей», «Ты не сирота» великий поэт вел свою непримиримую борьбу против немецко-фашистских захватчиков и угнетателей. Он опираясь на многочисленные уроки истории, живые факты своего времени, применяя орудия справедливости и человеколюбия беспощадно бьет по вражеской морде, искренне защищает людские права и свободы, то есть еще раз объявляет немецко-фашистским злодеям, что и еврейский народ, нация так же принадлежит к человеческой расе, людской нации, что эта Земля-Мать является и его исконной Родиной. Стихотворение «Я – еврей» с полным энтузиазмом объявляет всему миру, что расовая теория фашизма исконно гнилая идея, что все нации мира независимо от своего цвета лица, строения тела и происхождения имеют одинаковые равные права.

То, что в то время, когда фашисты подвергали евреев к преследованиям и истребляли их миллионами, узбекский поэт выступил в их защиту, утверждал, что они равны со всеми нациями и показал их законное место и статус в жизни. Поэт в вступительной части стихотворения «Я – еврей» сопоставив длинную историю германского и еврейского народов, отмечает внутреннее развитие каждого народа как единый процесс. Он писал, что «О родословной моей у прапрабабки

своей спроси! Когда предок твой скальпом рогатым, бычьим скальпом венчая башку, Знать не знал, что такое и соль, и огонь, и лунги ... ».

На весь мир прогремел,
Словно гром над горами,
Грозный голос еврея,
Создавшего тору:
Я – еврей!

В стихотворении «Я – еврей» лирический герой ведет непосредственную борьбу с немецко-фашистскими захватчиками, отчаянно сражается, выражает свою ненависть к ним, непримиримое свое отношение и дух необратимой победы. Это явно отражается на интонации стихотворения, делает его серьезным и резким. Сила этой ненависти отражаясь в содержании стихотворения, звучит в его ритме, интонации как гром:

Оживите Священного храма
Замшелые камни, Стены плача
Седой Палестины, Где стон мой схоронен навек!
Сотни, тысячи лет, Я хватал вас сухими руками
И приюта просил, И кричал, что и я – человек.
Где отчизна моя?
Где могилу мне вырыть, о камни!
Иль отверженца труп Будет
небу подвешен, Навеки над миром торчат?
Все молчат – фараоны, пророки, хаканы
И сулеманы – Молчат! Я – еврей.

Построение данного отрывка стиха, различия в размере слогов в каждой строке, разделение строк по ступенькам, целостность всего отрывка по своему содержанию, все это отражает сознательность идейной цели автора, его новаторство, требование к материалу произведения. Автор в стихотворении «Я – еврей» выражая свой гнев и негодование к врагам всего человечества в облике человека, разоблачает их деяния и берет трудящегося человека под свою защиту. Разоблачает гнилую и грязную философию врагов человечества.

Поэт с большим энтузиазмом раскрывает никчемность «расовой теории» Гитлера и его пособников. Согласно этой «теории» фашисты

истребляли целых народов, породили неприязнь и вражду между народами и нациями. Благодаря дружбе народов нашей страны мы победили коварного и грозного врага, уничтожили фашист-

ских гадов. «Русский, узбек, еврей, белорус – Рука одинаково в битве тверда. Очистим земного шара арбуз От гнили фашизма навсегда», – подчеркивает Гафур Гулям.

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CULTURE OF COMMUNITY AND INDIVIDUALITY

Abstract. The article analyzed the formation of collectivism and individualism as the moral principles, their role in society. Indicated the need for their management relations in the information society.

Keywords: collectivism, individualism, egoism, culture, information society, Western cultures.

Community and individuality are the features, specific to living creatures. While the first feeling is caused by the necessity of living, the second is derived from the necessity of developing the life. The community/team feeling and individuality of human society is caused by natural living conditions and possibilities of developing social life. For the difficulty of living a life, lack of ample amounts of material resources in the Western World, a specific relationship has been developed between the state and citizens. Allowing individuals for free activities, even stimulating them was beneficial for the society.

On the contrary, in the Oriental countries, where it is easier to afford one's life and there is relatively sufficient material resources, the state has created a convenience not for the purpose of people to be able to run their free activities, but for the purpose for managing them at the state's will, for subjecting them to it, and where it is easier to limit their freedoms. As the time passed, a society based on the community spirit has been formed in Oriental countries, while in the West the society is based on the culture of individuality. These cultures have impregnated into the life styles, psychology of people.

Considering these two principles separately from each other resulted in formation of two type of world vision – the vision of community and individuality. And this created different views to interpret the meaning of human life, his freedoms, relations and behaviour. At different stages of historical development, both the community and individuality have

played their positive roles in the process of formation of social-economic relations.

In modern conditions, when there is struggle for improving economic life, and where the material factor is not the main purpose, direct intensive relations, we observe contradicting views in Oriental and Western cultures. They give different assessments to the events in social life. According to Popper, an open society is a society that squeezes the community relations out and makes the individuality the dominant principle. Popper thinks that the team feeling principle has no potential. Z. Bauman stresses that humans think collective activity is at least useless, even hazardous from the point of view of success of a standalone individual (Z. Bauman. Individualised society. M. Logos [1, p. 73]). Z. Bauman indicates lack of stable social relations in modern society, and that humans are totally busy with themselves, they are indifferent to others, and interpersonal relations are so superficial and temporary. Indeed, this is true in real life conditions. It is correct and has potential from the point of view of individuality. However, from the point of view of community, such views do not fall in line with the social relations, human freedom and behaviour, views about the purpose of human life; a different assessment and approach exist in relation to potential of these events. The culture of individuality treats social events in their changing, manifesting in new forms and thinks that the traditional morals/behaviour as out-dated. The culture of community relations interprets the conservative, traditional morals in their unchanged state. This is

its very positive aspect. Its views to the changes that are happening due to the life necessities are negative.

Should we view community and individuality separately from each other, we are left with points of views that negate and contradict with each other.

Human freedom, his/her purpose of life, meaning of family, purpose of sex are interpreted in different ways. If they are viewed as principles that prevent each other from becoming absolute, we see a different scenario. We shall take specific, positive features of both principles as our criterion. In addition, the two principle have their general and important criteria. These are the future of humanity, kindness to each other, loyalty and humanness. It is necessary to develop general views for these notions. Rational community realtions and rational individuality can thus be created, i.e., negative aspects of each are eliminated (or incapacitated).

Community and individuality both played their role in organisation of social life, determination of order and rules. For instance, let us take the customs and traditions of the population of our country. Here,

it's the traditional culture is thought to be dominant. Wedding and ritual ceremonies of Uzbeks cannot be held without participation of many people. In this process, every person feels the love, respect, loyalty, and care of other people in relation to himself/herself. When people are carrying a dead person to the cemetery (if the distance is not far, the coffin is simply carried by people on their shoulders), any stranger can join the line and carry for three or some steps and thus fulfils his duty of a mortal person. Overrunning the crown line, who are carrying the dead person to the cemetery means disrespect to the people. Any stranger walking by at the door of the dead person stops at that door, recites Quran ayats and expresses condolences. Respect to elderly people, careful attitude to children, kindness, and love to other people is expressed in certain actions.

In the culture of individuality, the approach is based on principles of taking into consideration human wishes, purposes, and primarily without damaging personal interests, on equality and justice (of course, these notions also have their own meanings).

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HETEROTOPIAS ON THE PROBLEM MAP OF THE CULTURE

Annotation. The article explores the concept of heterotopia as a cultural space, which is perceived and used by different social groups in completely different contexts that are not peculiar to it. Principles of heterotopy determination are analyzed in current everyday cultural spaces.

Keywords: heterotopia, space, otherness, cultural boundaries, deviation, difference, inclusion, exclusion.

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ГЕТЕРОТОПИИ НА ПРОБЛЕМНОЙ КАРТЕ КУЛЬТУРЫ

Аннотация. В статье исследуется концепт гетеротопии как культурного пространства, которое воспринимается и используется разными социальными группами в совершенно различных, не свойственных ему контекстах. Принципы определения гетеротопии проанализированы в актуальных повседневных культурных пространствах.

Ключевые слова: гетеротопия, пространство, инаковость, культурные границы, девиация, различие, включение, исключение.

Сегодня пространственный дискурс разворачивает перспективную проблемную карту культурологических исследований. Идея гетеротопии в методологическом отношении представляется целесообразной для анализа поликультурного пространства, в котором сосуществуют и переплетаются различные культурные миры, ценности, традиции и взгляды. Как известно, понятие «гетеротопия» в гуманитарном научном дискурсе появилось благодаря М. Фуко, который определяет его трижды между 1966 и 1967 годами, хотя в его творчестве оно так и осталось на периферии. Наиболее известное объяснение этого термина предоставляет его выступление

перед коллективом архитекторов. М. Фуко заявляет, что идея гетеротопии «выявляет и оголяет процесс перехода классического культурного сознания в неклассическое, а также момент их неизбежного сосуществования» [6, 60]. Французский философ рассматривает гетеротопию как пространство, нарушающее непрерывность и нормальность обычных повседневных мест. Поскольку они разрушают границы внутри и между местами в просторах «инаковости», Фуко назвал их *гетеротопии*.

Целью статьи является анализ реляционных принципов и особенностей культурных пространств, включенных в другие, но отличных от

них, определяемых как гетеротопии. Они описаны М. Фуко как тревожные, интенсивные, несовместимые, противоречивые или трансформирующие, они отражают и в то же время теряют то, что снаружи. Гетеротопии становятся мирами внутри миров, как отмечает исследователь П. Джонсон в известном философском интернет-проекте «Гетеротопические студии» [10]. Незаработанность термина не помешала тому, чтобы в современном интеллектуальном поле он, как и другие пространственные термины и метафоры М. Фуко, пользовался гораздо большим авторитетом, чем во времена своего возникновения, приобретая статус концепта. Его положение в научном дискурсе указывает на признанную авторскую теорию. Интерес к *гетеротопии* через полвека после ее введения в научный тезаурус обусловлен мощным эвристическим потенциалом понятия и его релевантностью современным проблематизациям пространства. Обстоятельный анализ гетеротопий представлен работами К. Хезерингтона [11], П. Джонсона [10], К. Бручанского [7], М. Дехаана и Л. Де Каутера [9]. Исследования гетеротопичной среды представлены в научных разработках С. Баньковской [2], Л. Бавевой [1], И. Видугирите [3], Э. Шестаковой [6], А. Филиппова [4].

Гетеротопология как научный вектор систематического описания различных «других» пространств предлагает инструментарий, с помощью которого можно распознавать гетеротопии. Проблема заключается в отсутствии фундаментальных работ, фрагментарности идей М. Фуко, поэтому незавершенность концепции и только начинающееся исследование постсовременного гетеротопичного пространства создает нишу для дальнейшей объемной работы по реконструкции, восстановлению и развитию гетеротопологии, применению ее методологических разработок в современном научном дискурсе. Появление концепта гетеротопии связано с тем, что одно и то же пространство (территория, ландшафт, ак-

ватория) может восприниматься, репрезентоваться и использоваться различными культурными группами или отдельными людьми с разными целями и в совершенно отличных, не свойственных им контекстах (социальных, культурных, бытовых, возрастных, гендерных, профессиональных и др.). М. Фуко обращает внимание на места, которые соотносятся со всеми другими, но «таким образом, что приостанавливают, нейтрализуют или переворачивают всю совокупность отношений, которые тем самым ими обозначаются, отражаются или рефлектируются» [5, 195]. Такие пространства связаны с другими отношением противоречия или различия, разворачивая наше иное нам навстречу. «Исходя из этого взгляда, который как бы атакует меня из глубины виртуального пространства другой стороны зеркала, я возвращаюсь к себе и вновь начинаю смотреть на себя и восстанавливать себя там, где я нахожусь» [5, 196]. Примерами гетеротопических пространств становятся театры и корабли, кладбища и тюрьмы, бордели, тематические сады, ярмарки, национальные бани и многое другое.

Принципы, предложенные М. Фуко, по которым определяется принадлежность того или иного культурного пространства к гетеротопии, могут быть использованы в культурологических, социологических и философских студиях. Первый принцип утверждает, что гетеротопии образует любая культура, но они принимают такие разнообразные формы, что нельзя выявить их универсальную модель. В гетеротопии реальные места одновременно представляются, оспариваются и переворачиваются. На наш взгляд, она играет значительную топологическую роль в культуре, потому что, как зеркало, показывает нам самих себя, заставляет нас посмотреть со стороны и понять место, которое мы занимаем.

М. Фуко выделяет два класса: кризисные гетеротопии и девиационные. Первые представляют собой привилегированные, сакральные или заповедные для большинства места, резервации

для людей, оказавшихся в кризисных отношениях с той социальной средой, в которой они живут: подростков в период инициации, рожениц, стариков. С течением истории такого рода гетеротопии сменяются девиационными, где поведение индивидов расценивается как отклоняющееся по отношению к социальной норме или средним показателям. Гетеротопии отклонения фиксируют пространства, в которых сконцентрирована девиантная группа с определенной целью. К ним относятся психиатрические клиники, тюрьмы, дома отдыха, дома престарелых (М. Фуко отмечает условное нахождение последних на границе кризисной и девиационной гетеротопии). «Старость есть в конечном счете своего рода кризис, но и в равной степени своего рода девиация, потому что в нашем обществе, где досуг является исключением из правила, праздность формирует своего рода девиацию» [5, 198].

Современный исследователь М. Чензатти предлагает третий класс – гетеротопии различия [8]. Мы принимаем эту классификацию, ибо изменчивый мир все меньше обращает внимание на закрепленное традицией значение места. Нормы, от которых мы отталкиваемся в определении отклонения, стали более гибкими и отстраняются от исходной концепции. Мы руководствуемся конструктом «различие», который производит смыслы через различение и взаимодействие отличий, на чем и основана концепция гетеротопии. Различие становится таким важным концептом современной социальной философии, что начинает переформатировать фундаментальные эпистемологические установки. Больше нет преимущества монументальных конструкций гетеротопий кризиса и девиации, различие тоже создает свои «другие пространства». Они становятся частью нашей повседневной жизни, не всегда заметной (как встреча какой-либо субкультурной группы в кафе), или, наоборот, бросающейся в глаза и вызывающей живой интерес. Примером служит мост между небоскребами в Гонконге, который

занят филиппинскими горничными в воскресенье, когда тысячи уставших горничных приезжают в Центральный Район, расстилают покрывала на тротуарах и устраивают пикники в самой малопривлекательной и самой жаркой части города, откуда, однако, удобно добираться до метро, трамваев и автобусов. Они так же, как и другие гетеротопии, демонстрируют сосуществование непримиримых пространств, но то, что составляет непримиримость, постоянно оспаривается и изменяется. Эти гетеротопии колеблются между отрицанием и принятием, неприметностью и признанием.

Второй принцип касается детерминации гетеротопии в культурном окружении определенного периода (хотя детерминированность не характерна для концептуализации постмодернистских феноменов, этот принцип работает именно так). Гетеротопия изменяет свои функции на новых этапах культурного развития, в зависимости от признанных социокультурных норм и приоритетов. Признание со временем и принятие обществом гетеротопических изменений, освоение новых функций и значений, встраивание их в меняющуюся культуру свидетельствует о характере связей, ценностей и взаимоотношений на данной культурной территории и в данный исторический период. Этот процесс отражает изменение отношения к норме и патологии, к телесности и повседневным практикам. Примером служит территоризация кладбищ, учреждений наказания, психиатрических лечебниц сначала исключительно за пределами города, а затем их постепенную включенность в повседневную городскую жизнь.

Гетеротопия сопоставляет несовместимые между собой смысловые пространства, культурные тексты. Этот третий принцип является определяющим для ее распознавания. Она может быть альтернативным пространством, а может переменным, в том смысле, что два разных пространства-времени существуют вместе и переключаются с одного на другой. Примерами могут служить театры,

кинотеатры, тематические сады. Театр состоит из пространства зала и сцены. Когда начинается постановка, реальность зала исчезает, мы попадаем в мир спектакля, где чередуются чужие нам места (сцены спектакля, монологи и ансамблевые эпизоды). Когда спектакль заканчивается, мы возвращаемся в реальность. Кино также представляет собой пространство инаковости среди знакомых пространств, «прямоугольный зал, в глубине которого на двухмерном экране мы видим проекцию трехмерного пространства» [5, 200]. В нем сопоставляются реальный мир и вымысел фильма, посетители вовлекаются в историю героев и злодеев, проецируемые с экрана. Демонстрацией гетеротопического пространства выступают традиционно оформленные сады в разных культурах (сад персов, японский, английский, французский сад). Тематические сады имеют глубокие и как бы налагающиеся друг на друга смыслы [5, 200]. Английские сады имитируют хаотичность и непоследовательность природы; прямые линии в садах *à la française* демонстрируют мастерство человека в освоении природы; японские сады, наоборот, отражают идею баланса в природе. Сады – это попытки «воспроизвести идеальную, утопическую природу, при этом они отражают убеждения своих современников, и это делает их гетеротопиями» [7]. Несовместимость наводит на мысль о конфликтности такого пространства. Гетеротопии могут смешивать частное и публичное пространство, семейное и социальное, культуры и пользы, досуга и работы в ландшафтах инаковости. «Другие» пространства вступают в отношения с их окружением, чтобы создать своеобразные места с атрибутами, полностью принадлежащими им.

Четвертый принцип связывает гетеротопии с временным срезом, что может предусматривать нарушение традиционного времени в определенных пространствах. Например, ярмарочные площадки и фестивали используют краткосрочное время: появляются, а затем снова исчезают, возникают через определенные промежутки вре-

мени. С другой стороны, кладбище игнорирует время, тогда как музеи и библиотеки накапливают его до бесконечности (идея создания места всех времен). Особый режим времени отражает инаковость гетеротопического пространства и назван гетерохронией.

Включение или выход из такого инверсивного места, искажающего реальное течение времени, подчиняется определенным правилам, не свободно. Пятый принцип касается системы включения / исключения, проникновения и изоляции таких мест. Только выполняя определенное действие, такое как оплата, регистрация, идентификация, демонстрация, очищение или поклонение, можно получить разрешение на вход или выход из гетеротопии. Если мы не придерживаемся обрядов и ритуалов данного места, разрешение не дается или не сохраняется. Например, ритуалы общества потребления основываются на коммодификации и маркетинговых принципах культуры.

Гетеротопии выполняют определенную функцию по отношению к окружающей культурной среде, как показывает шестой принцип. М. Фуко описывает эту функцию как разворачивание между двумя крайностями: созданием иллюзии, изобличающей реальный мир как еще более иллюзорный или устройством пространства совершенства, компенсирующего недостатки реальной жизни [5, 203]. Например, кладбище дарит иллюзию своим посетителям, что их покойные родственники продолжают существовать и демонстрировать статус, символизируемый камнем их могилы. Инаковость гетеротопии, независимо от того, характеризуется она иллюзией или совершенством, ставит под сомнение реальность окружающих его обычных пространств. Гетеротопии беспокоят. М. Дехаан и Л. Де Каутер в известной работе «*Heterotopia and the City: Public Space in a Postcivil Society*» называют гетеротопию убежищем от политического и экономического пространства [9].

Гетеротопия – концепция, которой легко злоупотреблять, притягивать к той интерпретации,

которую позволяет себе наше воображение. Этот концепт часто смешивают с «утопией», что ошибочно. В утопиях речь идет о движении к единообразию, к сходству, своего рода гомотопии. Напротив, гетеротопии — это миры в мирах, они отражают, контрастируют, желают различия. Утопия демонстрирует потерю различия. Современный пространственный дискурс старается избегать ловушки мышления в бинарных оппозициях, которыми мыслил структурализм середины XX века и не направляет анализ в сторону бинарного отношения гетеротопия / гомотопия. Гетеротопия открывает инвенцию скрытых миров, различия, новых связей, социальных и культурных экспериментов. Как социальный топос, она стимулирует культурную активность.

К. Бручанский предложил интерпретацию Диснейленда как гетеротопии, что стало яркой иллюстрацией применения принципов М. Фуко в современных культурных практиках. Бельгийский философ задается вопросом: как интерпретировать освоенное нами пространство? Живем ли мы в глобальном тематическом парке или Парк развлечений дает нам иллюзию сказки, бегства от реальности? К. Бручанский описывает Disney World как волшебный мирок, который представляет и искажает западное потребительское общество; он учит детей верить в наслаждение, необходимые средства для которого доступны только через рынок [7]. Понимание мира Диснея требовало от автора статьи «Гетеротопия Disney World» глубоких размышлений о культуре, истории и реальности. Мир Диснея волшебный, это мир счастья, сотканного из сказок, но он поддельный. Сравнение картографических описаний из «Утопии» Т. Мора с картами, представленными у входа в тематические парки Диснея, побуждают интерпретировать мир Диснея как утопию. «У обоих есть замки, горы и другие «визуальные магниты». Оба мира показывают территорию природного ландшафта, изолированного от остального мира. Однако, если вы посмотрите на

Disney World сверху, то на самом деле он создан из больших бетонных зданий, включая аттракционы, магазины и рестораны: природа в Disney World не такая дикая, как кажется на ее карте, а визуальные магниты, такие как сказочный замок, на самом деле очень невелики по сравнению с остальной частью парка» [7]. И в том, и в другом случае карты значительно изменяют восприятие реальности. Однако, даже если Disney World кажется похожим на утопию, он не может ею быть: он существует по-настоящему, имеет материальное расположение, сделан из бетона, стекла и пластика. Поэтому К. Бручанский ищет другой концепт для описания мира Уолта Диснея и находит его в гетеротопии. Он считает Disney World триумфом общества потребления. В обмен на плату за вход в парк посетитель получает великолепие впечатлений. Он может совершать поездки по маршрутам, создание которых стоит миллионы долларов, наблюдать праздничные парады и шоу, приветствовать героев мультфильмов, использовать экзотический общественный транспорт, и все это управляется тысячами сотрудников. После такой блестящей демонстрации массового потребления в действии как не проникнуться радостью и восторгом? Одна из самых знаковых достопримечательностей тематических парков Диснея — «Маленький мир». Здесь посетители садятся в лодки и путешествуют по галерее комнат, наполненных аниматронными детьми разных стран, которые повторяют песню «Это маленький мир» на родных языках. В World Showcase (Мировая витрина) находятся павильоны, которые также представляют многие страны, своеобразную краткую версию земного шара для посетителей: это снова маленький мир. Каждый павильон имеет свой саундтрек и особый фасад-имитацию. Магазины с национальным мерчендайзингом, рестораны местной кухни — все работает на метанарратив как в «Маленьком мире», так и в «Мировой витрине». Он заключается в том, что, независимо от нашей одежды, традиций и языков, мы все разделяем одни и те же фунда-

ментальные ценности. Диснейленд утверждает, что на каждом этапе истории, в каждой культуре и в любом географическом месте, где бы мы не находились, полезным и неизменным будет свободный обмен и торговля между людьми и народами. Диснейленд демонстрирует, что отличия культур не должны подрывать консенсус вокруг преимуществ общества потребления и, таким образом, не только репрезентирует весь мир, а и интерпретирует его для нас, проектирует определенную картину мира. Однако декларирование ценностей потребления может встретить аргументированную критику, многополярный мир предлагает и другие ценностные приоритеты, другие гетеротопические миры. Гетеротопия не диктует, не навязывает конкретный и окончательный ответ, она просто является миром внутри мира.

Анализ гетеротопий как мест с другим, отличным от окружающего пространства значением, распространяется на различные урбанистические субкультуры (подростковые и молодежные субкультуры, сообщества спортивных болельщиков, кайт-клубы, иногда религиозные и парарелигиозные секты). Они не имеют устойчивой идентичности. Сетевые сообщества, виртуализация жизни открывает и новые представления о гетеротопии. В этом контексте Р. Рымарчук и М. Дерксен [12] исследуют Facebook. Действительно, с одной стороны, социальные сети не имеют физического места и поддерживают режим анонимности. Но они являются реальностью современного мира, приобретают все большее культурное значение и влияние. Их пример свидетельствует о пересечении и размывании значений в меняющейся действительности. Для доказательства гетеротопичности Facebook Р. Рымарчук и М. Дерксен используют четвертый принцип, сравнивая его с гетеротопиями библиотеки, музея и кладбища, поскольку находят общие черты с ними, с одной стороны, а с другой, социальная сеть добавляет измерение, которое отмечает ее как совершенно новый вид гетерохронности. Как и музей, Facebook накапливает

время. «Фрагментированные сегменты личной информации, которые предположительно отражают конкретный момент присутствия, загружаются для построения своего рода линейности — как рассказанная история. Благодаря упрощению и сохранению постоянной беседы в режиме реального времени платформа создает подробный журнал цифрового личного прошлого» [12].

Проведенное исследование позволяет сделать следующие выводы. Гетеротопология имеет большие научные перспективы, поэтому мы собираем исследовательские «островки» и систематизируем их для выработки действенного научного инструментария. Гетеротопический анализ может быть инструментом критического мышления, подчеркивая взаимосвязи, избегая постулирования универсализма, настаивая на множественности и разнообразии в мире. Функционирование гетеротопии в отношении всего остального пространства является очень важным и продуктивным аспектом концепции. На сегодняшний день мы уже не можем помыслить внешнее и внутреннее пространство как абсолютно разделенные, гетеротопии реализуют принцип сочетания несовместимого. Места определяются как гетеротопии, если они тем или иным образом меняют повседневный, обычный опыт окружающего пространства, знакомой среды. Выявлены принципы определения культурных гетеротопий: они возникают в любой культуре и функционируют согласно культурной синхронии; сопоставляют в одном месте несколько несовместимых культурных пространств; изменяют способ обращения со временем (гетерохрония); создают системы включения / исключения; выполняют определенную функцию по отношению к оставшемуся пространству. Как социокультурные практики репрезентации человеческих миров, гетеротопии становятся методом понимания новой конфигурации мира, средством его картографирования и проектирования, с помощью которого человек должен найти себя в пространстве и истории.

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Section 13. Economics

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THE ROLE OF THE TRANSPORT SECTOR IN THE DEVELOPMENT OF THE TOURIST SPHERE

Abstract. The article investigates the role of transport in the development of the tourism industry, analyzes the types of transport used by tourists during travel, their features, advantages and disadvantages. On the basis of the conducted research the conceptual directions of improvement of the transport infrastructure with the purpose of activization of tourist potential of the country are offered.

Keywords: tourism, transport, infrastructure, transportation, development, economy, competitive advantages.

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РОЛЬ ТРАНСПОРТНОГО СЕКТОРА В РАЗВИТИИ ТУРИСТИЧЕСКОЙ СФЕРЫ

Аннотация. В статье исследована роль транспорта в развитии туристической индустрии, проведен анализ видов транспорта, используемых туристами во время путешествий, их особенности, преимущества и недостатки. На основе проведенного исследования предложены концептуальные направления совершенствования транспортной инфраструктуры с целью активизации туристического потенциала страны.

Ключевые слова: туризм, транспорт, инфраструктура, перевозки, развитие, экономика, конкурентные преимущества.

Транспорт является неотъемлемой частью индустрии туризма. Транспортная инфраструктура позволяет туристам посещать различные достопримечательности. Существует общая законо-

мерность, что туризм лучше развивается, когда существуют разветвленные транспортные системы в стране. Во многих странах мира, которые имеют высокий туристический потенциал туризм

не приносит значительного социально-экономического эффекта, поскольку транспортная система не соответствует международным стандартам.

С целью улучшения транспортной инфраструктуры для развития туризма необходимо строительство и содержание в надлежащем состоянии дорог, железнодорожных путей, активизация морских и воздушных перевозок, строительство местных аэропортов и улучшения качества полетов. Транспортная система также влияет на безопасность туристов и является важным фактором выбора места проведения отдыха.

Исследованием проблем развития транспортной инфраструктуры как составляющей туристического сектора посвящены работы отечественных и зарубежных ученых: Бутко М. П. [1], Герасименко В. Г. [2], Карась О. А. [3], Литвин А. В. [4], Пшинько А. Н. [5], Савчук А. В. [6], Фрей Л. [7], Шинкаренко В. [8] и др.

В частности, Бутко М. П. и Алешугина Н. А. исследуют различные виды транспорта, их состояние, анализируют проблемы, сопровождающие их развитие [1]. Определены направления совершенствования транспортной инфраструктуры, способствующие укреплению туристической индустрии Украины в работе Литвин А. В. и Кирилюк И. М. [4]. Фрей Л. и Старинец А. исследовали роль транспортной инфраструктуры туризма на современном этапе и даны рекомендации по эффективному управлению ею с использованием научных подходов [7].

Однако ряд вопросов, связанных с современным состоянием транспортной сферы и ее роли в туризме требуют дополнительного исследования.

Целью статьи является исследование роли транспорта в индустрии туризма и его влияния на активизацию туристического потенциала страны.

Сектор туризма является одним из главных секторов экономики. Многие страны наполняют бюджет за счет доходов от туристической отрасли. Но туризм имеет свои уникальные черты, которые отличают этот сектор от других. Как и в других сферах обслуживания в туризме кли-

енты, то есть туристы приезжают в пункт назначения, где предоставляются туристические услуги. Транспортные перевозки являются основным средством доставки туристов к туристической дестинации, где осуществляется предоставление туристической услуги.

Развитие транспорта, транспортных средств, инфраструктуры и использования новых технологий в этом секторе ускоряет развитие туризма. Если обратить внимание на статистику Всемирной туристической организации, то динамика туризма изменилась и быстро росла в период между 2005 и 2015 годами. В 2010 году количество туристов в мире возросло до 940 млн. чел. Это в свою очередь принесло мировой экономике 980 млрд. долларов США [9]. Эта тенденция может быть объяснена различными факторами. Но основным важным фактором является быстрое развитие транспортного сектора и применения технологических новшеств, которые позволяют туристам добраться до многих туристических направлений.

Транспортная сфера играет важную роль в обогащении туристического опыта туриста и зависит от способа транспортировки и частоты использования. Транспорт может превратиться в отдельный элемент туристического интереса: круизные поездки, восточные экспресс-поезда, прогулки на лодке по реке и др. К эффективным факторам выбора режима перевозки в туризме относятся: срок, расстояние, статус, комфорт, безопасность, преимущество, цена, географическое положение, конкуренция.

Однако, увеличение объема пассажирских перевозок из-за роста мирового туризма может иметь негативные последствия, в частности:

- пробки – это задержка, что приводит к затратам времени и энергии. Серьезные пробки могут иметь негативное влияние на транспортные режимы, особенно на дорогах в пиковые часы;
- опасность – необходимо четко убедиться, что режим транспортировки является без-

опасным, ведь безопасность является основным и важным требованием в туризме;

- окружающая среда – увеличение транспортного трафика может иметь катастрофический эффект на окружающую среду, если в регионе не существует потенциала для увеличения количества туристов;
- сезонность – сезонные закономерности туристического спроса создают переполненность туристами в определенное время. Противоположные низкие коэффициенты и коэффициенты нагрузки будут иметь место в другие периоды.

Одним из важнейших транспортных перевозок в туризме является авиаперевозки. Воздушные путешествия сделали значительные изменения для туристов по времени и расстоянию. Для удовлетворения постоянно растущего спроса, авиакомпании тратят миллиарды долларов и применяют новые технологические новшества.

Не имея конкурентов в перевозке на большие расстояния, отрасль авиаперевозок развивается очень быстро. Мировая авиатранспортная отрасль состоит из 1629 авиапредприятий, 27271 самолет, 3733 аэропортов, 29,6 млн. запланированных вылетов в год, а также перевозит 2,7 млрд. пассажиров в год. Основными самолетами, осуществляющими туристические перевозки являются Airbus и Boeing [9].

В Украине общее количество предприятий транспорта за период 2012–2017 гг. уменьшилось на 87 субъектов и составило 1,11%. Уменьшение общего количества предприятий транспорта на 87 единиц произошло за счет уменьшения количества наземного транспорта – на 39 единиц, авиационного транспорта на 5 единиц, количество водного на 39 единиц. Наибольшее количество предприятий как наземного, так и водного и авиационного наблюдалось в 2013–8163 единиц, 188 единиц, 135 единиц соответственно. По состоянию на 2015 год, наиболее востребованным является автомобильный транспорт, общий пассажиропоток которого

составляет 2243734,9 тыс. пассажиров, на втором месте железнодорожный транспорт – 389794,1 тыс. пассажиров, авиационный транспорт занимает третье место – 6302,7 тыс. пассажиров, на четвертом – речной транспорт – 550,8 тыс. пассажиров, на последнем морской – 25,5 тыс. пассажиров [10].

На коротких расстояниях автомобильные перевозки являются более привлекательными по сравнению с другими видами транспорта. Преимуществом автомобильного транспорта является тот факт, что он позволяет увидеть туристам местность. Также он отличается значительной гибкостью по сравнению с другими видами транспорта. По сравнению с ценами на авиаперевозки, этот вид транспорта является более доступным и часто используется туристами из-за низких цен. Но главным фактором, влияющим на выбор туристами автотранспорта является время и расстояние.

Другим важным видом транспорта в туризме является железнодорожный транспорт. Этот вид транспорта считается старейшим. В 19 веке железные дороги использовались в туризме чаще всего. В настоящее время во многих странах железные дороги используются для перевозки грузов. Причиной этого является выбор туризма в пользу воздушного или автомобильного транспорта. Но существуют такие железные дороги, которые включены в туристические пакеты. Однако сегодня применение технологий и технологических инноваций позволило использовать быстрые поезда, которые конкурируют с воздушным и автомобильным транспортом.

К водному транспорту можно отнести круизные поездки, прогулки на лодке, яхтинг, путешествия на пароме и др. Круизное путешествие занимает особое место в туризме. В мире наблюдается растущая тенденция для круизных поездок. Круизные суда, которые еще называют парусными отелями, предоставляют туристам интересные туристические услуги. Путешествуя на круизном корабле, туристы получают возможность увидеть не-

сколько стран одновременно. Этот вид транспорта является одним из самых дорогих, поскольку стоимость круизного судна может превышать 100 млн. дол. США. На круизном судне одновременно работают более тысячи сотрудников.

Учитывая выше изложенное, можно сделать вывод о важности транспортных услуг в туризме. Можно отметить, что туристический опыт начинается и заканчивается транспортом. В этом смысле, если страны хотят получить устойчивое развитие туризма, они должны обратить внимание на транспортный сектор, уменьшить монополию в этом секторе, обеспечить конкурентоспособные возможности для транспортных компаний.

Подводя итог, необходимо отметить, что для развития и увеличения роли транспортных услуг в туризме страны следует обратить внимание на следующие аспекты:

- необходимо разработать режимы транспортировки, характерные для отдельного региона;

- стоимость транспортных услуг должна всегда быть конкурентоспособной;
- необходимо установить новые скоростные линии поездов и приобрести новые скорые поезда;
- расстояние от станций должна быть незначительной;
- необходимо развивать современную, высокотехнологичную инфраструктуру для всех видов транспорта;
- постоянно повышать квалификацию персонала транспортных компаний;
- на государственном уровне необходимо оказывать финансовую поддержку для развития транспорта.

Выполнение этих условий позволит значительно активизировать туристическую отрасль, и как следствие, социально-экономическое развитие страны.

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IMPROVEMENT FINANCIAL INSTRUMENTS OF NON-STATE PENSION FUNDS IN THE CONTEXT OF DEVELOPMENT HUMAN POTENTIAL IN UKRAINE

Abstract. The means of improvement financial instruments in the system of non-state pension provision through introduction of indexed to the level of inflation bonds and creation a professional non-state fund for employees in the field of education and science are offered. The ways of introduction innovations are grounded, taking into account the modern economic development of Ukraine and the risks, that exist in the pension system.

Keywords: financial instrument, non-state pension fund, human potential, indexed to the level of inflation bond, education and science.

Introduction. During the study of the current state of the Ukrainian pension system and the financial capabilities of working citizens and pensioners, it is becoming clear the real state of affairs, that has developed in society today. Its indicators include the forced migration of the economically active population abroad, a real decrease in purchasing power, despite the growth of wages and, as a result, the growing poverty of the most vulnerable people in the country.

Research. I propose to include in the number of financial instruments in the system of non-state pension provision, which are intended to optimize the work of non-state pension funds (hereinafter – NPF): introduction of securities (in particular, government bonds) with indexed to inflation percent; creation of a professional non-state pension fund for employees in the field of education and science.

If we consider the investment portfolio of Ukrainian non-state pension fund in 2017, it is impossible not to notice, that the largest share in it occupied by the securities, whose income is guaranteed by the Cabinet of Ministers of Ukraine (40.8%) and cash, placed on deposit accounts (43.9%). These components of the invested pension assets bring the

highest amount of income, compared with other instruments. However, the process interferes with inflation, which in the long run, provided its high level can completely depreciate the money invested by non-state pension fund's participants. In order to be able to respond in a timely manner to such unpredictable changes in inflation, I propose to introduce in the investment portfolio of non-state pension fund government bonds, that are indexed to the level of inflation.

First of all, daily or quarterly bonds with indexation of inflation, or, as they are called in the UK, – inflation bonds or linkers are securities, in which the principal amount is indexed to inflation or deflation in terms of the official daily consumer price index.

The essence of this type of bonds is that they are paid a periodic coupon equal to the result of the daily inflation index and the nominal coupon rate. In this way there is a compensation for inflation and a small guaranteed income. The ratio between coupon payments, continuous daily inflation and real interest rates is calculated by the Fisher equation.

Looking at the foreign experience of using inflation bonds, the best example in this regard is the

United States, where the Federal Government offers several types of inflation-indexed investments: holding bonds of series I and treasury inflation securities (TIPS). In the 1980's, Great Britain became the first large developed market, which introduced "linkers". Australia, Canada, Mexico and Sweden have taken this experience.

The type of inflation-indexed bonds is particularly attractive to investors, because their real value is known in advance and they eliminate the risk, associated with uncertainty. This is due to the term investment, when 1–2 years are considered a rather stable period for investors in terms of a large discount, while in 5–10 years there is already a threat of inflation depreciation. Indexed bonds are also subject to less fluctuations in the market than usual bonds, which helps maintain a stable level of purchasing power for investment owners.

Comparing inflation bonds with nominal government bonds to determine their relative value, investors look at the difference between nominal and real income, which allows us to trace the level of break-even inflation. This difference, accordingly, indicates the price of inflationary expectations on the market. Thus, if the actual level of inflation during the bonds turnover period exceeds the level of continuous inflation, investors can count on higher incomes.

In identifying the riskness of bonds, the risks associated with interest rates, loans, inflation and liquidity are often seen on the market, with which the issuer needs to struggle regularly. Therefore, the introduction of indexed bonds in Ukraine should solve most of these negative factors, which will only be possible under transparent and accountable regulation by the state.

Ultimately, considering the real profitability of any bonds, it is necessary to focus on the annual growth rate first. As for nominal bonds, the calculation of this indicator is rather complicated, because the profitability on such securities is determined for future periods in nominal terms, whereas inflation at the time of calculation remains an unknown

component. In the case of inflation-indexed bonds, real profitability is defined as a rate, that exceeds inflation, which is easily calculated using the standard formula.

However, the effective implementation of indexed bonds will meet on its way a lot of difficulties due to the low liquidity of the domestic government loan market and the poor investor structure. Therefore, an additional task for the state and participants in the stock market should be the development of conceptual approaches to improving the efficiency of the securities market.

To implement such a policy, the following steps should be taken:

- securing liquidity revenues into the real sector of the economy;
- implementation of the competitiveness of the domestic stock market and its further decent integration into international markets;
- establishing harmonious interaction of the state policy in the securities market with the monetary and fiscal policy;
- ensuring protection of investors' rights in the stock market (pension account holders);
- development of an effective trading system for securities in the stock market, etc. [1].

Another instrument in the system of non-state pension provision, which is designed to improve the pension protection situation of such an important category of the employed population as educators and scholars, is the creation of a professional non-state pension fund (hereinafter – PNPF) throughout the country. It should be noted, that the depositor of such PNPF can be any individual or legal person, who is in this field of labor relations.

First of all, I propose to try the following innovations, which have already been successfully implemented in many foreign countries:

- 1) employees, who have entered the PNPF, have the right to early withdrawal of cash from personal accounts only in case of serious illness or financial insolvency in the future;

2) automatic enrollment of all employees of the institution with the subsequent right to refuse to participate after 1 year of membership in the PNPF;

3) employees acquire undisputed ownership of the contributions, which are paid by employers only after 3–4 years;

4) after the first year of membership, automatically enrolled employees have the opportunity to receive “vacation holidays” up to 3 years;

5) for employees, who successfully and conscientiously perform their labor duties, a privilege is applied in the form of co-financing from the state (cash will be received automatically in the NPF);

6) it is possible for an individual employee to make early withdrawal of a part or the entire amount of savings in the event, that the participant buys his or her first home, he or her will forever move abroad or seriously ill.

Undoubtedly, the issue of administration for any financial or non-financial institution at both the micro level and the macro level is central to the development of its infrastructure and management. In this regard, the experience of creating regional NPFs, for example, at the oblast level, is worth attention. The effect of the implementation of such a branch of domestic NPFs for educators and scholars is to accumulate additional pension contributions of their participants and to promptly inform about the innovations, which also makes a tangible positive thing for the service of specific participants. In this case, information provision is of a two-way nature: on the one hand, there is a need to clarify the benefits of creating a regional NPF for budgetary institutions, on the other hand – the increase of investments in the region at the expense of assets of this type NPF needs to be informed about promising directions of distribution of these investments.

In Art. 6 of the Law of Ukraine “On Non-State Pension Provision” [2] states, that a “budgetary institution has the right to make pension contributions to already established pension funds only if the creation of such funds or the implementation

of pension contributions is provided by the laws of Ukraine, decisions of the Cabinet of Ministers of Ukraine or decisions relevant local councils”. This suggests, that for the creation of an extensive system of NPFs for educators and scholars at the state level, it is necessary to adopt the relevant Law of Ukraine by the Verkhovna Rada of Ukraine, and at the regional level – by oblast, district, city or village councils for employees of the budgetary sphere, which are secured by a separate territory.

In this way, when it comes to profitability and distribution of profits in the NPF, the first step is to provide guarantees on the exclusive distribution of this profit between the participants of the fund. In today’s conditions of development of the domestic economy, there is a requirement for minimum profitability, which will be determined at the level of the official inflation index, which will help to secure confidence in saving money in the long-term perspective. An additional factor is the condition, that the level of maximum profitability should come from the professionalism of the asset management company to create the effect of competition between the existing asset management companies on the market. The last condition for profitability, but not the last of its importance, is the protection of NPF participants’ assets through the diversification of investment between the most profitable sectors in the investment portfolio.

Regarding the control over pension assets, it is always important to use assets only on legally-assigned goals, which also involves the legal separation of the assets of employers-depositors and persons servicing the pension fund from the pension assets of the fund itself. A separate clause of the contract must always be, that retirement assets can’t be subject to pledge, foreclosure or confiscation.

The question of responsibility of participants in the non-state pension system should be considered in the triangle of the “state-employer-employee”, where the first must ensure decent living conditions for citizens, while the second and third – the diligent perfor-

mance of their duties and honest compliance with the law in the part of non-state pension provision.

Conclusions. Improvement of financial instruments in the system of non-state pension provision of Ukraine through the introduction of indexed at the level of inflation bonds and the creation of profession-

al non-state pension funds for employees in the field of education and science will enable more efficiently attract economically active people to invest their own funds in additional pensions. This will create the necessary preconditions for improving the legal and regulatory regulation of the securities market.

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HOW DOES THE FINANCIAL SYSTEM AFFECT ALBANIA'S ECONOMIC GROWTH?

Abstract. The Albanian financial system is a bank-based financial system dominated by the bank system. Our study consists in measuring the financial development in Albania by the correlations between three variables M2/GDP, GDP per capita and Domestic Savings/GDP.

Keywords: Financial sector, Economic growth, Savings, M2.

Introduction. The economic growth of a country means the capacity of the economy to increase the productivity of goods and services. The GDP or GNP per capita are the main indicators to measure the economic growth of a country.

In this paper we will analyze the connection between the economic growth of our country and his financial system development. Firstly, we have to emphasize that the Albanian financial system is dominated by the bank system. It is notable that the weight of the bank system in financial system has a decline trend and an increase of the weight of the insurance companies, pension plans, investments companies, etc. To achieve the above mentioned analysis, we have considered three indicators: money and quasi money (M2), GDP per capita and the Gross domestic savings.

1. Related works in Financial sector development and Economic growth

Financial institutions use a variety of financial instruments to facilitate trade in goods and services and to allocate resources from savers to investors. The financial systems may improve the flow of information, the allocation of resources, and the management of firms in ways that promote economic development [1, 718–720].

The relationship between financial development and economic growth was the subject of many theoretical and empirical works [2; 4; 6; 7; 8]. These authors generally focused their analyses of the link finance- growth on the mature financial systems. McKinnon and Shaw's theory of "financial deepening" determinates the impact of Tunisian financial system development on economic growth [9, 177]. McKinnon and Shaw analyzed the negative effects of financial repression's policy on economic performance. They defined financial liberalization as an effective and simple means to accelerate Economic growth rate of less developed countries.

Arestis and Demetriades [10, 5–13] taking into account that re-examine the question of causality between the financial development and the economic growth. They show that the specific factors of countries have an influence on the nature of the relation between finance and the growth.

Co-integration results show that capital-output ratio and rate of growth of human capital have positive effects on real rate of growth of GDP, irrespective of the indicator of stock market development [11, 120–135]. An increase in the market capitalization dampens economic growth, whereas turnover has

no significant effect, and an increase in the money market rate of interest has a positive effect on economic growth.

2. Data and Methodological issues

To analyze the short and long term relationships between economic variables considered in our study will use VAR model. The database is time series from 1994–2016 taken from World Bank Database. To measure the role of financial development in economic growth we have considered three variables: M2 / GDP (F), GDP per capita (Y) and Domestic Savings/GDP (S). The following econometric tests have been conducted in the program EViews 7.

ADF Test of Unit Root. This test is the fundamental of testing the series and return to a stationary series. To realize this, we have used the Augmented Dickey-Fuller test (ADF). According to this test, we test whether a time series of data is influenced by its initial value, by the trend of time or by both simultaneously.

Johansen Test for Co-integration. Once the series will be tested on stationarity and will be turned into stationary, then we will test for long-term relationship of the variables. It shows that if two time series have the same random deviations, they have long term sustainable connection.

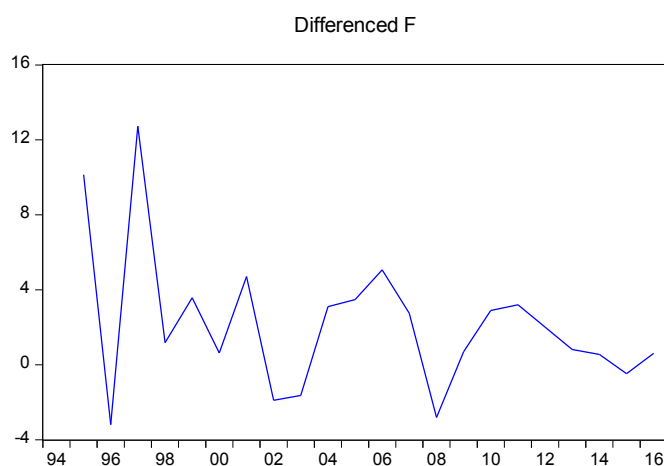
Unrestricted Vector Auto-regression (VAR). Through this model we analyze endogenous links of the variables for each variable, meaning that each variable becomes a regression equation of the cross correlated type. The step of control for the connections in retrospect of endogenous values referring VAR model named lag and it is determined by the usable criteria: (1) AIC: Akaike information criterion and (2) SC: Schwarz information criterion.

3. Econometric empirical results

First let's test each time series of our model and then the cointegrating link and the existence of a VAR model.

Table 1. ADF test for M2

Null Hypothesis: D(F) has a unit root			
Exogenous: Constant, Linear Trend			
Lag Length: 0 (Automatic – based on SIC, maxlag = 4)			
		t-Statistic	Prob.*
Augmented Dickey-Fuller test statistic		-7.420589	0.0000
Test critical values:	1% level	-4.467895	
	5% level	-3.644963	
	10% level	-3.261452	



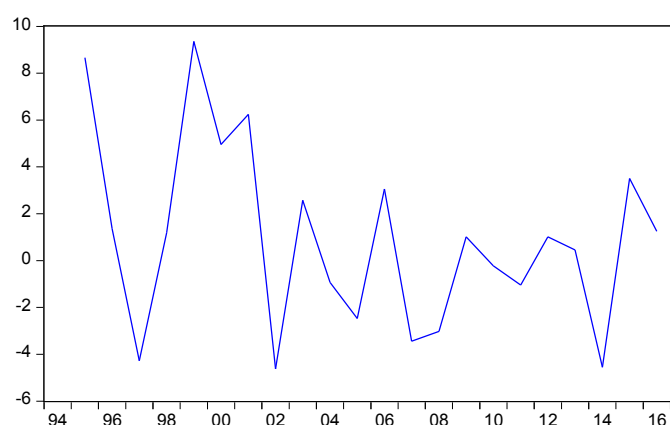
Source: Authors calculations

Based on the ADF test, S series returns stationary with first difference with statistical significance level of $p < 0.05$

Table 2. ADF test for Gross Domestic Savings

Null Hypothesis: D(S) has a unit root			
Exogenous: Constant, Linear Trend			
Lag Length: 0 (Automatic – based on SIC, maxlag = 4)			
		t-Statistic	Prob.*
Augmented Dickey-Fuller test statistic		–4.621798	0.0073
Test critical values:	1% level	–4.467895	
	5% level	–3.644963	
	10% level	–3.261452	

Differenced S



Source: Authors calculations

Based on the ADF test, Y series returns stationary with first difference and constant, with statistical significance level of $p < 0.05$

Table 3. ADF test for GDP per Capita

Null Hypothesis: D(Y) has a unit root			
Exogenous: Constant, Linear Trend			
Lag Length: 0 (Automatic – based on SIC, maxlag = 4)			
		t-Statistic	Prob.*
Augmented Dickey-Fuller test statistic		–3.984012	0.0262
Test critical values:	1% level	–4.467895	
	5% level	–3.644963	
	10% level	–3.261452	

Differenced Y



Source: Authors calculations

As it can be seen the three series are stationary with first difference, so they are completely valid to analyze their cointegrated links and VAR. Let's look first if there is any long-term sustainable link between the variables. For this we will use Johansen Test:

Table 4. Long-term sustainable link between the variables

Series: F S Y				
Lags interval (in first differences): 1 to 1				
Unrestricted Cointegration Rank Test (Trace)				
Hypothesized		Trace	0.05	
No. of CE(s)	Eigenvalue	Statistic	Critical Value	Prob.**
None *	0.560052	31.84455	29.79707	0.0286
At most 1	0.438313	14.60145	15.49471	0.0678
At most 2	0.111746	2.488439	3.841466	0.1147
Series: F Y				
Lags interval (in first differences): 1 to 1				
Unrestricted Cointegration Rank Test (Trace)				
Hypothesized		Trace	0.05	
No. of CE(s)	Eigenvalue	Statistic	Critical Value	Prob.**
None	0.448646	15.00230	15.49471	0.0592
At most 1	0.112207	2.499355	3.841466	0.1139

Source: Authors calculations

So there is only one pair among three variables with long-term link. This is proved by Johansen Test with significance level of 10% (variables F and Y).

Then we analyzed the endogenous links of variables by VAR model. But naturally the question

arises that how it will be the step of control of links in the retrospective of values. For this we used the results of Akaike information criterion and Schwarz information criterion:

Table 5. – Endogenous links of variables

Lag	LogL	LR	FPE	AIC	SC	HQ
0	-182.5326	NA*	180131.6*	20.61473	20.76313*	20.63519
1	-176.1403	9.943483	246095.0	20.90448	21.49806	20.98633
2	-166.1359	12.22769	244960.2	20.79287	21.83164	20.93611
3	-154.4418	10.39475	243983.2	20.49353	21.97748	20.69815
4	-138.8766	8.647327	240565.7	19.76407*	21.69320	20.03007*

Source: Authors calculations

AIC and SC criterias selects line with more “*” and pick the lag no 4. We define the parameters of the VAR model with lag (4), where we can identify

$$\begin{aligned} \Delta Y_t = & 63.21185 + 5.643553\Delta F_{t-1} + 3.148205\Delta F_{t-2} - 4.082108\Delta F_{t-3} + \\ & + 6.521476\Delta F_{t-4} - 4.096401\Delta S_{t-1} - 9.172741\Delta S_{t-2} + 2.713908\Delta S_{t-3} + \\ & + 8.230977\Delta S_{t-4} + 0.644348\Delta Y_{t-1} + 0.215722\Delta Y_{t-2} - 0.172213\Delta Y_{t-3} - \\ & - 0.283724\Delta Y_{t-4} + \varepsilon_t \end{aligned} \quad (1)$$

This model is statistically significant based in F-test with the importance level $p < 5\%$. The coefficient of determination was 63.6%. The change in GDP per capita is positively linked with the difference of the values for

only one endogenous model with significance level $p < 5\%$, which is:

GDP per capita with the earlier year, and with the difference of Savings/GDP of four years earlier.

Conclusion. This paper analyses the impact of financial sector development (or better to say the

bank sector development) on the economic growth of Albania. The level of deposits in the banking system continues to grow. It is positive that this rate has been increasing since the significantly fall in 2013. The M2 growth rate falls considerable after 2010.

There is only one pair among three variables analysed (M2/GDP, GDP per capita and Domestic Savings/GDP) with long-term link. This is proved

by Johansen Test with statistical significance level of 10% and these variables are M2/GDP and GDP per capita. By testing the model VAR, with significance level $p < 5\%$, the change in GDP per capita is positively linked with the difference of the values for GDP per capita with earlier year, and with the difference of Savings/GDP of four years earlier.

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ASSESSMENT OF THE COMPETITIVENESS OF TERRITORIAL UNITS OF GEORGIA

Abstract. The article discusses various views on competitiveness and notes that some countries successfully cope with it, enclosing it in a civilized framework. The article examines the quantitative socio-economic indicators of the regions of Georgia, on the basis of which the competitiveness of each region is calculated.

The authors note that the qualitative indicators of the population of the regions are closely related to the quantitative and conclude that in the process of the implemented reforms they have undergone significant changes.

Keywords: competitiveness, region, unit labor cost.

Despite many attempts to ignore the competition in radical fundamental and religious concepts, society has not yet achieved a life without competition, since it is the main motivation for development in everywhere and in everything. There is always a problem in the face of humanity not to ignore competition, but to put it into civilized borders. People force the competition phenomenon to work for the benefit of the society. In some countries it is successful.

During the second decade of the XXI Century, business companies found themselves in a new competitive situation. It has been identified and demonstrated various interests, aggressiveness and dynamism of the competitors' interests. In these conditions, modern management finds new prob-

lems that can only be solved using modern methods of management.

Competition problems in Georgia have not been studied. Competitiveness in existing studies will be considered as the main condition for optimal utilization of existing resources, increase productivity and relative advantages.

The problem of determining competitive characteristics of individual regions of Georgia is relevant. For this purpose we have evaluated the competitiveness of territorial units of Georgia. From the existing methods we have used one method indicating the value of the workforce at Unit Labor Cost (ULC).

In practice, the ULC is considered to be an important indicator of competitiveness. Therefore, it is actively used by the United States Department of La-

bor, the ECB, EC, the International Organization for Economic Cooperation and Development (OECD), and the economic development of countries or territories. This figure combines the country's GDP, business efficiency, wages and other expenses.

There are several methods of ULC calculation, one of which is proposed by the Statistical Office of the European Union. In the European Union it is used for 28 member states and is calculated using the formula:

$$ULC = \frac{(D1 / EEM)}{(B1GM / ETO)}$$

where:

D1 – Is labor expenses. Includes all expenses: salaries, bonuses, bonuses, vacation, compensation, etc. Income tax including

EEM – Number of employees

B1GM – GDP (at current prices)

ETO – Number of Employees (<https://ec.europa.eu/eurostat/web/products-datasets/product?code=tipslm40>)

In the assessment of the competitiveness of Georgia's territorial units, we have received the following picture:

Table 1. – ULC Indicator for Territorial Units of Georgia, 2010-2017

	Tbilisi	Adjara	Imereti	Kvemo Kartli	Samegrelo	Shida Kartli	Mtskheta-Mtianeti	Samtskhe-Javakheti	Kakheti	Guria	Racha
2010	0.24	0.12	0.14	0.13	0.08	0.06	0.05	0.05	0.06	0.04	0.01
2011	0.28	0.14	0.14	0.11	0.08	0.08	0.06	0.06	0.05	0.04	0.01
2012	0.31	0.17	0.18	0.12	0.10	0.08	0.08	0.07	0.07	0.04	0.01
2013	0.33	0.19	0.18	0.11	0.09	0.07	0.08	0.09	0.06	0.04	0.01
2014	0.35	0.20	0.21	0.11	0.10	0.08	0.09	0.08	0.06	0.05	0.01
2015	0.37	0.24	0.24	0.13	0.09	0.08	0.09	0.08	0.07	0.06	0.01
2016	0.38	0.25	0.21	0.15	0.09	0.09	0.09	0.09	0.08	0.07	0.01
2017	0.39	0.23	0.22	0.14	0.11	0.11	0.11	0.10	0.09	0.09	0.01

As shown from the table, ULC indicators of the regions differ significantly and range from 0.01 (Racha-Lechkhumi and Kvemo Svaneti) to 0.39 (Tbilisi). However, it is also noteworthy that the dynamics of an increase in all territorial units. This proves that Georgian territorial units are at a very slow pace, but they are still developing in comparison with previous years. The volume of product production in the regions and wages along with it also increases. But the growth of regions is far behind Tbilisi, which is the largest urban area in Georgia. Nearly 1/3 of the population lives in the capital. Economic and social inequality has also reflected on the ULC index. Tbilisi is leading with all the indicators, including wage earnings, as compared to the average wages in other regions is 40-60% less.

The ULC indicator is not reflected in inflation, which is a very important economic indicator. The reason for this is that: developed countries revenue generated income (wages) are more efficient according to increased prices (inflation) on consumed products. It is not in Georgia.

Consider the economic indicators that are included in the ULC calculation and the indicator of which is used.

Number of Employees. One of the mainstream economies of Georgia is the high level of unemployment. The main source of unemployment is business. Investments are an effective economic activity to be implemented in the direction of growth of the number of employees. It should also be noted that most of the employees are self-employed, only 42% are hired.

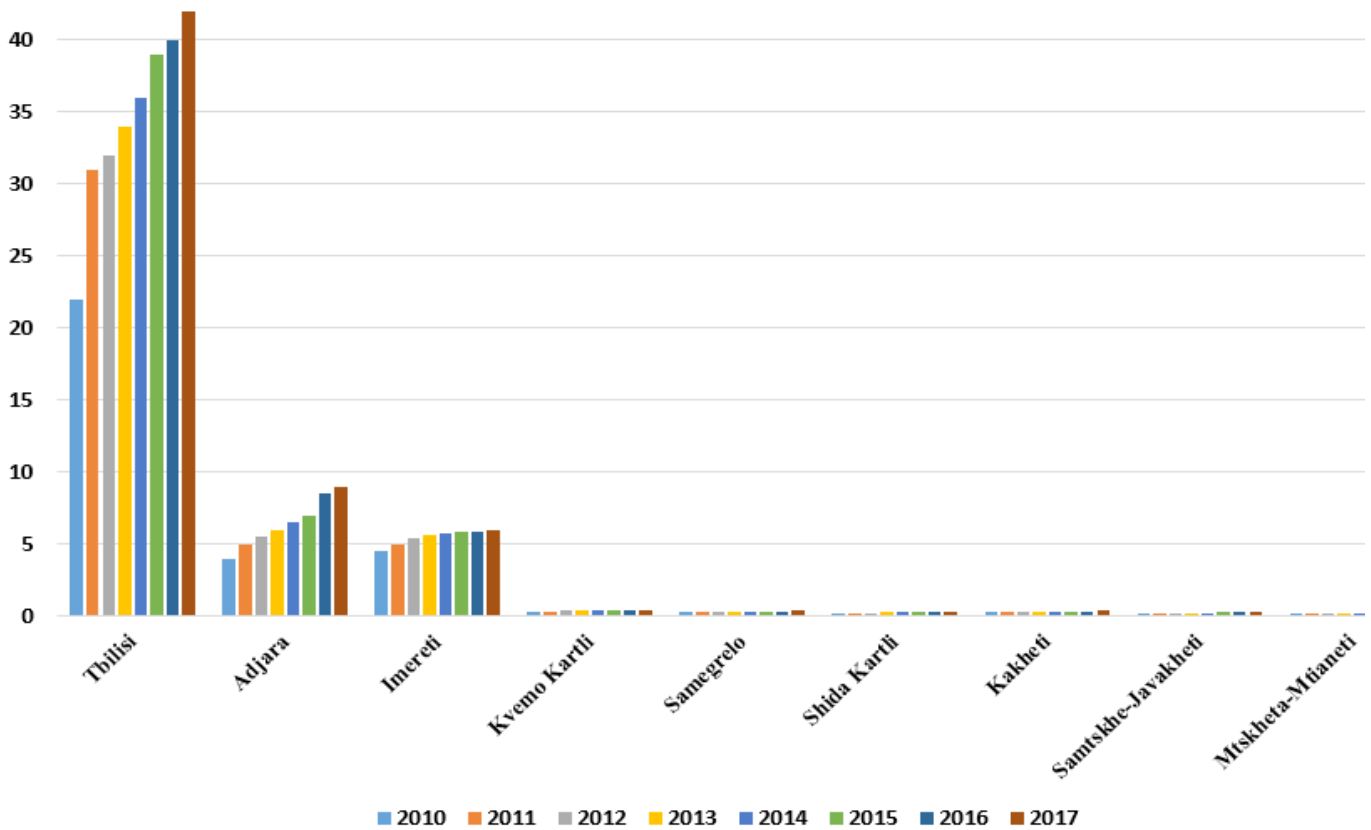


Figure 1. Number of Employees of Georgia Territorial According to entities, 2010-2017

Export dynamics. Modern market relations, globalization, growing economic relations with EU countries and expansion of international markets provide better opportunities for exporting

Georgian products. But in reality the economic situation does not allow this to happen. The low export rate indicates the country's weak competitiveness.

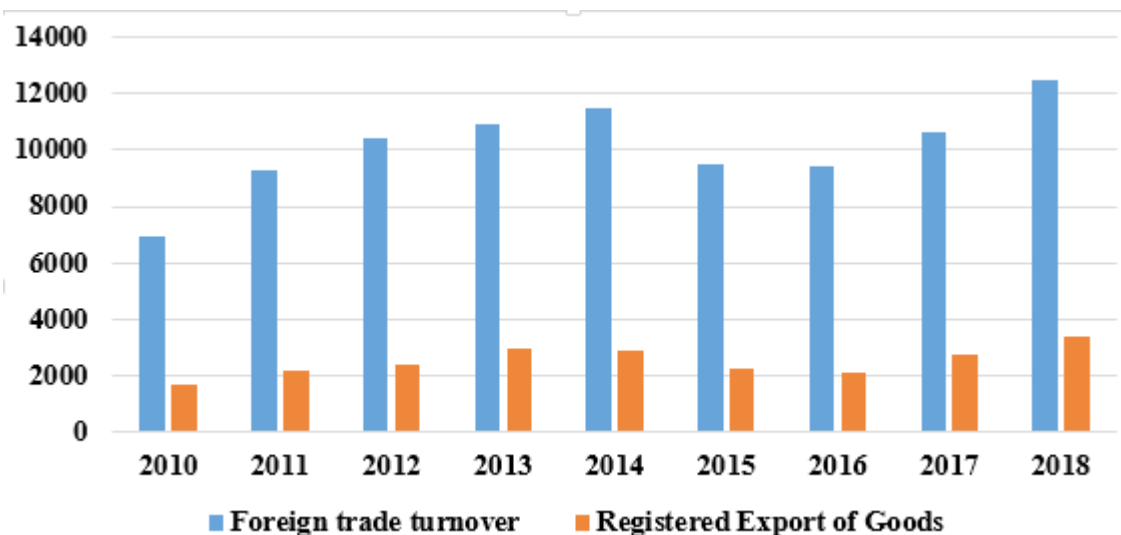


Figure 2. Turnover of foreign trade of Georgia and registered exports of goods (US Dollars) 2010-2017

Guria (47%), Imereti (37.5%) and Adjara (33%) have the highest rates of exporting companies.

Foreign Direct Investments. Important foreign investment and new jobs created on the basis of this are important indicators of competitiveness. Invest-

ments in the country are unevenly distributed. The most competitive territorial unit is Tbilisi again. It accounts for 70-85% of investment (2010-2018). Therefore the level of investment and dynamics in the regions are very low:

Table 2. – Direct FDI in 2010-2017 according to the territorial units of Georgia

	Adjara	Kakheti	Samtskhe-Javakheti	Kvemo Kartli	Samegrelo and Guria	Imereti, Racha	Shida Kartli, Mtskheta-Mtianeti
2010	58935473	-4810333	23026817	66685384	25339742	80126483	9599419
2011	95849637	2759894	12228836	146882630	70148329	5325212	14254599
2012	56287490	16563225	26369980	41648269	61922370	40024049	12420393
2013	83137537	11028610	51729696	16309214	57229754	59124360	-241408
2014	169240678	15796291	74258853	55650768	93648191	27951090	14347830
2015	206539800	16118634	31536105	21159770	51209454	25701826	-15032666
2016	99601341	3903842	30807231	28990652	35050067	28052158	3534984
2017	193797288	6179725	39002704	64359012	50558461	60488655	8449779

Efficiency/Output. Produced products are directly linked to the number of employers, as well as directly with foreign investments. Percentage share of products produced in Tbilisi ranges from 63-68%, which means that most of the products are produced in the city of Tbilisi.

As regards the regions, despite the fact that we are producing products in the study period, it is far behind the capital city and the data for 2017 looks like this:

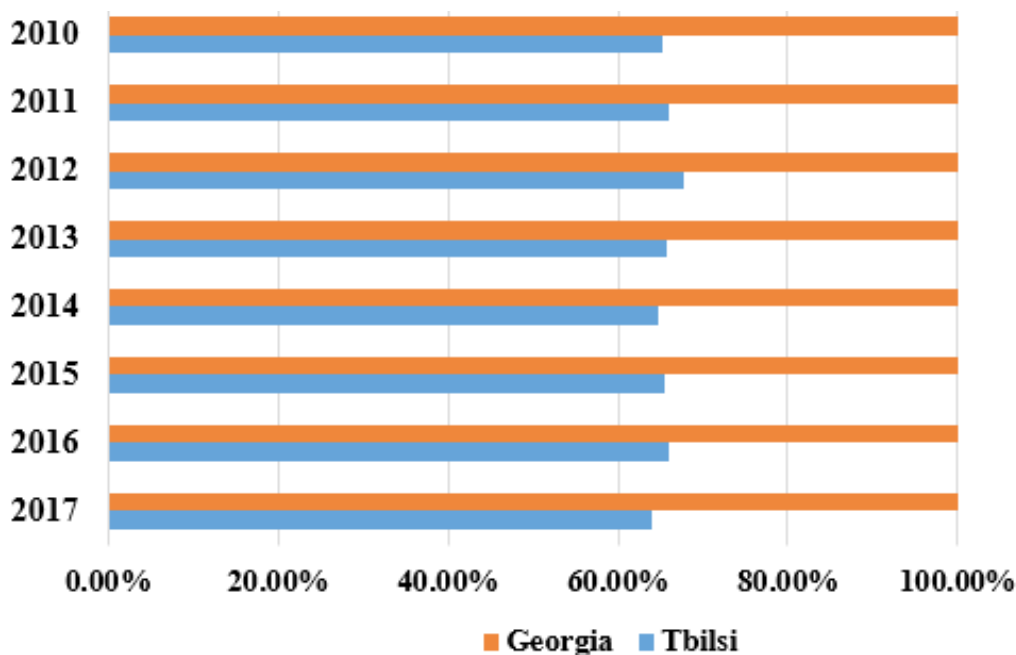


Figure 3. Percentage Share of Products Produced in Tbilisi 2010-2017

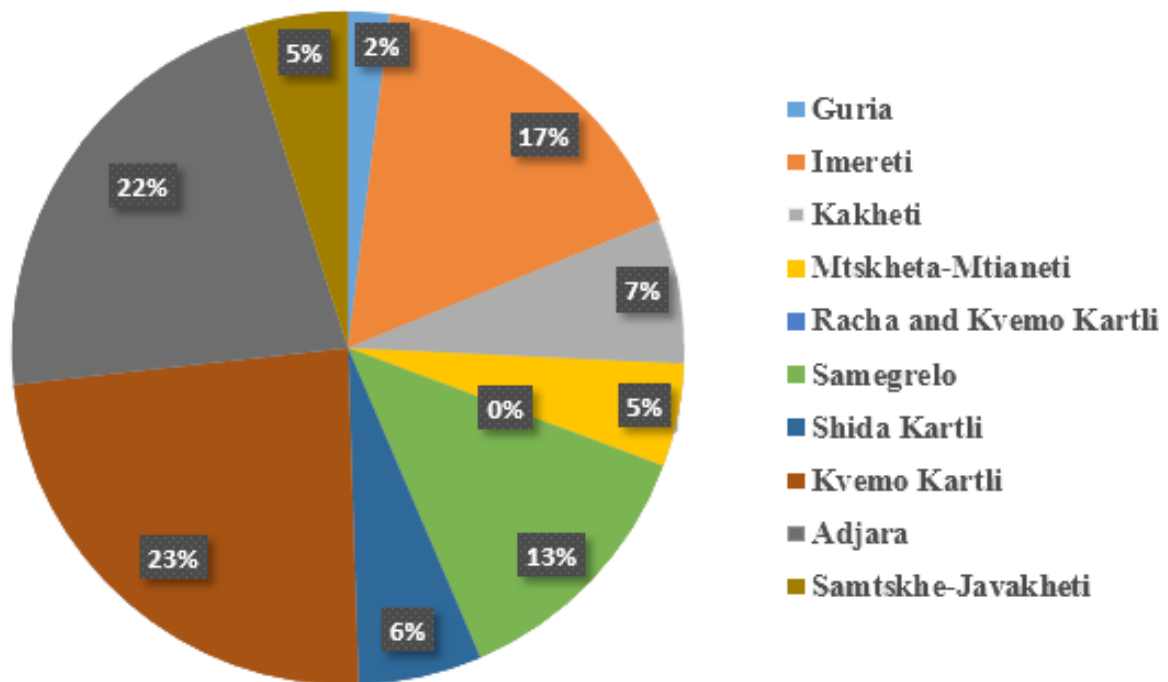


Figure 4. Production output by regions, percentage point 2017

Gross Domestic Product. Gross domestic product is a method of calculating national income and business magnitude that is used as one of the standard of living standard. Georgia is considered a low and medium income country. Its GDP per

capita, according to the data of 2017 (at current prices) is 4.04 thousand US dollars. More than 50% of the country's gross domestic product is also in Tbilisi, and according to regions it is distributed as follows:

Table 3. – GDP Distribution According to Territorial Units, 2010-2017

	Tbilisi	Adjara	Guria	Imereti	Kakheti	Mtskheta-Mtianeti	Racha and Kvemo Svaneti	Samegrelo	Samtskhe-Javakheti	Kvemo Kartli	Shida Kartli
2010	8472.6	1378.9	380.4	1112.6	973.3	532.5	112.6	1359	562.6	1537.6	562.5
2011	9914.3	1621.9	437.6	1276.0	1149.7	667.3	1276	1509.6	665	1790.6	667.3
2012	11194.0	1675.4	434.4	1330.2	1161.3	668.6	1330.2	1478.7	646.2	1917.5	668.6
2013	11300.0	1798.1	476.9	1335.2	1331.5	713.2	1335.2	1574.0	693.8	2063.1	713.2
2014	12147.0	2039.7	584.4	1342.6	1459.1	742.6	1342.6	1807.4	724.6	2162.9	742.6
2015	13450.0	2194.3	648.2	1470.2	1519.9	796.2	1470.2	1995.1	780.2	2346.8	796.2
2016	14297.0	2498.5	644.1	1537.1	1700.0	906.3	1537.1	2064.6	883.7	2348.7	906.3
2017	16203.0	2880.7	652.6	1706.5	1838.1	855.6	1706.5	2089.3	959.3	2644.3	855.6

Inflation Index. The average level of price increase for goods and services is calculated in Geor-

gia, consumer price index and it includes 305 goods and services.

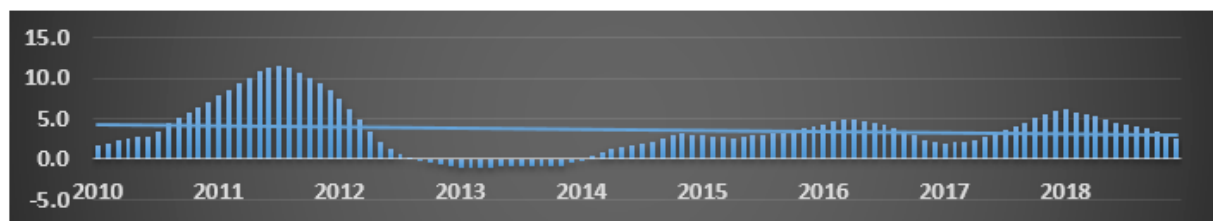


Figure 5. Annual Inflation Rate 2010-2018

The reliance on imports and the exchange rate fluctuations in the country have a huge impact on the inflation rate in Georgia, which increases the prices of imported goods in the country.

Conclusion. The survey shows that despite the significant reforms carried out in Georgia, the low level of competitiveness of the regions remains an important challenge.

The following strategic activities are needed to improve territorial competitiveness:

Development of state programs for small and medium businesses in the regions;

Development of transport and logistics infrastructure;

To attract direct foreign investments;

Introduction of innovative technologies;

Adaptation with modern markets. Including the utilization of free trade space with the EU;

Restructuring and modernization of companies taking into account the requirements of the European market;

Improving Vocational Education System;

Retraining youth and bringing their skills in line with market requirements (Labor Market Need);

Clusters activation.

These strategic activities will contribute to the development of territorial units of Georgia and increase their competitiveness, which will ultimately reflect the democratic development of the country and its population's well-being.

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ACTUAL ISSUES OF LEGAL REGULATION OF THE FACTORING AGREEMENT

Abstract: The article contains a legal analysis of a new civil law institution – a contract of financing against the assignment of a monetary claim (factoring agreement) under the laws of Russia and Austria. Disputable issues of the terminology used in the legislation of the Russian Federation regarding the factoring contract are revealed, a comparative study of a number of factoring law in Russia and Austria has been conducted. A method for solving the problems considered by amending the legislation of the Russian Federation has also been proposed.

Keywords: factoring, receivables, financing contract, assignment of a monetary claim.

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АКТУАЛЬНЫЕ ВОПРОСЫ ПРАВОВОГО РЕГУЛИРОВАНИЯ ДОГОВОРА ФАКТОРИНГА

Аннотация: В статье проводится правовой анализ относительно нового института гражданского права – договора финансирования под уступку денежного требования (договора факторинга) по законодательству России и Австрии. Выявлены спорные вопросы использующейся в законодательстве Российской Федерации терминологии в отношении договора факторинга,

проведено сравнительное исследование ряда правовых норм о факторинге в России и Австрии. Автором предложен способ решения рассмотренных проблем путем внесения изменений в законодательство Российской Федерации.

Ключевые слова: факторинг, дебиторская задолженность, договор финансирования, уступка денежного требования.

Договор факторинга пришел в Россию из зарубежного законодательства, прежде всего англосаксонской правовой семьи и правового классицизма, а нормы, регулирующие уступку денежного требования, были разработаны в гражданских кодексах государств романо-германской правовой семьи.

Факторинг относится к механизмам, которые позволяют минимизировать риски, связанные с предоставлением товарного кредита и востребованием дебиторской задолженности. Он получает все большее распространение в качестве инструмента, сопровождающего расчетные отношения субъектов хозяйствования. Финансирование под уступку денежного требования (факторинг) помогает в решении проблем с задолженностью и поддерживает необходимый уровень денежных средств в обороте хозяйствующих единиц, имеющих возможность обеспечить свое обязательство дебиторской задолженностью или просто уступить ее.

Первые институты, осуществляющие услуги факторинга в России, появились уже в начале 90-х годов, при этом российский рынок факторинга обладает своей спецификой, определяемой нормативной базой, регулирующей отношения по договору факторинга.

В Российской Федерации на рынке факторинга главную роль играют банки и это при том, что практически во всех государствах указанную деятельность осуществляют специализированные независимые компании. Случилось это из-за того, что в России создалась проблема в части лицензирования деятельности по финансированию под уступку денежного требования. Превалирование на российском рынке факторинга банков можно объяснить только лишь несовершенством законо-

дательства и наличием пробелов в данной сфере, которые необходимо восполнить.

Несмотря на достаточное количество нормативных актов, в которых присутствуют положения о факторинге, в России сегодня все равно наблюдаются существенные затруднения в этой сфере. Правоприменителям в последнее время стало затруднительно правильно квалифицировать правовую природу договора факторинга и норм других глав, которые применяются в соответствии с главой 43 Гражданского Кодекса (далее – ГК РФ) [1]. Все это связано с расширением договорной конструкции, отменой ограничений на предоставляемые услуги, так как теперь они могут быть не только финансовыми.

Рассмотрение правовой базы данных договорных отношений актуально в контексте вступления в силу с 1 июня 2018 г. Федерального закона № 212-ФЗ «О внесении изменений в части первую и вторую Гражданского кодекса РФ и отдельные законодательные акты Российской Федерации» [4], который, в частности, закрепляет внесение поправок в главу 43 ГК РФ, регламентирующую договор финансирования под уступку денежного требования (факторинга).

Новая редакция статьи 824 ГК РФ вносит изменения в определение договора факторинга в соответствии с международными стандартами, установленными «Конвенцией УНИДРУА по международным факторинговым операциям». В частности, корреспондируя ст. 1 данной Конвенции, конкретизируются обязательства финансового агента (фактора) в отношении клиента. Данная норма исключает возможность трактовки договора факторинга как кредитования под залог дебиторской задолженности, определяя его как

комплексную финансовую услугу, включающую конкретные операции. В то же время, из формулировки статьи следует указание на то, что обязательства по оплате услуг фактора возложены на клиента, что еще в большей степени, чем ранее, ставит под сомнение существующую практику по возложению обязательств по оплате факторинговой комиссии на дебиторов, в связи с чем, в целях квалификации договоров в качестве договора факторинга, целесообразно предусматривать в договоре обязательства по оплате клиентом хотя бы условной (символической) комиссии.

Изменениям подвергся и пункт 2 статьи 827 ГК РФ – его признали не действующим, что является, на наш взгляд, нецелесообразным, так как он содержал в себе понятие действительного денежного требования. Конкретизация недействительности денежного требования, имеющаяся в пункте 1 статьи 827 ГК РФ, не позволяет дать однозначное толкование тому, что является действительным денежным требованием. Логичнее было бы сохранить указания действующего положения статьи 827 ГК РФ на основание действительности денежного требования с целью однозначного определения пределов ответственности клиента. Одновременно следует предусмотреть отсылку на п. 2 ст. 390 ГК РФ, где содержатся условия действительности уступки требования.

В настоящее время все еще присутствуют противоречия и в отношении лицензирования деятельности факторинговых компаний. Согласно статье 825 ГК РФ в качестве финансового агента договоры факторинга могут заключать коммерческие организации [1], к которым относятся в том числе и банки. А в соответствии со статьей 13 Федерального закона № 395–1 ФЗ «О банках и банковской деятельности» лицензирование должно производиться для осуществления лишь *банковских* операций. Это освобождает от необходимости в получении лицензии для осуществления факторингового обслуживания, которое относится к банковским сделкам. Относительно

лицензирования деятельности финансовых агентов это приводит к непониманию в толковании закона, что в свою очередь порождает ошибки правоприменительной практики. Неточности закона в части приобретения прав денежного требования означают, что факторинговые компании и банки становятся равными по отношению друг к другу в вопросе лицензирования, что приводит к наделению их правом на осуществление факторинговой деятельности после их государственной регистрации.

Таким образом, существует двоякое понимание норм законодательства, из которых в совокупности сложно сделать вывод о необходимости лицензирования факторинговых организаций. Сейчас в качестве фактора может выступать любая *коммерческая* организация, за исключением тех, которые обладают специальной правоспособностью, не охватывающей факторинговые операции. На наш взгляд, для устранения данных коллизий, целесообразно внести изменения в формулировки указанных норм, что должно привести к увеличению объема рынка факторинга и фактически уравнивать в правах факторинговые компании и банки.

В России факторинговая деятельность регулируется не напрямую, то есть общими нормами обязательственного права, поэтому необходимо обратить внимание на положительный опыт других стран в правовом регулировании факторинга. Россия входит в ряд государств, где договор факторинга законодательно закреплён. Однако в зарубежных странах была создана специальная нормативно-правовая база, более комплексно регулирующая правовые отношения в области договора факторинга.

Главным источником гражданского права Австрии является Всеобщее гражданское уложение 1811 года (далее – АГУ) [2], действующий с некоторыми изменениями, до настоящего времени. Совместно с Кодексом Наполеона он является одним из старейших кодифицированных

гражданских актов. По сравнению с ГК РФ, он не содержит нормы, регулирующие договор факторинга, а лишь включает схожий институт – цессию (уступку требования). Ей отводится достаточно много положений (§ 1392-§ 1399), что является плюсом, т.к. в ГК РФ цессии уделено меньше норм, что не решает весь круг вопросов. Единственное законодательное определение факторинга в австрийском законодательстве содержится в «Зако-не о банковском деле» [5]. Но, к сожалению, это единственный акт, регламентирующий данную сферу. Регулирование в соответствии с банков-ским законодательством и ограничительная су-дебная система в отношении возможности пере-дачи кредитных требований делают австрийские факторинговые компании заметно менее гибкими по сравнению с их конкурентами, находящимися за рубежом. Только в шести странах факторинг регулирует государство с помощью специального закона. Расширение рынка факторинга в России определяет необходимость принятия специаль-ного законодательного акта, как, например, в ли-зинговых отношениях.

В Российском законодательстве, помимо ГК РФ, указанную сферу регулирует и Налоговый кодекс РФ, и Федеральный закон «О банках и банковской деятельности», а также многочисленные письма Минфина России. Однако специалисты считают, что закон Австрии «о банковском деле» является одним из самых «жестких». Он имеет конститу-ционный статус. Процесс внесения в него измене-ний и поправок очень сложный, они обязательно должны быть одобрены парламентом Австрии, что свидетельствует о серьезности данного акта.

При этом стоит отметить, что в австрийском законе и ГК РФ существуют как схожие, так и от-личительные положения.

Австрийское определение договора факто-ринга в п. 16 абз. 1 § 1 ст. 1 «Закона о банковском деле» по смыслу схоже с определением, данным российским законодателем в ст. 824 ГК РФ. Они раскрывают основные обязанности сторон, уча-

ствующих в факторинге, а также общие положе-ния, отражающие суть этого договора. При этом в ГК РФ конкретизируются действия, связанные с денежными требованиями, являющимися пред-метом уступки.

Следующее отличие касается формы договора. В соответствии с австрийским законодательством (п. 1 ст. 25) договор факторинга может быть за-ключен неофициально, т.е. письменная форма не требуется для его действительности. Положения же главы 43 ГК РФ не содержат специальных тре-бований к форме договора финансирования под уступку денежного требования. Однако в каче-стве финансового агента договоры факторинга могут заключать только коммерческие *организа-ции*. Следовательно, в силу подпункта 1 пункта 1 статьи 161 ГК РФ данный договор должен быть совершен в простой письменной форме.

Что касается действия самого факторингово-го соглашения, то неплатежеспособность клиента по австрийскому законодательству дает фактору право расторгнуть договор без каких-либо допол-нительных условий и с немедленным вступлением в силу, в соответствии со статьей 21 закона о бан-кротстве. Уступка дебиторской задолженности, возникающая после прекращения, является ни-чтожной из-за отсутствия действительного пра-вового титула. Вся дебиторская задолженность, уступленная до начала процедуры банкротства, в целом безвозвратно уступается фактору. В ГК РФ не содержится положений о неплатежеспо-собности клиента, а закрепляются лишь нормы об ответственности клиента перед финансовым агентом (ст. 827 ГК РФ). Представляется, что данное положение, содержащееся в австрийском законодательстве, могло бы способствовать про-грессу Российского права.

С другой стороны, в законе Австрии нет ряда положений, существующих в ГК РФ. Так, на-пример, не определен предмет договора факто-ринга, в то время как российский законодатель в статье 826 ГК РФ предусмотрел, что предме-

том уступки по договору факторинга могут быть денежное требование (одно или несколько) по *существующему* обязательству, в том числе по обязательству, возникшему из заключенного договора, срок платежа по которому наступил либо не наступил (существующее требование), а также по обязательству, которое возникнет *в будущем*, в том числе из договора, который будет заключен в будущем (будущее требование).

Другим примером могут стать положения статьи 831 ГК РФ, которые раскрывают права финансового агента (фактора) на суммы, полученные от должника. Так, например, названная статья в п. 4 закрепляет, что у фактора есть право при передаче клиенту денежных средств предъявить к зачету свои денежные требования по договору. Ранее для кредитных организаций при осуществлении обе-

спечительного факторинга это было невозможно. Закон Австрии, в свою очередь, не устанавливает подобной регламентации.

Обобщая вышесказанное, можно сделать вполне логичный вывод о том, что в регулировании договора дарения, как в России, так и в Австрии существуют пробелы. На практике возникают конфликты между сторонами из-за их неосведомленности о природе договора, о последствиях заключения, правах и обязанностях. Также в некоторых статьях законов отсутствует уточнение, какие именно случаи подпадают под действие определенной нормы. Но, вместе с тем, мы отметили и сильные стороны правового регулирования данного договора в названных странах, которые имеют не маловажное значение при решении правовых споров.

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