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## Section 1. Demography and ethnography

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### COLLABORATIVE GOVERNANCE IN PEMALANG DISTRICT

**Abstract.** Research aims to describe how Collaborative Governance in Pemalang district. Collaborative governance consists of five stages that run in a cycle that includes a consensus-oriented Face to face dialogue, the Trust Building among stakeholders. The Commitment to Process of collaborative processes in the form of Adhere to the results of deliberations, Share Understanding of shared missions, defining problems and identifying shared values and Intermediate Outcomes in the sense of expected outcomes in the collaborative process. The type of research used is qualitative research. Data collected through interviews, observations, documents, and FGD. Determination of informant is purposive technique. Research results noted that the collaborative governance in Pemalang District has been implemented but not optimal. The process of collaborative governance by *face-to-face dialogue* among *stakeholders* in Pemalang District has not involved all stakeholders who have an interest. In addition, it has not established *trust building* or building trust between various parties involved in the development planning process in Pemalang District.

**Keywords:** Collaborative, Governance, Government, Development Planning and Pemalang District.

#### I. Introduction

In improving the quality of public service, many aspects that need repaired and the government is required to conform to public needs. These adjustments are an effort to respond to global developments occurring in internal and external environments. The Government with its limitations in resolving public issues requires collaboration with other parties. "Collaboration as a form of cooperation, interaction, compromise of some elements relating either to in-

dividuals, agencies or parties directly and indirectly involved that accept the consequences and benefits" (Haryono [8]). Collaboration between stakeholders in improving public services is the government's effort to address problems that exist in the middle of society. Gray's opinion cited by Haryono [8] described that collaboration as a process of thinking that the parties involved look at the different aspects of a problem and find solutions to these differences and their limitations on what can be done.

While the supporting factors and inhibitory of collaborative governance are the commitment to process which have not been developed properly so that the commitment or agreement to implement the program still impressed the existence of the sectoral ego. Therefore, the implementation of the program that has been agreed together is not maximal implemented. The next factor is share understanding or share understanding and understanding. Share understanding not evenly distributed among the stakeholders in District Pematang. That collaboration done to accomplish a common mission and is a shared responsibility to identify problems in order to have the same understanding. The next factor intermediate outcomes in collaboration that conducted by the policy stakeholders to solve the problems that arise in the middle of society. By observing the principles of democracy, human rights, equality, fairness, privileges and specificity, the potential and diversity of the region has not run to the fullest because collaboration with elements outside the government not fully done.

In the process of collaborating all the stakeholders sit together in a forum, dialogue, and make mutually agreed decisions as a consensus to take place. "To be able to implement it is of course necessary participation, equality among actors, and competency of actors to be dialogue" (Sufianti [12]). Collaboration activities or cooperation involving stakeholders such as government, private, and community interpreted as collaborative governance. The notion of Collaborative governance is a government that compiled by involving public bodies and non-governmental organisations in the process of formal decision-making, deliberative-oriented consensus, and there is a division of roles to Implementing public policies or managing public programs, as well as public assets (Ansell & Gash [2]).

Collaborative planning has successfully implemented in some countries for example to address environmental cases, security, water management, involving multiple stakeholders, and cross-administrative regions (Booher & Innes [3]; Gunton & Day [7];

Healey [9]; Sufianti [12]). "Collaborative governance as a process of forming, driving, facilitating, operationalization and monitoring of cross-sectoral organizational arrangements in resolving public policy issues that cannot be resolved by only one Own organization or public" (Jung, Mazmanian, & Tang [10]).

The reason for using the concept of collaborative governance is due to emerging *collaborative governance* adaptive or intentionally created consciously. The reasons for using the concept of collaborative governance are due to (1) complexity and interdependence between institutions, (2) conflicts between the latent and difficult-to-use interest groups, and (3) attempts to seek new ways to achieve political legitimacy (Ansell & Gash [2]). The approach of Collaborative governance that implemented by Pematang District is to improve public services. In improving public services, the government of Pematang has seven (7) development missions namely:

1. Improve public access to participate in regional development based on consensus deliberation, and mutual cooperation;
2. Improving the quality of education, the degree of public health, family planning, and increase in the empowerment of women, social and child protection;
3. Developing the economic and sovereignty of food based on local resources and mitigate poverty and unemployment;
4. Improving basic infrastructure and strengthening the regional based production centers in accordance with the characteristics and potential of the region;
5. Creating a community life that is agamis, tolerant, harmonious, and respectful;
6. Improving good governance, enforcement of legal supremacy as well as ease of investment and regional competitiveness;
7. Redrawing the indigenous culture of the region as the foundation of self-formation and community personality.

In realizing these seven development missions, there is collaboration between all regional device organizations in Pematang District. *Collaborative*

*governance* is a process and structure in the management and formulation of public policy decisions involving actors who are constructively from various levels, both in the governance and or public institutions, Private institutions and civil society in order to achieve public objectives that cannot achieved when conducted by one party only (Maksudi [11]).

Collaboration has implemented by Pemalang District such as internal collaboration or organization of regional devices (OPD) in Pemalang. This collaboration are such as in the annual report of BPS about the population in cooperation with Agency for Regional Development abbreviated as Bappeda, Regional Office of Manpower and Transmigration Department abbreviated as Disnakertrans, and The Office of Population and Civil Records abbreviated as Disdukcapil in population data and work force. In addition, government collaboration is with the community through Musrenbang. Collaboration also conducted by government and non-governmental parties. Pemalang District also collaborates between local governments.

Collaborative governance has characteristics as a collaboration and empowerment. Collaborations in this context are collaborating with the public to develop alternatives, solutions, and decision-making. The purpose of this research is to see collaborative governance in Pemalang District.

## II. Research method

The type of research used is qualitative research, “qualitative research is a method of exploring and understanding the meaning by a number of individuals or groups of people considered to be derived from social or humanitarian issues” Creswell (2016:4–5). The techniques of data retrieval used by researchers are as follows. (1) Observation, when researchers went directly to the field to observe the behavior and activity of individuals at the research site. (2) Interviews, researchers can do face to face interview Participants, interview them with a telephone, or engage in a Focus Group Discussion (FGD) consisting of six to eight participants in the group (3) the

documentation can be public documents (newspaper, paper, Office report) or documents Private Diary, diary, letter and e-mail Creswell [4, 254–255]. The determination of data sources in the interviewees is purposive, which is chosen with certain considerations and objectives (Sugiyono [13, 216]).

### A. The Definition of Collaborative Governance

In establishing an effective Collaborative policy, there is a strong networking system in the community. In relation to the implementation of community-based programs, collaboration between different parties is indispensable. Therefore, the collaborative governance approach is relevant to be developed. According to (Booher & Innes, [3]; Evans, Brown, & Allison, [6]; Voogd & Woltjer, [14]) in establishing an effective Collaborative policy, there is a strong networking system in the community. In relation to the implementation of community-based programs, collaboration between different parties is indispensable. Therefore, the collaborative governance approach is relevant to be developed.

According to (Emerson, Nabatchi, & Balogh, [5]) collaboration process in question is collaborative governance as a process and structure in the decision-making public policy and management involving the community constructively within the boundaries Public institutions. Levels of government and/or society, private and civil society to carry out the public interest that cannot achieved without involvement of private parties and communities.

According to (Ansell & Gash [2]) after studying from 137 writings, defining Collaborative Governance is a government compiled by involving public bodies and non-governmental organisations in the formal decision-making process, deliberation-oriented consensus, And there is a division of roles for implementing public policy or managing public programs, as well as public assets.(Ansell & Gash [2]) define six criterions to define Collaborative Governance:

- 1) Forum in the initiation by public agency;
- 2) Participant Forum including non Governmental organization;

- 3) Participants involved in the policy-making not only the role of consultation;
- 4) The Forum is formal and is a joint meeting;
- 5) The Forum aims to seek consensus on policy (although in practice the consensus not always done);

6) The focus of collaboration is public policy and public management.

According to (Ansell & Gash [2]) model of collaborative governance consists of four main variables, namely initial condition, institutional design, leadership and collaborative process. Each of these variables described as follows:

Gambar 2.3 :

A Model of Collaborative Governance Ansell dan Gash :

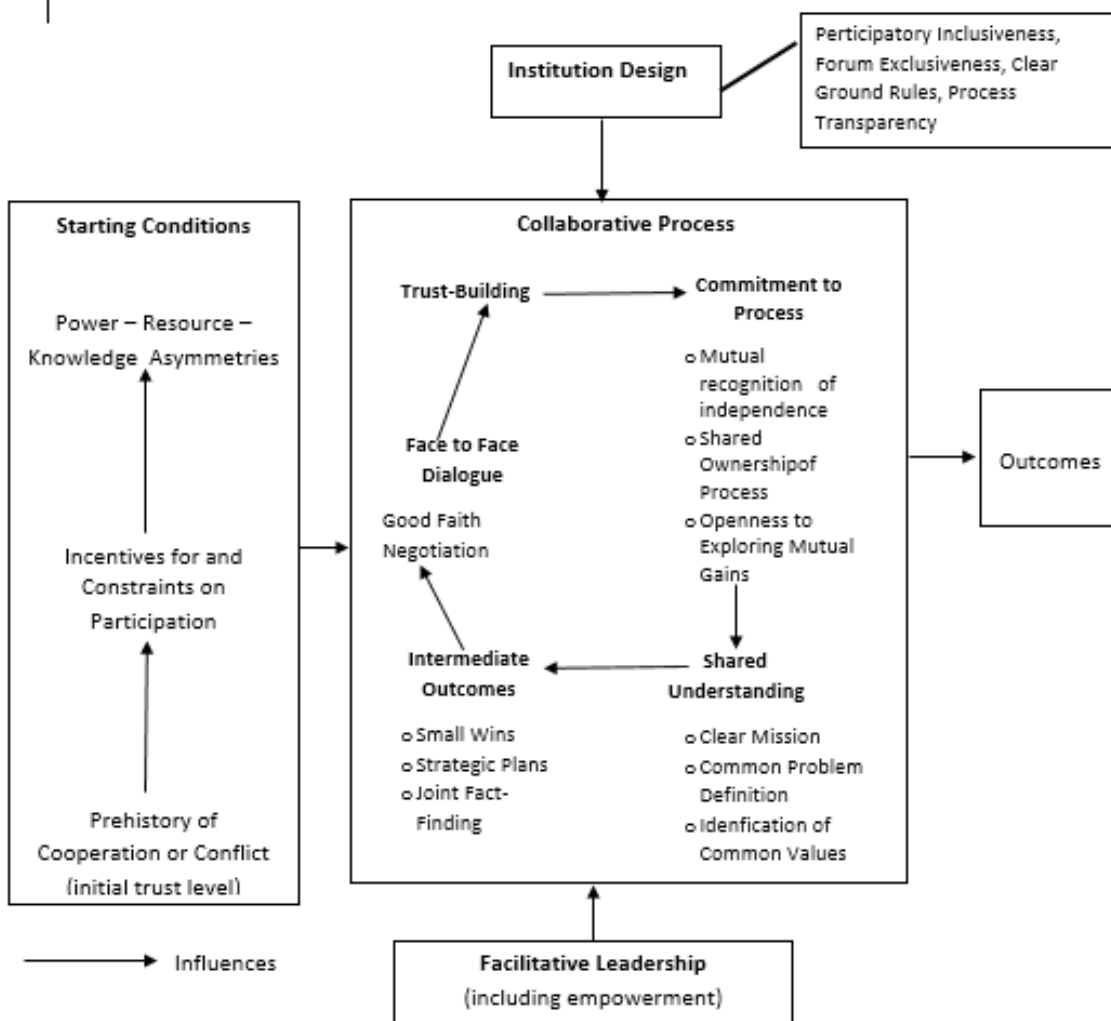


Figure 1. A Model of Collaborative Governance of (Ansell & Gash [2])

Source: (Ansell & Gash [2])

1. Initial condition, is a condition in the environment of the stakeholders that enables the creation of collaboration which includes the history of cooperation that points to the level of trust between stakeholders, the urge to participate and capacity Stakeholders

in the form of power, resources and knowledge. A common problem in the collaborative governance process is (1) no individual representing stakeholders collectively, (2) Some stakeholders do not have the skills and expertise to engage in the talks Techni-

cal, (3) Some stakeholders have no time effort, and freedom to engage in a collaborative process.

2. Leadership is a facilitative imperative to bring stakeholders to engage in a collaborative spirit. Leadership is important to embrace, empower, and engage stakeholders and then mobilize them to move forward. Collaborative leaders must have the ability to (1) promote broad and active participation; (2) Ensure extensive influence and control, (3) Facilitate productive group dynamics, and (4) extend the scope of the process.

3. Institutional design, essential to legitimize the collaboration process characterized by the widespread openness of the stakeholders to participate (inclusive), the existence of a forum as a collaboration container, the presence of basis law Foundation and process Transparent.

4. The collaborative process consists of five stages that run in a cycle that include as follows:

- a) Face to face dialogue that is consensus-oriented;
- b) Trust Building among stakeholders;
- c) Commitment to process (stakeholder commitment) to the collaboration process in the form of complying with the results of deliberation;
- d) Share Understanding of shared missions, definition of problems and identification of shared values;
- e) Intermediate Outcome (provisional result) is in the sense of the expected outcome in the collaborative process.

(Ansell & Gash [2]) describing the model of the following figure's of collaborative governance implementation.

### III. Result and discussion

#### 1. Collaborative Governance in Pemalang District

*Collaborative Governance* in Pemalang District has done in resolving public problems. "*Collaborative Governance* is one of the types of governance, where public and private actors work together in a special way, using a certain process, to establish laws and rules to determine a good public" (Ansell &

Gash [2]). Where a collaborative process is consists of stages that are running in a cycle that includes a consensus-oriented *Face to face* dialogue (Upfront dialog) and *Trust Building* among stakeholders.

##### A. Face to face Dialogue

*Face to Face*, Dialogue is a meeting between various parties in one location and in the same time so that the dialogue occurs directly or interactively between the various parties, to discuss a common interest. Bappeda through *Musrenbang* proposed by the community followed up by the LPMD by forming a team then the proposal hierarchically accommodated in the *Bappeda*. Further scale made in accordance with the authority of each of the agencies involved and the broader impact that will agree. Each agency has authority, such as for the management of environmental roads or villages to be the authority of the Department of Kimpraswil through ADD funds. For economic access being the authority of cooperative and agricultural services.

In addition, the collaboration done by Bappeda with the agriculture office, the Agricultural center with *face-to-face* dialogue with the Pemalang community related to agriculture that became the mainstay sector. In the Pemalang itself there is a training center for farmers to be creative with the collaboration of the Agricultural Center hall of Magelang and Pemalang. The purpose of this collaboration is to divide knowledge on agricultural fields. Besides, they are also sometimes the center of the farm invites instructors from outside and sometimes instructors from farmers who have successfully innovating to share their experience in farming. Regularly each month, members of the training center hold regular meetings related to their work program. Besides the agricultural field undertaken by this training center, but also help conduct home surgical action, hygiene Care and environmental awareness program.

##### B. Trust Building

Build trust that the parties do have the same intention to take the best policy for all parties. The *Trust Building* begins with establishing communication be-

tween the various parties involved in the development planning process. Bappeda routinely conduct socialization related to the planning of development Program of Pemalang District and invite the whole layer of related elements. This is to maintain the relationship between public institutions and government agencies have become good partners that strongly support the efforts to build trust in each other. Giving time to people or leaders will inform the policies of local government, district, and village and residents give time to raise their opinions on the event session. This information disclosure becomes the key to building trust.

In addition, the other principal thing is the Government's commitment to be transparent and responsible. The Government has always involved public institutions in a panic activity in building areas. Kasi Litbang said that:

*"Collaboration has been done by Bappeda with several related agencies in carrying out its tasks and functions. In addition, collaboration done with non-governmental parties is such as in the construction of toll roads in Pemalang".*

This is different from the opinion of the NGO AD who said that:

*"The community was not involved with toll road projects, so the community did a boycott of the project. People do that because of the many farmland damaged by the toll road project. Besides, the project executor does not think about the access of roads for farmers whose land is still being cultivated and the location mired far away".*

Community through NGOS performs the action by requesting an audience with the relevant agencies. With these problems, Pemalang District government takes meetings with private parties, NGOS and communities. The results of the collaboration were several streets in western areas that have followed up with improvements. Building trust between parties that done to achieve development objectives.

## **2. Supporting and Restricting Factors of Collaborative Governance**

*Collaborative governance* factors and support consist of *the Commitment to Process* (stakeholder com-

mitment) to the collaboration process in the form of complying with the deliberation results, *Share Understanding* (sharing understanding) on the joint mission, Definition of problems and identification of shared values and *Intermediate Outcome* (temporary results) in the sense of expected results in a collaborative process.

### **A. Commitment to Process**

*The Commitment to Process* is a commitment or agreement to implement a certain process to achieve the desired common goal. Sharing commitments, meaning that they are interdependent with each other to overcome problems and solutions, that this process is common, and mutually open to mutual benefits. The results of the meeting taken through deliberations for consensus, so no one felt lost and won. Even public institutions claim its commitment to support the Government development program. Head of social service KBPP Pemalang District said that:

*"Institution is committed to support the efforts to reduce infant mortality rates caused by poor nutrition, socialization to school children about reproductive health, infectious diseases, and early marriage prevention by forming a birth control village and Construction in the idle village".*

In the table above, it appears that the maternal Mortality Rate (AKI) from 2014 to 2016 is rising. However, the Mortality Rate, Infants (AKB) and Toddlers in Pemalang District have decreased. District Health Office of Pemalang through Health Kasi said that:

*"With the addition of the health centers shows that the commitment of the service in handling and providing healthcare is increasingly good, although the amount of personnel less so should serve in two adjacent health centers, such as in the village spending time was made 2 locations"*

Data showed decreased infant mortality rate, which was 2017 as of 181.59 is down to 100.26 per 1000 births due to increased health care centers. Besides that, 25 Public Health Center abbreviated as *Puskesmas* there are eight Public Health Center abbreviated as *Puskesmas* which is equipped with inpatient service, with the hope that first aid immediately served because distance travelled to reach hospital.



Table 1. – Maternal Mortality, Infants and Toddlers in Pemalang District 2014–2016

Illustration Description	Years		
	2014	2015	2016
Maternal Mortality Rate	163 Per 100.000 Live births	123 Per 100.000 Live births	182 Per 100.000 Live births
Infant Mortality Rate	8.55 Per 100.000 Live births	8.17 Per 100.000 Live births	7.43 Per 100.000 Live births
Under-five Mortality Rate	9.33 Per 100.000 Live births	8.74 Per 100.000 Live births	8.51 Per 100.000 Live births

Source: BPS, 2017

### B. Share Understanding

Sharing understanding and understanding that the mission of this forum is shared responsibility, identifying problems have the same understanding, and identifying the basic values that are fundamental to this process. Pemalang District conducting collaborations conducted by several OPD, among others, the District health Department of Pemalang District in the field of health and the Department of Labor of Pemalang District in the field of transmigration. Cooperation between governments of Pemalang District with vertical institutions such as Social Insurance Administration Organization abbreviated as BPJS.

In detail, the cooperation in the government of Pemalang District consist of as follows (1) Collaboration on the field of transmigration. The Collaboration in the field of Transmigration done by the Department of Manpower of Pemalang District with the government of Banyuasin Regency of South Sumatera Province. The result of the collaboration of Transmigration program at the location of the Sri Agung transmigration Unit (UPT) in the area of coral transmigration Agung Ilir Banyuasin sub district II of Banyuasin Regency of South Sumatera Province can be realized. (2) Re-field collaboration. Collaboration in the field of Tear rework and Legal research conducted by the Department of Cooperatives, Micro small enterprises, industry and trade Pemalang district includes cooperation between cooperation between the Government of Pemalang Regency

with Tegal city government. Cooperation Agreement stated in Number: 139/MCC/TAPEM/2017 and Number: 510.9/001. This Program is about the implementation of service of *Tera* and the supervision of Legal Metrology with the Department of Cooperatives, small and medium enterprises, and trade in Tegal city.

*Collaborative Governance* is with the vertical establishments in the region. This collaboration aims to synchronize and synchronize various regional device programs as well as agencies or agencies in the government of Pemalang District. Efforts to support the Government of Pemalang District have carried out collaborations with vertical institutions in the area. Vertical agency collaboration conducted by the Governance section of the Regional secretariat to achieve the objectives of the implementation of reporting activities, cooperation and development of regional administration. Preparation of Local Government Implementation Report (LPPD) is together with implementation of Management Information System (SIM) LPPD in 2017.

In drafting the LPPD, then the governance section several times to carry out coordination to the Directorate General of Regional Autonomy Ministry of the Republic of Indonesia in Jakarta. The result of this collaboration was established by the Local Government implementation report (LPPD) in 2017 and the resulting LPPD to the Ministry of Home Affairs of Indonesia Republic through the provincial government of Central Java. The implementation of LPPD SIM in

governance section of Pemalang District government and socialization of SIM are from LPPD to LPPD officers in government environment of Pemalang District.

In addition, the collaboration of the Government of Pemalang regency through the Department of Cooperatives, SMES industry and Trade District Pemalang with the University 17 August 1945 Semarang. This Program implemented in relation to education and teaching, research, and community service. Collaboration also conducted between the provincial government of Central Java through the head of the provincial education and culture Office of Central Java, Pemalang District government through the head of BAPPEDA of Pemalang District with the University of Pekalongan through the head Institution of service to the Community University of Pekalongan. The purpose of this collaboration is to prevent poverty through the implementation of KKN thematic in Pemalang District and the implementation of KKN thematic.

### C. Intermediate Outcome

*Intermediate outcomes* are temporary outcomes of ongoing processes that provide benefits and strategic value. Collaboration also conducted by local government officials in order to coordinate the policy and formulate a step in the resolution of problems in the field of government. In regional boundary development, collaborations conducted related to the arrangement of important area boundaries done in regional development. Clearly, the boundaries of the region, each area will be able easily determine the appropriate development steps and policies. *Collaborative Governance* has conducted with districts that are directly adjacent but not involving the public. At the time of checking the pillar limit check, the surrounding communities that live in the border area is not invited deliberation in keeping the pillars of boundaries. About 34 boundary pillars suffer from heavy and moderate damage. The damage has reported to the provincial government of Central Java, because the district boundary pillar is the authority of the provincial government.

Collaborative Governance has not conducted to the fullest in disaster prevention and management. Some areas in Pemalang District occurred disaster both in the form of natural disasters, as well as in those caused by human behavior. These Collaborations for prevention and disaster done to anticipate if disasters occur. Disasters occur due to natural factors such as flood, landslide, drought, wind, strong winds, rain and strong winds, struck by lightning and so forth. As for the disaster that occurs because human behavior such as fire. While the drought disaster in the area of Pemalang that every year still occurs, in the year 2017 still occur in the region Pulosari District (12 villages) and Belik District (2 villages) so it needs to be done *dropping clean water* for about 3 (three) months.

Table 2. – Disaster in Pemalang District in 2017

No	Types of Disasters	Number of Occurrences
1.	Fire	82 Incidents
2.	Slides	41 Incidents
3.	Rain Accompanied by Strong Winds	28 Incidents

Source: *Pemalang in a Number, 2017*

The incident occurred in Pemalang District in 2017 reached 215 (two hundred fifteen) catastrophic events occurring in 14 (fourteen) sub-districts and 118 (one hundred eighteen) villages. From the various disasters that occurred, three (3) types of disasters are the most occurring, namely fires as many as 82 events, landslide disaster of 41 events, and rain with strong winds as much as 28 incidents.

In an effort to anticipate before the disaster, the government of Pemalang District has taken steps such as disaster socialization, disaster risk reduction, disaster management training. OPD collaborate in disaster handling, namely BPBD, Social Agencies of KB PP PA and *Kesbangpolinmas*. Three SKPD support by other regional devices both of directly and indirectly, in the overall disaster relief. However, the

community involvement around the disaster area not optimally involved. Community is not involved in the meeting of disaster planning in the district of Pemalang District.

#### IV. Conclusion and suggestion

Based on the results of research and discussion can be concluded that the process of *collaborative governance* in Pemalang District has been implemented but not optimal. In realizing the improvement of public service or good governance, *collaborative governance* needed. Supporting and inhibiting factors that caused the optimal process of *collaborative governance* in Pemalang District caused by:

1. The process of *collaborative governance* by *face-to-face* dialogue among the stakeholders in Pemalang District has not involved all stakeholders who have an interest.

2. There is no creation of *trust building* or building trust between various parties involved in the development planning process in Pemalang District.

3. *Commitment to process* that has not developed so well that the commitment or agreement to implement a program still impressed the existence of a sectorial ego. Therefore, the implementation of the program that has agreed together is not maximal implemented.

4. *Share understanding* or mutually share understanding and understanding is not evenly among the

stakeholders in Pemalang District. That collaboration done to accomplish a common mission and is a shared responsibility to identify problems in order to have the same understanding.

5. *Intermediate outcomes* in collaboration conduct by policy stakeholders to solve the problems that arise in the middle of society. By observing the principles of democracy, human rights, equality, fairness, privileges and specificity, the potential and diversity of the region has not run to the fullest because collaboration with elements outside the government not fully done.

This paper consists of various suggestions as follows:

1. For the required stakeholders, collaborative governance can realize the vision and mission of Pemalang District that aims to enrich the community. Improvement of public service is a government obligation in carrying out its duties and functions. Hence the collaboration between internal and external should be done to create maximum public service.

2. *Collaborative governance* requires inherent cooperation by looking at equal positions, so the sectoral ego must be eliminated in order to achieve a common goal.

3. It takes a strong commitment from all parties involved in the process of *collaborative governance* in achieving the mission vision of Pemalang District.

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## Section 2. Study of art

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### ART IN THE MODERN INTEGRATION PROCESSES: TOWARDS A HYBRID DISCOURSE

**Abstract.** The study of the art integration processes is considered prospective in the field of humanitarian knowledge. The article updates the concept of hybrid artistic practices used in the integration processes of modern art.

**Keywords:** art integration, art hybridization, art hybrid, piece of art, media, technology, installation.

The world is constantly changing under the influence of globalization and technological progress. In this new world, time is steadily shrinking, the boundaries of space are expanding significantly, information flows and means of communication are rapidly updating and art needs to adapt to it. The ability of art not only to bring aesthetic changes, but also to radically transform the world, create new systems of images and meanings, create new possibilities for self-realization of people.

In the 21<sup>st</sup> century art forms have become much more diverse, on the one hand, and much more controversial, on the other. Science widely updates theoretical concepts of integration, symbiosis, collaboration, hybridization of the arts, etc., which are still debatable. The study of the integration processes of art is one of the promising areas of humanitarian knowledge. Integration is the unification of disparate parts and elements into a coherent system based on their interdependence and complementarity. Integration is a complex interdisciplinary concept used in the humanities, economic, politics, etc. Arts inte-

gration is a priority vector of modern study of art, which leads to the search for new forms of expression and self-expression.

*The purpose of the article* is a theoretical conceptualization of the arts integration phenomenon, determination of the principles, forms and active practices of modern art.

The arts integration is a natural evolutionary process, a more complex process of cultural hybridization in the modern world through the fusion of different fields and objects, genres and forms that previously existed separately and independently. Today, interactions between various art forms are increasing, interfusing and at the same time being unified in a global process. For example, world classics are freely reinterpreted, given an unusual form, and are set in the most unpredictable contexts of modern life. Pieces of art are increasingly turning into artistic hybrids.

The hybridization theory is intensively postulated in contemporary art history. The concept of “hybrid” (lat. *Hybrida* – a mixture) is used mainly

in natural sciences. For example, in biology, hybrid means “progeny obtained by hybridization; conventionally, hybrids are also called progeny from crossing individuals belonging to different varieties, breeds, subspecies or species and genera of plants and animals” [3, p. 165]. Accordingly, hybridization means the crossing of hereditarily heterogeneous organisms. It is one of the most important factors in the evolution of biological life-forms in nature. Virtually, a hybrid is a new artificially created being, a new life-form. Hybrid art is a new form of the “life” of art in the modern world, a new way to show present times, a new language of art. Hybrid art pieces blur the boundaries between painting, music, theater, architecture, street art, media, etc. This is an interdisciplinary form in which the artist interacts with other practices and fields of knowledge – philosophy, sociology, media, industrial design, popular culture and etc. The accelerated development of information technology creates new directions for new images modeling in the future, changing the relationship between the author, his tools and the viewer.

Modern art today is at the center of integrative experiences and a progressive hybridization process. The viewer is offered new hybrid art phenomena: technological art, hidden art, new media, media performance, audiovisual concerts, interactive and video installations, algorithmic art, robotic sculpture, etc. The modern author imagination does not limit the freedom of experimentation and fusion in creation of new pieces of art. New phenomena are distinguished by a fundamentally different aesthetics fusing the dynamics of real time, processuality and openness, interactivity and participation of the viewer, the dematerialization of an artistic object form a completely new aesthetic experience. It is certain that this new area of research defines rapidly progressing process of hybrid art.

Modern scientists deal with different hybrid arts: technology and art hybrids (D. Galkin), technological remediation of forms and genres of art (J. Boltner, R. Grusin), new media (E. A. Shanken, C. Gere,

O. Grau, L. Manovich, F. Popper), digital art (C. Paul, B. Wands, S. Erokhin, A. Denikin) and others. Today, the dialogue of art and science, creativity and innovation is becoming a priority area of modern research. According to the American scientist S. Wilson (Stephen Wilson), the “meeting place” of art and science will become the main arena of 21<sup>st</sup> century art [6]. In his *Art+Science Now*, the author brings together the concepts of “art” and “science” (Art/Science), defining their convergence as a new area of art. The author points out that the artistic study of science and technology can be considered as the next step in expanding the boundaries of art, such as conceptual art, performance, cross- and hypermedia, artificial intelligence, computer games, and others. S. Wilson considers the development of art as the product of aesthetics, ecology, medicine and biology advancing, defining an interdisciplinary approach. He examines the problems of art in a scientific era, and possible ways of development of art in the future [4].

A common trend of the information society is the spread of computer technology in various fields of public life. In this technological integration, a special role belongs to artistic practices, through which information technologies acquire an aesthetic purpose, this (by definition of D. V. Galkin) is the so-called “technology and art hybrids”. Through this the global process of convergence of science, art and technology is being accomplished. Today, it is becoming increasingly difficult to understand the achievements of the science of the information age outside its aesthetic reflection, and artistic practices and their aesthetic claims are increasingly determined by the current development of science. Modern art acquires and translates the idea of modernity through its scientific and technological forms. The history of the technology and art development has both direct and inverse relationship, bilateral dialogue of artistic experiments and new technological ideas and innovations. Technology enters the field of art, and, conversely, art is increasingly integrated into the technological field. These trends determined the diversity of technologi-

cal art forms and practices, such as media art, digital art, net-art, media music, media theater, electronic music, computer graphics and animation, etc., which today are an independent subject of art study [2].

The MediaArtLab Information and Research Center (Moscow, [www.meidaartlab.ru](http://www.meidaartlab.ru)), the teamlab Art Tokio digital art laboratory (Tokyo, <https://www.teamlab.art>), the Lexus Hybrid Art exhibition project (Moscow, [www.hybridart.ru](http://www.hybridart.ru)) demonstrate interesting ways of the collaboration of modern art and new technologies. Their creations are all-embracing and cover a wide range of technological art forms of modern art (media installations, video art, TV art, multimedia art), visual formats (video, animation, computer graphics, chameleon art, etc.).

Lexus Hybrid Art has created the architectural installation “Numen/For Use” (Austria-Croatia, 2011). “Tendons” of multi-layered adhesive tape at the center of exhibit form the architectural shell of the hybrid world of living systems. Outside, the composition represents a large cocoon and consists of tunnels and labyrinths for visitors to wander through inside.

The Shadow Monsters (2013) installation of the British artist P. Worthington is an interactive monster generator: special software recognizes, associates and transforms the diverse world of birds and animals (dogs, elephants, wolves, crocodiles, pterodactyls, etc.) using the techniques of the shadow theater, as well as monsters with fangs and claws. The Shadow Monsters is today one of the most successful interactive design objects and is part of the collection of the New York Museum of Modern Art (MoMA). To create a theater of shadows, the viewers need to stand in front of the lightbox and create a creature with their hands. The shadow is generated and overgrown with sharp teeth, fins, needles under the piercing cries of wild birds and the growl of dinosaurs.

The Crystals (2012) by Daan Roosegaarde (Netherlands) is a light play installation. The artist enclosed artificial light in the cases of inorganic crystals. 700 tactile rocks are crystals of special salt

formed around paired LEDs. According to the artist, the crystals cover technology objects with a new layer of natural beauty. The manifesto of the artist is simple and relevant in his own way: high technology is not able to triumph over nature. The author demonstrates the primacy of natural processes in the creation of ideal forms.

The world of light installations by the teamLab Planets Tokio impresses the most sophisticated viewer. The vast territory of the virtual city by the teamLab Planets covers 10,000 square meters. It is filled with light transformations, which blur the boundaries between the viewer and art. This approach to art allows a person to immerse themselves in virtual reality. The teamLab Planets Tokio use three main concepts in their art: continuous movement, different colors and constant changes. Installations are reminiscent of the transience of time, the continuity of the cycles of birth and death. Thanks to digital editing, artists and designers create original moving patterns of light on the floor and walls. Beautiful visual art is created by computer software, while all the animations are in constant change and never repeated.

teamLab is an association of creative designers and media artists who use ultra-technology to go beyond the boundaries of art, science, technology and creativity. In 2018, the artists presented an exposition with the new technologies and interactive installations called Bordersless (Mori Building Digital Art Museum, Japan), which became the largest digital exhibition in the world. teamLab presented more than 50 objects in the museum, which functioning is provided by 520 computers, 470 projectors and numerous motion sensors. The digital image reacts to the presence of people by moving and transforming. Images move freely from one hall to another, merge with each other, interact with the audience. The exhibition has no barriers and prohibitions and viewers are allowed to touch objects. The name of the exhibition itself indicates the absence of boundaries between viewers and objects.

All of the aforementioned shows that multimedia visualization laid the foundation for the formation of a new generation of technology and art hybrids with the use of the latest computer technologies: computer graphics and animation, video games, electronic music, web design, virtual reality models, media art installations, etc. The development of technology actively influences the style of modern art. Creative hybrids are new technological art forms, which creative process is impossible without the use of technological systems and whose aesthetic properties are determined by technological content. They acquire aesthetic value in combination with the creative side of production and artistic practices, which are the reason of their emergence [1]. Its artificial nature makes hybrid art a new art form that has new attribute properties.

Constant renewal of art is necessary, but as a part of single and unchanging process. Movement is unchanging, as well as unchanging moves. The quote of the great philosopher Heraclitus “Everything changes and nothing stands still” (“πάντα ρεῖ καὶ οὐδὲν μένει”) explains the creation of a diffuse, fragmented essence that smoothly flows from one form to another. This means that everything in the

world is constantly changing, the world of art is radically transformed. More and more clear is the desire of the creative minds to adequately reflect the content-shaped polyphony of modern life, which is in constant movement and development. As a result of the intensification of the processes of mutual enrichment and mutual influence, the boundaries of creativity are opened, which leads to the merging of genres (multigenre), styles (polystylism), fusing the variety of art, science, technology (hybridization), resulting in new hybrid art phenomena that are new to modern art.

In summary, the hybridization of art in the 21<sup>st</sup> century can be considered as the main force of renewal in the world of art, transforming it as a result of interaction and interpenetration of various fields of human endeavors, science, art and technology. Modern art acquires and translates the idea of modernity through its integrative forms. In the art world, many objects, just like living organisms, strive for diversity and independent evolution. The transition from artistic practice based on the pieces of art creation (“pure creativity”) to the dominance of hybrid art forms is now becoming a stimulus for the development of creative and scientific projects.

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## DEVELOPMENT TRENDS IN MODERN THEATRICAL ART OF UZBEKISTAN

**Abstract.** This article deals with the current state of the Uzbek theater. The reappraisal of values, history, and in particular, the history of art from the point of view of national identity began. To date, a peculiar model of theater has developed in Uzbekistan.

**Keywords:** theater, drama, literature, artist, make-up artist, illuminator, playwright, oral drama-turgy, repertoire, set design.

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## ТЕНДЕНЦИИ РАЗВИТИЯ СОВРЕМЕННОГО ТЕАТРАЛЬНОГО ИСКУССТВА УЗБЕКИСТАНА

**Аннотация.** В данной статье речь идет о современном состоянии узбекского театра. Началось переоценка ценностей, истории, и в частности истории искусств с точки зрения национального самосознания. На сегодняшний день в Узбекистане сложилась своеобразная модель театра.

**Ключевые слова:** театр, драма, литература, артист, гример, осветитель, драматург, устная драматургия, репертуар, сценография.

В связи с обретением Независимости в Узбекистане наблюдалось небывалые изменения в области политики, экономики, и конечно же в художественной культуре. За этот короткий исторический промежуток наш народ соприкоснулся с изменением социально-политического плана, изменились ценности, отношения к ним. Это конечно же дало неизгладимый след в развитии искусства и культуры, и в частности театрального искусства. Началось переоценка ценностей, истории, и в частности истории искусств с точки зрения национального самосознания.

Велика роль театрального искусства Республики Узбекистан в возрождении многовекового духовно-культурного наследия народа, станов-

лении самосознания, донесении до сознания молодого поколения веками отточенных ценностей узбекского народа. Театральное искусство, как и другие виды искусства, обладает огромной воздействующей силой на сердца и сознание людей. Наблюдая непосредственно за театральным действием, зритель ощущает живое воплощение жизни, свою сопричастность к ней, находя ответы на волнующие его вопросы. Частица истории или современной жизни, отраженная в театральном действе, может оставить неизгладимый след в душе зрителя. С этим связано и внимательное отношение к театральному искусству узбекских просветителей начала прошлого века, которые стремились решать великие задачи посредством

театра, ставили его в один ряд со школьным образованием и печатью, называя трибуной, очагом просвещения и воспитания.

В годы независимости развитие театрального искусства Узбекистана стало одной из многих приоритетных задач государства. Так, Указом Первого Президента Республики Узбекистан И. Каримова «О развитии театрального искусства Узбекистана» от 26 марта 1998 г. и последовавшим за ним Постановлением Кабинета Министров были определены долгосрочные задачи по развитию театрального искусства страны. Вехами на этом пути стали Указ Первого Президента Республики Узбекистан И. Каримова от 21 сентября 2001 г. «О присвоении Узбекскому государственному академическому драматическому театру имени Хамзы статуса «Национальный театр» и Постановление от 22 января 2014 г. «О праздновании 100-летия Узбекского Национального академического драматического театра». Важным результатом принятых документов были капитально отремонтированные здания Узбекского Национального академического драматического театра, а также Государственного академического Большого театра оперы и балета имени Алишера Навои, Музыкального драматического театра Хорезмской области, областных музыкально-драматических театров Бухарской и Наманганской областей, перемещение кукольного театра Ферганской области в новое современное здание.

В процессе перехода к рыночной экономике государство взяло на себя частичное финансирование театра и материальную поддержку людей искусства. В то же время театры стремились приспособиться к условиям и требованиям рыночной экономики, ставя конкурентноспособные, отвечающие велению времени спектакли, отвечающие интересам, ожиданиям и устремлениям зрителей, обеспечивая таким образом, самофинансирование.

В годы независимости в репертуаре наших театров обрели свое место многие спектакли, на запрещенные ранее темы. Благодаря возрожда-

емым древним традициям, обычаям и ценностям увидели свет на сцене театров произведения на историческую тематику, роль и место которых неизмеримо в деле воспитания у молодого поколения чувства национальной гордости, уважения к народным традициям. На театральной сцене создаются и воплощаются в жизнь десятки драматических произведений, посвященных жизни и деятельности таких великих исторических личностей, как Имам Аль-Бухари, Бахоуддин Накшбанди, Ат-Термези, Амир Темур, Ахмад Аль-Фергани, Алишер Навои, Джалаледдин Мангуберди, Мирзо Улугбек, Боборахим Машраб. Следует отметить особый интерес театральных деятелей к личности Амира Темура и эпохе темуридов. «Одной из характерных особенностей нынешней театральной жизни является повышенное внимание режиссуры к национальной истории, – отмечает М. Туляходжаева. – И тогда на помощь приходит историческая драма. Если в её драматургическом материале заложены крупные человеческие характеры, истинная борьба высоких страстей и мыслей, то посредством ее можно многое сказать зрителю, всколыхнуть его воображение и взглянуть на факты истории с позиций проблем современности» [1, с. 68]. В числе инсценированных и представленных зрителю произведений такие, как историческая драма «Амир Темур и Йилдирим Баязид» К. Абдунабиева (Сурхандарьинский областной музыкально-драматический театр), стихотворная драма «Сохибкирон» А. Арипова (Узбекский национальный академический театр), «Амир Темур и Тухтамишхан» Тура Мирзы (Ферганский областной музыкально-драматический театр), «Сын эпохи» Т. Акбарходжаева (Каттакурганский городской музыкально-драматический театр), драма «Завещание потомкам» О. Якубова (Джизакский областной музыкально-драматический театр), балет «Ал-Фергани» (музыка М. Бафоева, либретто Дж. Джаббарова, Государственный академический большой театр оперы и балета имени А. Навои), спектакль

танцевального театра «Принцессы Темуридов» (либретто Ю. Исматовой, музыка А. Икрамова), «Имам ал-Бухари» У. Кучкара (Самаркандский областной музыкально-драматический театр), драма «Юность Ахмада ал-Фергани» И. Рахима (Кокандский городской музыкально-драматический театр), драма «Сказочная любовь» Ю. Сулеймана (Ферганский областной музыкально-драматический театр), «Джалаледдин Мангуберди» Э. Самандарова (Хорезмский областной музыкально-драматический театр), драма «Владыка мироздания» Х. Расула (Национальный академический драматический театр), «Не красавица и не ангел» Н. Кабула (Узбекский Государственный музыкальный театр имени Муками).

Отрадно, что при инсценировке драматических произведений о жизни мыслителей, ученых и государственных деятелей творческие коллективы театров, наряду с традиционными реалистическими методами психологического театра, используют и современные тенденции театров зарубежных стран. Таким образом, появились спектакли с ярко выраженным национальным колоритом, отвечающим вкусам современного зрителя, приглашающие к философским размышлениям о жизни. Творческие поиски нашли свое воплощение в музыке, танцах и пластических движениях актеров. Это, например, пластические спектакли Молодежного театра «Созвездие Омара Хайяма» (по произведению З. Мусакова) и по мотивам поэмы Алишера Навои «Язык птиц» («Притча о любви дарованной») режиссера Н. Абдурахманова.

В период независимого развития были созданы сценические произведения, посвященные жизни и творчеству таких просветителей начала XX в., как Бехбуди, Чулпан, Фитрат, Кадыри, Усман Носир. Это драмы Зие Наджми «Лев, закованный в цепи» (Молодежный театр города Андижана), «Ночи без дней» У. Азима, «Усман Насыр» Н. Рашидовой (Узбекский Национальный академический драматический театр), «Самоотверженные» Т. Ахмада (Бухарский областной музы-

кально-драматический театр), освещающие жизнь и творчество известных писателей и поэтов.

Особое внимание уделяет государство спектаклям, созданным по мотивам исторических произведений, выделяя для их постановки большие средства, что оказывает заметное влияние на их развитие. Следует особо отметить, что спектакли, освещающие исторические темы, отличаются монументальностью, условной метафоричностью формы и содержания, мастерством актеров.

В театральном искусстве последних лет создатели спектаклей, сохраняя реалистические решения, все чаще используют формы и элементы зрелищного искусства, фольклорные и этнографические элементы. За рамки традиционного национального театра выходят режиссерские решения, отличающиеся удачным использованием методов и стилей мирового театрального искусства. «Театр периода независимости прокладывает дорогу к возвращению на сцену элементов фольклора, этнографии, традиций народного театра масхарабозов, ко всему комплексу традиционной художественной культуры, смело совмещает элементы материального и духовного наследия Востока и Запада». [2, с. 234]. В их числе такие сценические произведения, как «Священная Бухара» (Узбекский Государственный театр драмы, инсценировка Н. Каримова по мотивам произведения С. Айни «Смерть растовщика», режиссер Б. Юлдашев), «Лекарь-ловкач» (сценарий Ш. Бошбекова по мотивам произведения Ж. Б. Мольера «Лекарь поневоле») и «Боз масхарабоз» А. Салимова (Республиканский театр юного зрителя), «Путешествие в Ташкент» по произведению Хамзы, режиссер А. Салимов (Ферганский областной музыкально-драматический театр), спектакли «Найти Вам старушку, отец?» и «Умер, стал дорог» по произведению Х. Хурсанова, режиссер М. Равшанов (Сурхандарьинский театр), «Чимилдик» Э. Хушвактова (режиссеры Т. Азизов и М. Абдуллаева) и «Встреча жениха и невесты» (режиссеры Т. Азизов и Х. Махмудова), художественная композиция «Аёлгу» (В. Ума-

ров, Узбекский Национальный академический театр драмы).

В театрах Узбекистана обратились к ранее запрещенным творческим экспериментам: новым формам и жанрам. Характерно то, что такие эксперименты проводились не только в театрах-студиях, но и в государственных театрах. К таким спектаклям можно отнести комедию «Сон в летнюю ночь» Шекспира (Узбекский Национальный академический драматический театр), «Падишах и поэт», созданный по произведению Т. Зулфикарова «Кеклик в клетке» (разработка Ш. Рахматуллаева, Сурхандарьинский областной музыкально-драматический театр), музыкальные драмы Н. Шадманова «Ноев ковчег» и «Лейли и Меджнун» (Кашкадарьинский областной музыкально-драматический театр).

Наряду с широким использованием национального художественно-литературного наследия и традиций, в узбекских театрах проявляется стремление к творческому постижению новых веяний в мировом театральном искусстве, особенно соседних стран. Этот процесс приобретает важное значение на театральных фестивалях и форумах, проводимых в нашей стране. Это прежде всего ставшие традиционными, проходящие под руководством Министерства культуры Республики Узбекистан фестиваль «Тебя воспеваем, современник!» («Сени куйлаймиз, замондош!»), смотр-фестиваль молодых режиссеров «Дебют», международный оперный фестиваль «Весенний Ташкент» и фестиваль театров кукол. Заслуживают внимания семинары, проводимые Союзом писателей Узбекистана, цель которых – выявление новых талантливых драматургов.

В настоящее время в Узбекистане действует 37 государственных театров, для спектаклей которых характерно разнообразие тем и жанров. Свидетельство творческих успехов театров и в том, что театральные коллективы нашей страны – активные участники престижных международных фестивалей, проводимых в различных странах, где

творческие работы узбекских театральных деятелей занимают почетные места. В их числе международный фестиваль «Хумо», организованный Молодежным театром Узбекистана, в рамках которого художественный руководитель театра Н. Абдурахманов получил возможность сделать постановки нескольких спектаклей в Израиле. Узбекский национальный драматический театр принял участие в международном театральном фестивале в Каире со спектаклями «Чимидик») и «Аёлгу» и занял престижные места.

Новый этап в развитии национального театрального искусства начался в новом тысячелетии. К этому времени театральные коллективы стали учитывать запросы зрителей в условиях рыночной экономики и работать так, чтобы спектакли давали зрителю духовную пищу, а театру приносили прибыль. В настоящее время творческие коллективы узбекских театров в поисках сценических произведений современной тематики различных жанров для воплощения на сцене образа современника. Среди таких произведений «Будьте бдительны, люди!» У. Азима, «Ойдин» Р. Мухамеджанова, «Испытания судьбы», «Ты разбудила солнце», «Не отрывайся от родной земли» К. Норкобила, (Национальный театр), «Старец Арал» Э. Агзама (Кашкадарьинский театр), «Долг» Н. Аббасхана (Бухарский театр), «Корень» У. Азима (Каракалпакский театр юного зрителя), «Тревога» Ш. Каххара (Узбекский государственный драматический театр). Эти спектакли затрагивают злободневные проблемы современности, прославляют защитников родины, в них звучит призыв к почтительному отношению к пожилым. Одним словом ведутся серьезные творческие поиски в области современной тематики и создания сценического образа современников.

На сегодняшний день у нас сложилась своеобразная модель театра. Поддержка государства, предоставленная театрам свобода, самостоятельность уже дали положительные результаты. Театры начали ставить во главу угла своей деятель-

ности духовные потребности зрителей. Идет процесс возрождения забытых тем и образов, укрепления национального своеобразия сценических произведений, поиски современных, более действенных методов, стилей и выразительных средств.

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## **ARCHETYPES AS CONSTITUENTS OF PERCEPTION OF LIGHT FROM SCREENS**

**Abstract.** The article discusses the impact of archetypes on the human perception of light from screens. The analysis enabled to discover that archetypes of the sun and fire determine subconscious aspect of light perception. This aspect is an inalienable addition to conscious perception of the content which is broadcast on the silver screen.

**Keywords:** archetypes, light, screens, perception, circadian rhythm.

In recent decades there have been numerous studies of the impact of light on body clock of a human. This mechanism, which is also known as circadian rhythm, is regulated owing to cycling light and darkness signals that controls the production of the hormone of sleep – melatonin [1]. So, circadian system of a human is synchronized with the sun diurnal cycle, which, if followed, positively influences the quality of sleep [2, 80–87]. The impact of light on circadian system is different from that on visual system. For instance, circadian system is the most sensitive to blue light which is considerably present in the radiation from the major types of screens. That is why one of the basic recommendations for the prevention of sleep/awake misbalance is the requirement of complete absence of light at night, as well as total omission of the use of gadgets with luminous screens before sleeping [3].

However, this solution is not unambiguous, since modern screens have diverse light transfer characteristics, and, thus, can differently affect human perception. For example, Gordon Routledge claims that, on

the one hand, excessive light radiation, including the use of gadgets with luminous screens, before sleep can result in disturbance of sleep; on the other hand, some people have no problem falling asleep while watching TV [4]. Such a discrepancy between modern theoretical scientific conclusions and separate life experiences actualizes the necessity to study the constituents of the reception of light from different types of screens.

The phenomenon of the perception of light is determined by a multi-aspect system. For instance, perception of light from screens includes not only conscious reception of content that is broadcast on the screen (visual perception), but also subconscious perception of light which is radiated by the screen (non-visual perception). Therefore, one of this aspect can be predominating, according to the type of screen. Any subconscious reception is determined by deep-laid psychic patterns which, according to modern scholarly concepts [5–10], are manifested as archetypes. That is why, **aiming** at investigating subconscious perception of light from screens, this paper discusses its archetypal component.

The paper is interdisciplinary, and it is **for the first time** that an attempt to explain complex phenomena of perception of light from screens, related to the sphere of illumination design, is made through theoretical concepts typical of the sphere of media communications.

Broadly defined, archetypes are cross-cutting, symbolic structures of cultural history that associate certain topical material of conscious and subconscious functioning of human values [6, 39], and, getting into immediate human environment in the form of symbols, evoke deep sensations [7, 17]. To some extent, symbol is a manifestation of archetype in the material world [8], from the symbolic point of view archetypes are propensities to the implementation of certain images or ideas, as well as their prototypes or opportunities to their embodiment in the cultural processes [6, 39].

A separate category of archetypes is formed by cosmological phenomena – the sun, stars, rainbow, etc. The most common is the archetype of the sun that can also manifest itself through a closely related symbolic image of fire [9, 152] or as impinging sunlight; the second most popular archetype is the sky which is present almost in every religion [10, 133]. In the majority of cultures, the sun is a symbol of creative energy [11, 401–404], and fire is perceived as demiurge that emerges from the sun (being its earthly emanation) and correlates with sunbeam and lighting. Anthropologists trace the cult of fire in many modern festivals (fireworks, Christmas tree lights) [11, 296–298].

An illustration to cultural transformation in people's life, produced by the appearance of fire as the first human-controlled sources of light and warmth ever, is the Ancient Greek myth of Prometheus [12, 2]. According to it, initially people were unable to think, to comprehend what they saw around, they did not have either lighted accommodation or family fires, they did not cook, light their homes or make themselves warm near fireplaces, until Prometheus delivered fire to the earth and taught people to tame it [13, 18–26]. This myth reflects prehistoric people's

understanding of the role which the use of fire played in their lives and further development.

An additional group is made by national archetypes [6, 39], that embody the historic experience of the communities, influence the inner world of separate personalities, shape primary relationships and regulate them in the society. In the Ukrainian culture some archetypes, having lofty semantic charge and being some of the basic ones during the Pre-Christian period, enjoy the same status at present [8]. They embrace the archetype of light, and images of light and fire are identified as conforming to life, sense, and wisdom [5]. In Arabian sources, the word 'fire-worshippers' was used in relation to the Slavs who considered home fire, as well as the sun, sacred. Such worldview, present in the Slavic unconscious as early as in the pagan period, was transferred to the Christian phenomena. That is why this enables us to state fire as an archetype for the Ukrainian unconscious [8].

According to the mentioned above, we can acknowledge tight interrelation of archetypes of the sun and fire, as well as human's subconscious perception of fire as of earthly emanation of the sun (especially in the Ukrainian culture). This is also confirmed by the history of artificial illumination development [14, 6–43], in accordance with which for more than million years human consciousness and unconscious were formed under the influence of two sources of light: the sun as a source of daylight that determined the period of active work and vigor (concentration on complicated visual tasks), and flame as a source of light in the evening and at night, which in the initial stages of human evolution became a sort of portable sun for primal communities, creating conditions for communication between the members of that primary human group, evoking the sense of security, comfort and trust between the members of that group, and facilitating transfer of that practice to new generations.

It was owing to inheritance between generation that acquirement of cultural assets and social behavior, as well as continuation of biological and

social progress was possible [15, 9–10]. Since the period when a human had passed the stage of living without sleep due to the necessity to win their living, and learnt to artificially prolong daytime, reserves of sensing systems and of the brain started to open up, and the development of aesthetic and artistic apprehension began [16, 241–242]. Thus, daylight can be considered a prototype of any system of functional work lighting, and the light from fire – a prototype of those systems of illumination that are designed for relaxation and communication. However, this conclusion does not imply the necessity to reproduce all features of these sources of light, it means only definition and appropriate use of each of them.

Both sunlight and flame light have their dynamics, color temperature, spectral structure and distributive characteristics that influence shadow formation and the way the objective content of an illuminated environment looks. Besides, important factors are the location of a viewer against the source of light, the distance from the source to a subject (the sun is in an unreachable distance, you can sense only its radiation, and fire is in the immediate environment), and the intensity of illumination (it is impossible to watch the sun without a protective glass even during a short period, and it is pleasant to watch fire for a long time).

So, it can be supposed that not every illumination radiation before sleep results in disturbance of circadian rhythm of a human. Gadgets with light screens influence a human according to their properties by which a medium-sized TV screen is analogous to flame light. The dynamics of increase and decrease in illumination intensity, determined by shot change, and well noticeable while looking not directly at the screen but at the environment lit by it, is similar to the dynamics created by flame at the slightest air movements. Common distance from TV screen to spectator is the same as that between fire and surrounding objects. Cumulative color temperature of light of TV screen is closer to the blue than to the orange light shade of flame. However, at low levels of illumination and light intensity, which are typical

of both space illuminated with flame, and a room illuminated with light from a TV screen, human visual analyzer demonstrates greater sensitivity to brightness variations than to color shades. All these observations suggest that such light-related features of light from the TV screen as dynamics, the distance to the spectator and the pleasure of long-term contemplation are the most important for the creation of an atmosphere of rest and security, and can contribute to maintenance of human circadian rhythm,

Screens of modern mobile phones, tablets, laptops, PCs, etc., as well as hugely-sized TV screens of home cinemas have absolutely different illuminating properties. While interacting with them without additional illumination, there is such a contrast between dark surrounding and light screen that peripheral vision is almost unengaged. Comparing to the screen dimensions, the distance to spectator's eyes is minimal; consequently, the intensity of light is rather high, and the effect of light on the environment is not noticeable, because of focusing on the screen and limiting the viewing width by its size. In all cases, except for watching a video, the brightness difference is almost absent. When watching a video, the close position of the screen to the eyes and increased intensity of light thereby alleviate the effect of light dynamics. Consequently, the properties of light from the screens of such devices have nothing to do with the properties of the flame light, the connection with the subconscious archetypal constructions is lost, the calming effect disappears and the emotional influence from the conscious perception of the content of a message is increased through the integration of a user's attention into the virtual reality of on-screen events. Thus, the properties of light from such screens can contribute to disturbance of circadian rhythm of a human.

**Conclusions.** The paper discusses the foundation of subconscious perception of light from screens, basing on the analysis of determining archetypes, i.e. the archetype of the sun and the archetype of fire. It is defined that daylight can be considered a prototype of



any functional work lighting system, and flame light – a prototype of those lighting systems that are designed for relaxation and communication. It is stated that if a screen has luminous properties which are close to those of flame light, it contributes to the creation of an atmosphere of rest and security which helps to

maintain circadian rhythm of a human. And, on the contrary if luminous properties of a screen differ much from those of flame light, the connection with subconscious archetypal constructs becomes lost, calming effect disappears and such screen can contribute to disturbance of circadian rhythm of a human.

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## SOCIO-CULTURAL PROCESSES AND MODERNIZATION OF EDUCATION OF TRADITIONAL MUSICIANS IN KAZAKHSTAN

**Abstract.** The article raises the issues of modern qualification of traditional musicians in terms of Bologna system of higher education. It is recommended to introduce industry-specific training of the specialists (performer, teacher, art manager, etc.) based on the study of the modern socio-cultural situation. The article is written in the framework of the grant project of the Ministry of education and science of the Republic of Kazakhstan (№ AP05130613).

**Keywords:** musical heritage, education system, profilisation, performer- enlightener, art management.

Two major problems – artistic performance and training of traditional musicians – are in fact closely linked and represent two sides of a very important question that is relevant today for the entire eastern world: how to preserve the best national traditions in the context of globalization, in this case – *the classical musical heritage*? In Kazakh art, a huge legacy of “*ән-күй-жыр*” (song, instrumental and epic art) in numerous samples represents this musical heritage. Meanwhile, today the real existence of not only verbal, but also musical Kazakh language is the key to the vitality of national culture and ethnic mentality [1].

If to briefly identify socio-cultural modifications momentous for the national musician Kazakhstan in comparison with the period of 90–2000, the main ones are:

- a) The village has ceased to supply traditional musicians from the people (including orally trained children and young people), that is, the rural branch of tradition in many regions almost ceased to exist;
- b) In the villages there is no club work that promotes amateur forms of creativity;
- c) There are very few institutions of additional education in cities where traditional (without the study of music notes) education can be developed.

In reality, there are only children’s music schools (CMS), which form a professional branch of traditional music at an early age, but the programs of these schools are, first of all, focused at a unified (written) education system. Secondly, not many people today can afford to give their children 5 or 7 years of music education. It means that music and music education in essence are becoming elitist spheres. In this situation, *only special music institutions still funded by the state are the centers of performance and education of traditional musicians*. However, ill-conceived system of education of performers, who are today the carriers of the national musical culture, makes us think that the state money is spent ineffectively in this case.

First of all we need to present the current challenges in education at a state level and explore the labor market in the field of musical culture (what kind of musicians for what cultural spheres and institutions do we need to produce). It seems that we are actually reproducing the old model of education from year to year, which works by inertia, and as a result, our graduates fall into the ranks of the unemployed in the country. Meanwhile, without dwelling here on the shortcomings of the Bologna system and its implementation in Kazakhstan [2], we need to

make full use of its advantages, specifically – through a thorough filtration of the classifier of special and other disciplines to provide an opportunity for more optimal profiling and qualification, taking into account the modern needs in certain specialties.

By the way, back in the mid-90s at the conservatory we suggested to update the system of education of traditional musicians. It was about introducing multi-profile differentiated system of education (similar to modern elective education of the Bologna credit system) instead of the old system inherited from the Soviet times, largely oriented at orchestral musicians. Pedagogues of traditional music were suggested to train soloists, researchers of traditional music and notators, editors and propagandist-lecturers (that is, qualified specialists on radio and TV) along with orchestra members. As a result, the specialty of “soloist” appeared in dombra department, but the program of this specialty has not been fully thought out. At that time, we could only form the basis for two-degree education: within the framework of 5-year education, from the 3<sup>rd</sup> course the students capable of scientific work received an opportunity to do research work and on the basis of additional specialization to defend ethnomusical diplomas. Now this generation of traditional performers are the authors of the music collections, whole layer of scientific works and Ph.D. theses, teachers of ethno-solfeggio in secondary and higher educational institutions.

If a person received a bachelor’s degree in “traditional music art”, in what fields can he apply his knowledge? It’s necessary to clearly imagine the functioning of traditional musicians in culture for that. Unfortunately, the process of expulsion of modern Kazakh society from its own culture, which began in the middle of the last century, is actually still continuing (incredible as it may seem). There are very few concert venues, TV and radio programs with live performance of traditional music. There is no real propaganda of musical heritage. Therefore, it is not clear why we produce so many performers

every year, and in fact, the performance is the main qualification of our musicians.

The second qualification is a teacher, but in our country, there are not so many educational and musical institutions, while everyone wants to go to central musical institutions, where all positions are already occupied. Therefore, traditional musicians most often become pop singers or toastmasters – it turns out that a lot of state money was spent for this. Besides, even if we proceed from modern realities, in the education system, we must rely on the analysis of our reality and properly form and adjust the standards of education.

So, where can a traditional musician go to work and how can we provide real profilisation to the graduates in accordance with the existing qualification characteristics of the specialty?

We can promptly name 6–7 profiles:

The first is certainly a classical performer, a true carrier of national musical classics *әнші, күйші, жыршы* (singer, instrumentalist, epic);

The second is a teacher;

The third is a kui player-bandsman and a specialist on folk instruments orchestra (bandleader, conductor);

The fourth is a researcher, notator (teacher of *Ethnic solfeggio*);

The fifth is a researcher-propagandist (editor, concert host);

The sixth is a manager;

The seventh is an archivist (specialist on sound recording and record archiving).

In accordance with the existing qualification profile of a specialty, every holder of a bachelor’s degree should master all these “skills”! In fact, we all understand that with the existing state standard it is unreal. Therefore, there should be a specialization: after two years of study, the student must decide on his professional inclinations and priority choice and get what he needs. It should not be just individual elective disciplines, but **a set** of disciplines, which would define “the face” of chosen profile and let student get a real **specialized training**.

Today, the system of 2-year scientific and pedagogical magistracy and PhD doctorate, as well as the recently introduced practice of diploma works by traditional performers solves the scientific-personnel and research problem in the field of traditional music in a certain sense (at least quantitatively). I would like to pay special attention here to other personnel that are very necessary now for the musical culture.

This is, firstly, a professional performer – *әнші, күйші, жыршы*. The properties and the method of educating this performer in modern conditions should be separately discussed. Here, in connection with the problems of performing art, I want to once again touch upon the issue of functioning of the traditional music in modern culture. It is a question of a search of the **forms of performing art** in practical musical sphere that are more appropriate to the nature of traditional genres, which differ from the forms presented under the laws of purely European genres.

In general, at the lapse of decades, it became apparent that modern performing clichés (European stage form) factor into the extinction of Eastern musical traditions, which, throughout its history, have developed special types, genres and forms in the field of musical art. At the same time, the forms of artistic performance was a kind of locomotive of the oral-improvisational process, which took place in front of the audience. In this regard, the requirements set to the bearer of certain Kazakh musical traditions should finally change: he should now act not just as a performer (instrumentalist, singer), but also as an expert in his field. That is, today we put forward the **educational** function of the traditional musician, whose activity at present time should be directed to a revival of traditional music. Accordingly, a specialization of the most talented performers from different regions of Kazakhstan should be thought out. This staff should be especially supported by the state as the most valuable people for culture.

Another very relevant specialization connected with this performing activity of our musicians is an

art manager. Maybe the basics of management should be taught to everyone, but we need the specialization today, when culture and art are put in market conditions, and the creation and then the embodiment of any creative idea (project) require professional knowledge and skills. They are associated with the study of the market and the competitiveness of this field of art, as well as the implementation, organization and creation of conditions for the performers' creative activity. Art managers should also be ready that the time will come when the right policy both in the sphere of culture and economy – through “coercion to patronage” (D. Satpaev) – will contribute to the emergence of private sources of funding the culture and art, in addition to public sources (One of the best political scientists of our country Dosym Satpayev's article “When will the era of low cultural awareness end in Kazakhstan?” gives very good arguments on this topic [3]. This article analyzes not only the current state of Kazakhstan's culture, but also ways out of its apparent stagnation). At that point we will need specialists who possess certain knowledge in the field of art (in particular, traditional art), as well as economics, finance, business, law, administration, etc.

Finally, one more specialization is the teacher of appropriate performance specialty, which requires a close attention. A. Kuzeubay's thesis [4] raises the issue of modern musical pedagogy in the field of traditional art and provides comparative analysis of modern training of musicians and the “*ұстаз-шақұрт*” (*teacher-student*) system in traditional culture. In modern realities, the student who received a bachelor's degree is, as already mentioned, just a performer, and is still at the stage of formation, development and improvement of performing skills. However, there must be the pedagogy-biased bachelor's degree, as in children's music schools the percentage of students learning to play *dombra*, *kobyz* has significantly increased, and the specialty “singing with *dombra*” is opening in many regions. The education system

in music schools should be optimized so that the proportion of oral forms of work are increased, and *Ethnic solfeggio* is introduced into the cycle of theoretical subjects [5].

I want to make specific mention of the necessity to give students the opportunity to master the unique method of children's oral education on *dombra*, which has been existing in Kazakhstan for many years. This is about Abdulkhamit Raimbergenov's program "Murager" – it is now very well known in the Central Asian region [6; 7]. This program can become the basis of the system of additional education – in the club activity of school and out-of-school education.

However, the most important task remaining is the "diagnosis" of our current cultural reality, its in-depth analysis with an outcome of a unified program for the development of culture and education. In this regard, it is now necessary to seriously study the supply and demand of specialists in the field of art, with further determination of priorities for future development of this area. It is necessary to have a clear idea about the functions of the various models of specialists and to develop an appropriate system of education of these specialists at all levels of the educational vertical, taking into account the specifics of individualized professional education in the field of art.

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## Section 3. History

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### ART OF WAR OF AZERBAIJAN PEOPLE IN THE FOLKS EPIC “KOROGLU”

**Abstract.** This article is dedicated to the research of art of war of Azerbaijan people in the folks epic “Koroglu”.

**Keywords:** art of war, Azerbaijan people, Koroglu, weapons, tactics, strategy, military law.

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### ВОЕННОЕ ИСКУССТВО АЗЕРБАЙДЖАНСКОГО НАРОДА В НАРОДНОМ ЭПОСЕ «КЁРОГЛУ»

**Аннотация.** Статья посвящена исследованию военного искусства народа азербайджанского народа в народном эпосе «Кёроглу».

**Ключевые слова:** военное искусство, азербайджанский народ, Кёроглу, вооружение, тактика, стратегия, военное право.

История человечества – это в том числе и череда воин и сражений, где проявлялись полководческий талант военачальников и героизм простых воинов. И с развитием человечества совершенствовалась и оттачивалась его военная мысль – военное искусство. Что же тогда представляет собой военное искусство? В Военных Академиях военное искусство определяют как важнейшую область военной науки, зародившуюся одновременно с возникновением войн. И утверждают, что «военное искусство – это теория и практика подготовки и ведения войны в целом, операций и боя, это военное мастерство использования сил и средств для достижения победы, искусство военачальников и всех воинов в разгроме врага» [1; 5].

Дошедшие до нас древние эпосы и летописи изобилуют сценами сражений, осады городов и крепостей, описаниями оружий. Там восхваляют полководцев и храбрых воинов. Наряду с эпосами и летописями до нас дошли и древние трактаты о военном искусстве таких великих древнекитайских мыслителей и полководцев как Сунь-цзы и У-цзы, а также древнегреческих и римских мыслителей и полководцев, таких как Аполлодор и Эней Тактик, Секст Юлий Фронтин и Флавий Вегетий Ренат. Дальнейшее развитие человечества совершенствовалось как методы, так и механизмы ведения войны. А это в свою очередь развивала военную мысль, что находила отражения в более поздних работах, таких как трактат

«О военном искусстве» итальянца Никколо Макиавелли или же «Военный канон в ста главах» китайца Цзе Сюань. И в трактатах военных теоретиков недавнего прошлого, таких как прусский генерал фон Клаузевиц или же американец Эдвард Лютвак.

Упоминания о военных победах и подвигах азербайджанского народа, в том числе о военном искусстве этого народа, находим во многих летописях и сказаниях, в том числе и в героическом азербайджанском народном эпосе «Кёроглу».

Эпос «Кёроглу» занимает особое место в устном литературном творчестве азербайджанского народа. Это героический эпос, прославления доблести и верности, храбрости и безумия, любви и нежности. Основное содержание эпоса – это смелая и продолжительная борьба храброго воина, певца и музыканта Кёроглу и его сподвижников против султана, пашей и прочих феодалов-угнетателей. И как в любом другом героическом эпосе наряду с безумной храбростью героя прославляется и его полководческий талант. «Кёроглу» в переводе с азербайджанского языка означает «Сын слепца». Сам эпос состоит из 25 глав-сказаний, собранных в разное время из устных сказаний азербайджанских ашугов (народных певцов-сказателей) исследователями этого жанра народного творчества В. Хулуфлу, Г. Ализаде, М. Тахмасибом, А. Тахировым, А. Набиевым [2, 28]. По форме это проза, чередующая со стихами-песнями. Как показывают исследования, прообразом героев эпоса послужили реальные исторические лица, а именно, Кёроглу, Гизироглу Мустафа бей, Дели Гасан, Танрытанымаз были одними из предводителей народного восстания джалали, вспыхнувшего в конце XVI века против османского владычества на территории Османской империи [3, 58,94]. Великий азербайджанский историк и просветитель XIX века Аббаскулу ага Бакиханов в своём труде «Гюлистан-и Ирам» писал: «Кёроглу был известный герой, живший на границе Турции с Персией. Его подвиги и поныне прославляются во многих

народных песнях» [4, 180]. На Кёроглу как историческую личность первым указал известный советский историк-востоковед И. П. Петрушевский в своих трудах по истории Азербайджана: «Наиболее популярным вожаком среди разно племенных предводителей отрядов джалалиев был азербайджанец, прозванный народом Кёроглу (сын слепца), впоследствии ставший, по всей вероятности, прототипом главного героя популярного дастана «Кёроглу» [5, 58]. Туркменский ученый-лингвист Б. А. Каррыев в своей работе об эпических сказаниях о Кёроглу писал: «Пытаясь осветить проблему зарождения исторической основы сказаний о Кёроглу у тюркоязычных народов, мы обратились к летописям, зафиксировавшим события антифеодальной борьбы разных племен и народов Южного Азербайджана и Кавказа в XVI–XVII вв., в том числе выступления мятежников-джалали. Их вожаком был некто Кёроглу. В летописях встречаются и другие имена, которые мы находим в эпосе... По характеру своему главный герой (эпоса) и его соратники наиболее близки к мятежникам-джалалинцам» [6, 36]. Эпос охватывает временной период – XVI–XVII века, географически – территорию Южного Кавказа, Малой Азии, Ближнего и Среднего Востока [6, 46].

Будучи вождём народного восстания, Кёроглу был символом народной борьбы, народного сопротивления захватчикам и как полководец избрал стратегию партизанской (народной) войны против османских войск. Исходя из обязательных посылов военной науки, в частности, положений изложенных одним из величайших военных теоретиков начала XIX века прусским военачальником Клаузевицем в своей работе «О войне», народная (или же партизанская) война может иметь силу при следующих условиях:

- 1) Если война будет вестись внутри страны;
- 2) Если эта война не прекратиться в результате одного поражения;
- 3) Если театр военных действий будет охватывать значительную территорию страны;

4) Если будет народная поддержка партизанскому движению;

5) Если поверхность страны будет сильно пересеченной и трудно доступной благодаря горам или лесам и болотам [7, 431].

Данная стратегия партизанской войны была выработана героем эпоса Кёроглу ещё задолго до её исследования европейской военной наукой. Согласно эпосу, партизанская война под предводительством Кёроглы велась во многих областях тогдашней Османской империи, а именно, на Южном Кавказе, Малой Азии, Ближнем и Среднем Востоке. Каждая глава-сказание эпоса – это воспевание военных походов, битв и подвигов Кёроглу и его удальцов. Сказания «*Köroğlunun İstanbul səfəri*», «*Köroğlunun Ərzurum səfəri*», «*Köroğlunun Rum səfəri*», «*Köroğlunun Bayazid səfəri*», «*Koroğlunun Bolu bəy*», «*Həmzənin Qırati aparması*», «*Koroğlunun Ərəb Reyhan*» – это повествования о его военных походах на Стамбул и города Малой Азии: Эрзерум, Баязид, Эрзинджан, Токат, Карс. Сказания «*Köroğlunun Türkmən səfəri*» и «*Durna teli*» – это о военных походах на Багдад, Алеппо, Хой, а сказания «*Köroğlunun Dərbənd səfəri*», «*Mərcan xanımın Çənlibelə qəlməyi*» и «*Köroğlunun Balıca səfəri*» – это о походах на территорию Южного Кавказа на города Дербенд, Иреван и Карабах. И велась эта партизанская война не один год. Кёроглу с молодых лет и до глубокой старости со своими народными мстителями вел борьбу с османскими угнетателями. Немаловажную роль здесь сыграли как талант Кёроглу как полководца и его безумная храбрость, так и всенародная любовь к нему, и народная поддержка партизанскому движению. Песни о его подвигах и подвигах его удальцов были на устах у народа. Мирные жители помогали ему продовольствием, фуражом, снабжали необходимой информацией о передвижениях османских войск, укрывали его и его удальцов от регулярных войск, отправляли к нему свою молодежь и порой сами, вооружившись чем попадая, принимали участия в сражениях:

**«Oba-oymağın əli yaba, dəhrə, balta tutanı qoşuldu İsabalıya. Dəli Həsən, Dəli Çovdar, Sırt Yusif qoşunun önündən, İsabalı camaatla qoşunun arxasından düşdülər qoşunun canına»** (2; Mahru xanımın Çənlibelə gəlməyi, с. 295–296)

(«Все в деревне (жители деревни) кто мог держать вилы и топоры присоединились к Исабале. Дели Гасан, Дели Човдар, Сырт Юсиф ударили (со своими удальцами) во фронт (османскому) войску, а Исабалы с жителями деревни ударил в тыл (османскому) войску»).

Прав был Клаузевиц, когда говорил, «*что бедный, привыкший к тяжелой работе и к лишениям, народ обычно проявляет большую воинственность и силу*» [7, 431].

Несмотря на сложности снабжения партизан продовольствием, оружием и превосходство османских войск над повстанцами, каждый раз Кёроглу находил выход из сложившейся ситуации и не позволял противнику полного своего разгрома:

**«Koroğlu Qarsın ətkələrindəki Alacalar adlı dağda Osmanlı qoşunu ilə toqquşduğu zaman çox bərk dara düşüb, yeddi gün, yeddi gecə o mahasırada qalmışdı»** (2; Koroğlunun Türkmən səfəri, с. 85).

(«В предгорьях Карса на горе Аладжалар Кёроглу в боях с османским войском попал в сложную ситуацию, семь дней и семь ночей находился в окружении»).

Местом дислокации своего партизанского войска Кёроглы избрал горы Чанлибея, где против османских войск успешно чередовал тактику оборон в горах с тактикой партизанских боев.

Прусский военачальник Клаузевиц в своем труде «*О войне*» писал: «*Горы представляют подлинную стихию для народной (партизанской) войны... Самые небольшие партии дерзких партизан тотчас же находят в них (т.е. в горах) убежище, будучи преследуемы, и могут затем безнаказанно появиться вновь в другом месте*» [7, 371–372]. И далее Клаузевиц утверждал, что партизаны, взяв на себя оборону какого-нибудь участка, ни-



когда не должны доводить дело до решительного оборонительного боя; они в таком случае погибнут, как бы благоприятно обстоятельства для них ни складывались. Следовательно, партизаны могут и должны защищать горные проходы, переправы через реки, пока им это удастся, но в случае прорыва линии обороны, им лучше рассеяться и продолжить свою оборону при помощи неожиданных атак [7, 434].

Все вышеперечисленное Клаузевицем мы находим в эпосе, где Кёроглу вместе со своим удальцами защищает горные проходы и переправы через реки, устраивая засады и совершая неожиданные вылазки, нападения на врага:

**«Kəsək gedikləri, bənd-bərələri,  
İndi ağıllı bir məsləhət gərək.  
Tutaq keçidləri, suvadaqları,  
Dolay aşrımları, ovalıqları,  
Düşmən hiyləsini, hər soraqları-  
İndi ağıllı bir məsləhət gərək...»**

**Biz əsas qüvvəmizi Ağrı keçidinə toplamalı, bir qismini isə Ayqır keçidində pusquda qoymalıyıq. Say-sambal dəlilərdən yaddi yüz yetmiş yeddisini Sınaq keçidindən Alosmana yeritməliyik. Düşməni yaxalayıb yurdunda turp əkməli, xəzinəsini qənimət gətirməliyik... Giziroğlunun döyüş nəqşi qəbul edilsin. Dəmirçioğlu, Eyvaz xan, Şamlı bəy, Cinli Mehdi, Həsən bəy dəlilərilə Ağrı keçidinə, Dəli Həsən, Sırt Yusif, İsabalı, Dəli Əhməd, Adibəlli, Halaypozan dəlilərilə Sınaq keçidindən İstanbula hərəkət etməli, qalan dəlilər mənimlə Çənlibelin müdafiəsində qalır»** (2; Məhrü xanımın Çənlibelə gəlməyi, с. 288).

(«Перекроем тропы, (горные) проходы, сейчас нам нужен умный совет. Перехватим (оседлаем) переправы, броды (через реки), петляющие склоны, низменности. Против коварного врага, каждого его вызова, сейчас нам нужен умный совет... Мы основные наши силы должны сосредоточить в горных проходах Агры, другую часть наших сил сосредоточить в засаде в горных проходах Айгыр. Семьсот семьдесят семь удальцов из

числа особо избранных бойцов должны атаковать Алосмана (османское войско) на перевале Сынаг. Разбить врага, взять трофеи... План сражения, предложенный Гизироглу, принять. Демирчиоглу, Эйваз хан, Шамлы бей, Джинли Мехди, Гасан бей со своими удальцами с перевала Агры, Дели Гасан, Сырт Юсиф, Исабалы, Дели Ахмед, Адыбелли, Халайпозан со своими удальцами с перевала Сынаг должны выдвинуться по направлению Стамбула. Остальные удальцы останутся со мной в обороне Чанлибеля»).

Или же чаще всего устраивают засады на дорогах, горных проходах, речных переправах, тщательно их маскируя, с целью задержать, приостановить передвижение правительственных войск, нанося им максимально возможные потери, при этом избегая потерь в своих рядах:

**«Bayaziddən Çənlibelə gedən yolunun gah sağında, gah solunda bir-birindən bir ağac aralı yeddi quyu qazdırdı, quyuların üstünü çörçöpnən örtürüb bilinməz elətdirdi, bu yolnan get-gəli kəsdirdi, sonra da haman naməni göndərdi Koroğluya. Fikirləşdi ki, Koroğlu naməni alan kimi gələcək, gələndə də quyuların birinə düşəcəkdə»** (2; Mərcan xanımın Çənlibelə gəlməyi, с. 370).

(«По пути с Баязида на Чанлибель либо с правой стороны дороги, либо с левой её стороны на расстоянии одного дня пути друг от друга выкопали семь ям, покрыв их травой, замаскировали и заблокировали дорогу. Затем послали письмо Кёроглу. Подумали, что получив письмо Кёроглу тут же отправиться в путь и попадет в одну из ям»).

Данная партизанская тактика боевых действий востребована и сегодня. Известный американский специалист по военной стратегии и геополитике Эдвард Люттвак в своей работе «*Стратегия: Логика войны и мира*» в 2003 году пишет, что «*В обычных ситуациях у бойцов гериллы (т.е. партизан) нет превосходства над регулярными войсками на техническом уровне, и они редко обладают тактическим*

преимуществом. Но у них, безусловно, есть оперативное преимущество: до тех пор, пока бойцы гериллы (т.е. партизаны) сражаются, уклоняясь от лобовых столкновений с регулярной армией, и не пытаясь удерживать местность, они вольны воевать столько, сколько им заблагорассудится, в то время и в том месте, когда и где им будет угодно. Они могут беспокоить регулярные войска, устраивать засады колоннам на дорогах, нападать на небольшие отряды, выводить из строя инфраструктуру и системы снабжения, всякий раз рассыпаясь в разные стороны перед лицом превосходящих сил» [8, 197].

Дислокация Кёроглу в горах Чанлибея давало ему не только военно-стратегическое преимущество, но и экономические и политические выгоды. Исторический прототип Кёроглу жил, как утверждал Аббаскулу ага Бакиханов, «на границе Турции с Персией» [4, 180]. И. П. Петрушевский писал, что «предания указывают на Нахичеванский край и на район Салмас-Хой, где больше всего действовал Кёроглу, а близ Салмаса показывают развалины замка, построенного по преданию Кёроглу» [5, 59]. А это значит, что Кёроглу контролировал один из участков Великого Шёлкового пути, проходящего с востока на запад, а именно, отрезок пути из Тебриза на Стамбул. Все проходящие караваны купцов выплачивали ему налог за проезд через контролируемую им территорию. В случае отказа от уплаты налога, Кёроглу разорял эти караваны. Таким образом, Кёроглу наносил непоправимый экономический ущерб, а также удар по политическому имиджу османского государства. Стремление к контролю над экономическими рынками и торговыми путями доставки товаров на эти рынки были причинами многих войн, как в прошлом, так и в нынешнее время:

«**Deyirlər Koroğlu hər karvanı soyub dağıtmazdı. Qabaqca onlardan bac istərdi**» (2; Aşıq Günün, с. 82)

(«Говорят, что Кёроглу не каждый караван разорял. Изначально требовал с них налог (за проезд через его территорию)»).

Любое сражение требует подготовки личного состава войск, тщательного сбора информации о противнике и местности будущего сражения, составления плана битвы, а в ходе самой баталии – необходимости придерживаться этого плана. При этом ход сражения не исключает фактора импровизации. Готовясь к баталии и составляя план будущего сражения, полководец пытается заставить противника биться с ним по его правилам и на его условиях. В тоже время в ходе битвы порой происходят события или изменения, на которые необходимо оперативно реагировать, т.е. импровизировать.

Кёроглу, как талантливый полководец, заранее собирал военный совет из числа своих соратников, где обсуждал с ними подготовку и план будущего сражения:

«**Koroğlu bir məclis düzəltdi. Bu məclis kef məclisi yox, tədbir, məsləhət, səfər məclisiydi**» (2; Mərcan xanımın Çənlibelə gəlməyi, с. 365).

(«Кёроглу созвал (военный) совет. Это не было собранием приятного времяпровождения, это был совет по подготовке к военному походу»).

Где тщательно продумывал и составлял планы будущих сражений:

«**Hücumə keçməmişdən əvvəl nəqşi (planını) yüz ölçüb, bir biçir. Düşməni gözləmədiyi yerdən yaxalayır**» (2; Mahru xanımın Çənlibelə gəlməyi, с. 288).

(«Перед наступлением план атаки сотню раз продумав однажды принимает. Нападает на врага с неожиданной стороны»)

Советовался со своими удальцами и принимал решение:

«**Məsləhət sizdən, rüsxət məndən**» (2; Zərnişan xanımın Çənlibelə gəlməyi, с. 334).

(«От вас я жду совета, принимать решение буду сам»).

И заранее оттачивал со своими воинами подготовку к битве:

«**Dəstə çox böyük olduğundan onu böldü kiçik dəstələrə. Onlara başçılar seçdi. Hansı dəstənin**

hayandan gələcəyini, kimin nə iş görəcəyini, dönə-dönə tapşırıandan sonra, gedib müəyyən olunmuş vaxdı, işarəni gözləməyi tapşırıdı» (2; Mərcan xanımın Çənlibelə gəlməyi, с. 424).

(«Оттого, что отряд был большим, он (т.е. Кёроглу) разделил его на мелкие отряды. Назначил над ними командиров. Крепко накрепко поручил, какому отряду, откуда и куда передвигаться и ждать в условленное время соответствующего сигнала»).

Исследование и доскональное знание местности будущих сражений, проведение рекогносцировки было обязательным условием подготовки Кёроглу как полководца к боевым действиям:

«Elə ki, səhər açıldı, hələ heç gün çırtlamışdan Koroğlu yerindən durdu. Uşaqları yanına alıb Çənlibelin bütün bəndərgahlarını gözdən keçirdi. Baxdı ki, vallah, dəlilər bəndərgahları elə tutublar, elə pusqular düzəldiblər, elə səngərlər basıblar ki, Hasan paşa nədi, lap xotkar özü də bütün dünyanı uyiğib Çənlibelə töksə, yenə də bir adam bu yerlərdən keçə bilməz» (2; Koroğlunun Ərəb Reyhan, с. 189).

(«С наступлением рассвета, ещё солнце не взошло, Кёроглу уже на ногах. Во главе своих ребят обошёл все горные проходы к Чанлибелю. И увидел, как его удалыцы так укрепили все подходы к горным проходам, устроили засады, построили укрепления, что не только Гасан паша, да хоть сам правитель (Стамбула), если захочет придти и привести с собой весь мир, и тогда не сможет пройти эти места»).

Или же:

«İndi gərək biz bəndi-bərələri, keçidləri, suvadları, karvan yollarını göz bəbəyi kimi qoruyaq. Hər bir sərkərin dəliləri ilə ərazisi bəlli-başlı olmalıdır» (2; Mərcan xanımın Çənlibelə gəlməyi, с. 280).

(Теперь мы должны все горные проходы, переправы, караванные пути оберегать (контролировать) как зеницу ока. Каждый полководец со своими воинами должен прекрасно знать местность»).

И там же, как осмотнительный военачальник, Кёроглу предупреждал своих воинов как о готовности к сражению, так и об осторожности по отношению к врагу, так как последний может совершить коварные действия:

«Qalan hamı öz dəstəsiynən hazır olsun döyüşə. O tərəflərdə güdükçü qoyaq. Demək olmaz, birdən burda kələk-mələk, fel-tel olar» (2; Mərcan xanımın Çənlibelə gəlməyi, с. 429).

(«Остальные (командиры) во главе своих отрядов должны быть готовы к бою. В ту сторону (т.е. в сторону противника) выставите дозор. Коварный противник может предпринять неожиданные действия»).

Или же об осторожности в подборе бойцов, идущих на боевую операцию, а именно, трусливый человек, оказавшийся среди воинов, может внести панику в их ряды:

«Dəlilərin yetmiş nəfər götür. Hasan paşanın qabağına gedəcəyik...Yerdə qalan hamısını götürüb kəsərsən Yağı qoruğunun bəndərini. Elə ki, mən dava başladım, özünü vurarsan qoşuna. Ya budu gərək hamımız qırılaq, ya budu gərək Çənlibelə düşmən ayağı dəyməyə. Amma dəstənin içinə qorxaq adam buraxma. Araya pərxaşlıq salar» (2; Həsən paşanın Çənlibelə gəlməyi, с. 356).

(«Собери отряд удалыцов из семьдесяти человек. Пойдём навстречу Гасан паше ... С остальными (воинами) перекройшь дорогу на заповедник Ягы. Как увидишь, что я начал битву, бросайся в бой на (османское) войско. Либо мы должны все погибнуть, либо нога врага не должна ступить на Чанлибель. Только трусливого человека в отряд не бери. Может панику устроить»).

При всей своей безумной храбрости Кёроглу всегда был осторожен (бдителен):

«Koroğlu, nə qədər iyid olsan ehtiyatı əldən qoyma, ehtiyat ki var iyidin bəzəyidi» (2; Koroğlunun Bolu bəu, с. 150).

(«Кёроглу, каким бы ты не был храбрецом, всегда быть осторожен (бдителен). Осторожность (бдительность) – украшение храбреца»).

И всех своих бойцов поучал осторожности (бдительности):

«**Ehtiyat igidin yaraşığıdı, bala**» (2; Mahru xanımın Çənlibelə gəlməyi, с. 290).

(«Осторожность (бдительность) – украшение храбреца, сынок»)

И в тоже время Кёроглу был находчив и предприимчив:

«**Tədbir də igidin yaraşığıdı**» (2; Zərnişan xanımın Çənlibelə gəlməyi, с. 334).

(«И предприимчивость украшение храбреца»)

Все вышеперечисленные качества Кёроглу как полководца отвечают требованиям, какие предъявлялись к полководцу военными теоретиками прошлого. Еще в VI–V веках до н.э. древнекитайский мыслитель Сунь-цзы в своем трактате о военном искусстве писал: «*Полководец для государства – все равно что крепление у повозки: если это крепление пригнуто плотно, государство непременно бывает сильным; если крепление разошлось, государство непременно бывает слабым*» [9, 41]. И по этой причине по Сунь-цзы в полководце должно было сочетаться ум, беспристрастность, гуманность, мужество, строгость [9, 36]. В тоже время другой древнекитайский мыслитель IV века до н.э. У-цзы в своем трактате о военном искусстве писал: «*Есть пять пунктов, к которым полководец должен быть особо внимательным. Первое – закон руководства, второе – постоянная готовность, третья – отвага, четвертое – бдительность, пятое – простота*» [9, 475].

Более поздний средневековый стратег XIV–XV вв. Умар бен Ибрахим аль-Ауси аль-Ансари в своей работе «*Наставление по войне*» пишет: «*Командующий армией должен быть совершенен умом, силен сердцем, полон отваги, всегда бдителен, очень осторожен, тверд в решениях*» [10, 490]. Трактат великого тюркского мыслителя XI века Юсифа Баласагунского «*Кутадгу Билик*» («*Благодатное знание*») начинается с перечня качеств, в том числе и нравственных, каким должен обладать полководец – командующий войсками: необ-

ходимым жизненным опытом, смелостью, стойкостью, щедростью, хитростью, порой и дерзостью, быть человеком чести [11, 189–192]. Все эти качества находим в эпосе:

«**Koroğlu bir iyid, əsli, zatı var,**

**Həm namusu, arı, həm qeyrəti var**» (2; Koroğluynan Bolu bəy, с. 152)

(«Кёроглу был храбрецом с благородными качествами. Он обладает такими высокими нравственными качествами как честь и достоинство»).

И все же величие Кёроглу как полководца, кроме всего прочего, проявлялось в умении предвидеть шаги и действия неприятеля и вовремя предпринимать против них необходимые меры. Все тот же древнекитайский военный полководец У-цзы в своем трактате писал: «*Самое важное в войне – это обязательно, прежде всего, разгадать полководца противника и выяснить его способности*» [9, 477]. А прусский военный теоретик Клаузевиц писал: «*Теория большой войны, или так называемая стратегия, представляет значительные трудности, и можно с полным основанием утверждать, что немногие имеют об отдельных ее частностях представление ясное, т.е. доведенное до понимания зависимости, вытекающей из существующей между ними причинной связи. Большинство людей следует указаниям только интуиции и действует более или менее удачно, в зависимости от степени присущей им гениальности. Так действовали все великие полководцы; в том и заключались отчасти их величие и гениальность, что у них был этот такт – всегда попадать в цель*» [7, 7]. Умение Кёроглу предсказать заранее действия неприятельского полководца и предпринять опережающие шаги по нейтрализации этих действий противника в эпосе описано следующим образом:

«**Xotkar Murad bicdi. Hücuma keçməmişdən əvvəl planını yüz ölçüb, bir biçir. Düşməni gözləmədiyi yerdən yaxalayır. Köhnə hiyləgərdir. Bilir ki, Qars, Ağrı, Çuxuroba yolu kəsə, ağıla gəlməzdi. Quşunun gərdiş etməsi üçün şərait əlverişlidir. Əsas qüvvəni bu səmtə yönəldəcək.**

**Bizi çəkiyə çəkmək üçün qoşunun az qismini Yasdıqar səmitdən Ayqır keçidinə yönəldəcək. Alosman şəhərlərinə az qüvvə saxlayacaq. Biz əsas qüvvəmizi Ağrı keçidinə toplamalı, bir qismini isə Ayqır keçidində pusquda qoymalıyıq. Say-sambal dəlilərdən yaddi yüz yetmiş yeddisini Sınaq keçidindən Alosmana yeritməliyik. Düşməni yaxalayıb yurdunda turp əkməli, xəzinəsini qənimət gətirməliyik»** (2; Mahru xanımın Çənlibelə gəlməyi, с. 288).

(«Правитель Мурад хитёр. Перед наступлением план атаки сотню раз продумав однажды принимает. Нападает на врага с неожиданной стороны. Коварный человек. Знает, что перекрыть дорогу на Карс, Агры, Чухуроба, никому в голову не придет. Выгодное время для начала движения войска выбрал. Основной удар нанесет с этого направления. Чтобы отвлечь нас с малыми силами двинется в направлении с Ястыгара на переход Агры. В османских городах оставит мало войска. Мы основные наши силы должны сосредоточить в горных проходах Агры, другую часть наших сил сосредоточить в засаде в горных проходах Айгыр. Семьсот семьдесят семь удальцов из числа особо избранных бойцов должны атаковать Алосмана (османское войско) на перевале Сынаг, разбить врага и взять трофеи»).

Стратегические и тактические уловки и маневры являются одним из составляющих военного искусства. Ещё древнекитайский полководец и мыслитель Сунь-цзы в своем трактате писал, что «Война – это путь обмана» подразумевая под этим военную хитрость или же тактические приемы, применяемые на войне [9, 36]. С ним соглашается, и средневековый мыслитель мусульманского Востока начала XIII века Шариф Мухаммад Мансур Мубаракшах в своем трактате «Правила ведения войны и мужество», где приводит высказывание зятя Пророка Мухаммеда (с.а.) и одного из праведных халифов Али: «Война всегда есть обман» [12, 184]. В своем трактате китайский полководец XVII века Цзе Сюань пишет: «На войне невозможно обойтись

без хитростей, но хитрости должны быть безупречны» и далее «Мудрые мужи не делают промахов потому, что не творят обман, а в военных делах благодаря обману добиваются успеха» [13, 46, 141]. Средневековый стратег мусульманского Востока Умар бен Ибрахим аль-Ауси аль-Ансари в своей работе пишет: «Победы, одержанные в результате превосходных уловок и изыщной находчивости, с сохранением собственной жизни, спасенной армией и без расходования излишних усилий, – вот лучшие победы» [10, 489].

В эпосе в перечне доблестей Кёроглу как полководца значится хитрость как средство, с помощью которого последний добивался победы над врагами:

**«Koroğlu nə qədər iyid, mərd idisə, bir o qədər də əyyar idi. Yeri gələndə özünü başqa qılığa salıb düşməni aldadırdı»** (2; Koroğluun Bolu bəu, с. 151).

(«Насколько Кёроглу был храбрым и мужественным, настолько и хитрым. В случае необходимости, приняв иную личину, обманывал врагов»)

Немаловажное значение повстанцами уделялось разведке. Ещё в VI–V веках до нашей эры древнекитайский военный стратег Сун-цзы разведке посвятил отдельную главу в своем трактате о военном искусстве: «Местных шпионов вербуют из местных жителей страны противника и пользуются ими» [9, 69]. В трактате китайского полководца XVII века Цзе Сюань «Военный канон в ста главах» о разведке сказано: «Когда войска стоят друг против друга, нужно уметь разведать силу неприятеля. Разведку в стане неприятеля проводят для того, чтобы не наносить удар впустую» [13, 37]. В средневековой рукописи XI века «Кабус-намэ» автор восточного трактата персидский полководец Кей-Кавус назидательно советует: «Не упусти случая послать лазутчика» [14, 229]. Кёроглу не было надобности вербовать лазутчиков из числа местных жителей. Местное население само предупреждало повстанцев о всех передвижениях османского войска. Согласно эпосу, Кёроглу и его удальцы

переодевались в личины бродячих певцов-ашугов, купцов-торговцев, селян и таким образом проникали в города, где с помощью местных горожан-бедняков либо слуг у вельмож разведывали планы, намерения османских военачальников:

«**Koroğlu Cünunu göndərdi şəhərə ki, getsin paşalardan bir xəbər öyrənsin**» (2; Koroğlunun qocalığı, с. 455).

(«Кёроглу послал Джюнуна (своего певца-ашуга) в город, чтобы тот разведал о замыслах пашей»).

«**Ogul! Ağ şəhərə sən bir mal-qara örüşə çıxanda, bir də naxır axşam qayıdanda girə bilərsən. Ağ şəhərdə mehtəbaşı Abdurrahmanı taparsan. Ancaq onun evinə qonaq düşərsən. O, səni mənim Bulğurlu sazımdan tanıyacaq. Ağ şəhərdə özünü heç kəsə nişan vermə. Qoy hamı səni aşıq kimi tanısin**» (2; Zərnişan xanımın Çənlibelə gəlməyi, с. 335).

(«Сынок! В Ак шехер ты сможешь проникнуть лишь тогда, когда стада домашнего рогатого скота выведут на выпас или же когда после выпаса вечером стада будут возвращаться в город. В Ак шехере найдешь старшего конюха Абдуррахмана. Только у него (в гостях) остановишься. Он тебя по моему Булгур-сазу (инструменту певцов-ашугов) узнает. Постарайся в Ак шехере никому в глаз не попадаться. Пусть тебя принимают за певца-ашуга»).

«**Aşıq Cünun bütün şeylərin hamısını cikindən bikiyə kimi əl altından öyrənib, daban aldı Çənlibelə**» (2; Həsən paşanın Çənlibelə gəlməyi, с. 352).

(«Ашуг Джюнун прознав про всё (всё разведав), срочно направился в Чанлибель»)

Или же:

«**Bu qələn Xoca Yaqubdu.**

**Dəlilərə dostu sadıq,**

**Bu gələn Xoca Yaqubdu.**

**Özü tacir, can qardaşım...**

**Dəlilərin sirr qardaşı**» (2; Mahru xanımın Çənlibelə gəlməyi, с. 285).

(«Это идёт Ходжа Ягуб – верный друг удальцов (повстанцев). Это идёт Ходжа Ягуб – сам купец, мой душевный брат... Удальцов (повстанцев) тайны (секретов) брат»).

Либо Кёроглу и его удальцы высылали лазутчиков в стан врага для сбора информации о его расположении, планах, состоянии:

«**Hasan paşanın qoşun ilə gəlməyini keşikçilər axşamdan mənə dedilər. Onun qoşunu necə yerbəyer eləməyini, necə pusqu düzəltdiyini mən görmüşdüm. Qorxdum ki, işi sənə xəbər versəm, Çənlibelə səs düşə, düşmən işi bilə, fikrini dəyişə. Odu ki, səssiz-səmirsiz dəstəni götürüb gecə ilə onların dalənda pusquya girdim**» (2; Hasan paşanın Çənlibelə gəlməyi, с. 362).

(«О приходе Гасан паши с войском с вечера наши лазутчики меня предупредили. Как его (османское) войско расположилось, как устраивали они засады, я подметил. Я поостерегся сообщить тебе об этом, посчитав, что сообщив эту информацию, в Чанлибеле поднимется шум (начнутся приготовления), а враг, прознав это, изменит замысел свой. Поэтому ночью в полной тишине перешел со своим отрядом в тыл врага и засел там в засаде»).

Порой Кёроглу и сам, переодевшись в одежды ашуга-певца, разведывал замыслы врага:

«**Mənim aşıq paltarımı gətir. Qarsa gedəcəyəm. Gərək gedib Ərəb Reyhandan xəbər biləm**» (Koroğlunun Ərəb Reyhan, с. 189).

(«Принеси мой наряд ашуга. Поеду в Карс. Должен разузнать о планах Араб Рейхана»).

Наряду с умелым применением тактики партизанской войны, Кёроглу со своими удальцами успешно штурмовал и укрепленные города и крепости:

«**Gərək Ağ şəhəri yandırım,**

**Hasarlar dağıdıb, qapı sındıram,**

**Qoşun qırıb, paşasını öldürəm,**

**Ata, getməliyəm Ağ şəhərə mən**» (2; Zərnişan xanımın Çənlibelə gəlməyi, с. 333).

(«Должен сжечь я Ак шехер, разрушить его стены, сломать врата. Разбить войско, убить пашу. Отец, я должен поехать в Ак шехер»)

Захват городов Кёроглу и его удальцами происходил в результате тайного проникновения повстанцев в город, а именно, смешавшись с местным населением, воины Кёроглу проникали в город:

«**Bala, şəhərə belə girmə. Aslan paşa xəbər tutar, siz yetişənə qədər dəliləri azdırar, qoy başındakı dəlilər dörd bir dörd bir olub adamlara qarışsınlar, şəhərə elə girsinlər**» (2; Durna teli, с. 133).

(«Сынок, в город так не входи. Прознает про это Аслан паша, пока вы подоспеее, удальцов уничтожит. Пусть удальцы, что в авангарде (войск) разделяться по четыре человека и смешавшись с (местным) населением войдут в город»)

Или же преодолевали под покровом ночи крепостные укрепления, а затем, захватив городские ворота, впускали в город штурмующие части повстанцев:

«**Sənəm qoşuna sərkərdəlik edib qoşunu dağın döşündə gizlətdi. Gecədən xeyli keçmişdi ki, Sənəm qoşunu götürüb gəldi Koroğlunun qalaçasına. Sənəm kəmənd atıb düşdü həyətə. Qapını açıb qoşunu çəkdi içəri**» (2; Koroğlunun Ayrara, с. 217).

(«Санам возглавила войско и спрятала её на горных отрогах. Когда опустилась ночь, Санам привела войско к крепости Кёроглу. С помощью аркана Санам (преодолев стены крепости) опустилась во двор крепости. Открыла ворота (крепости) и впустила в неё войско»)

Либо захват города осуществлялся в результате внезапной атаки повстанцев, пока городская стража не ударила в набат и приготвилась к отражению штурма:

«**Hökm elədi, dəlilərdən yeddi yüz nəfəri ayrıldı. Hər yüzü verdi bir dəstəbaşına. Yüz nəfərdə özü götürdü. Qalan dəlilərə tapşırırdı ki, şəhəri mühasirəyə alıb gözləsinlər. Dava**

**qızışanda hər tərəfdən dolsunlar. Yeddi yüz dəli, altı dəstəbaşı, bir də oğlan dördmə, siyirməqılınc atları sürdülər şəhərə. Keşikçilərə qoymadılar ki, nəfəs alsınlar. Keçib girdilər şəhərin içinə. Hər dəstə başladı bir küçə ilə getməyə. Dal xançallar düşman qanında gərək!»** (2; Koroğlunun Ərəb Reyhan, с. 201).

(«Приказал из числа удальцов семьсот (бойцов) отделиться. Каждую сотню (бойцов) из них возглавил командир отряда. Сам возглавил отдельную сотню (бойцов). Остальным удальцам приказал взять город в окружение и ждать. В разгар сражения со всех сторон пусть проникают в город. Семьсот удальцов во главе с командирами отрядов с четырех сторон, обнажив сабли, на конях, ринулись на город. Не дали опомниться стражникам. Проникли в город. Каждый отряд стал продвигаться по одной улице. Пусть кинжалы «dal» окрасятся вражеской кровью»).

Хотя в эпосе повествуется и об осаде города-крепости с подкопами стен, проводимыми по всем правилам осадного искусства:

«**Ərəb Reyhan əmr elədi, külüngçülər, qazmaçılar gəldilər, hökm elədi ki, bu saat başlayın minarənin dibini qazmağa**» (2; Koroğlunun Ərəb Reyhan, с. 200).

(«Араб Рейхан приказал привести рудокопов и мастеров подкопа. Приказал им устроить подкоп под стены минарета»)

Как показывает проведенное исследование, азербайджанский народный эпос Кёроглу – это кладезь не только народного творчества и литературы, но и неиссякаемый источник по военному искусству азербайджанского народа как части тюркского мира. В эпосе ещё задолго до известных европейских военных исследователей изложена как стратегия партизанской войны, так и тактика боя и военное искусство Кёроглу как полководца. Содержащаяся в эпосе информация не только подтверждает ранее известные моменты военного искусства азербайджанского народа, но и обогащает багаж знаний новыми сведениями.

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## HO CHI MINH AND THE UNITED STATES PRIOR TO 1945

**Abstract.** The world realized the devastating war between Vietnam and the United States during the Cold War. Not many people know, however, right from the early years of the twentieth century, Leader Ho Chi Minh went to the United States on a revolutionary journey to help Vietnamese people escape the colonial status. Since that time, American history, culture, society and people have had a certain impact on the process of recognizing the way to save the country as well as his process of leading the Vietnamese people to conduct the August Revolution (August 1945). The article is to clarify the effects of American factors on Ho Chi Minh's revolutionary activities from 1912 to 1945.

**Keyword:** Ho Chi Minh, Ho Chi Minh and the United States, Ho Chi Minh's revolutionary activities.

### 1. Days in the United States

Based on the saved materials, Nguyen Tat Thanh (During the period from 1911 to 1945, Ho Chi Minh had many other names such as Nguyen Tat Thanh, Nguyen Ai Quoc, Nguyen Van Ba, Ly Thuy, Ho Chi Minh, etc) twice went to the United States during the period from 1912 to 1915. The first time was from 1912 to 1913. Nowadays, historians have identified the letter dated December 15, 1912, signed by Nguyen Tat Thanh, sent from New York to the French envoy in Hue with the aim of having him contact Nguyen's father living in the country (Telegraph No. 125 of the Sai Gon Chief of Secret sent to the Hue Chief of Secret and the Director of the Secret Service of the Governor General of Hanoi). Later, when talking to American journalist David Dellinger in 1966, Ho Chi Minh also recounted that he used to earn a living in Brooklin with a monthly salary of \$40. During this time, he took advantages of all his free time to study and learn about the famous districts of New York city.

Nguyen Tat Thanh went to England in 1913. By 1914, there were materials confirming his stay in the city of Boston (Massachussetts state). This was the second time Nguyen Tat Thanh came to the United States. His presence this time was confirmed by a kind that was the letter dated 16/04/1914 from

the United States, sent by Nguyen Tat Thanh to the Governor-General of French Indochina via the British Consulate in Sai Gon for the purpose of finding the address of Nguyen Sinh Sac, Nguyen Tat Thanh's father ... [1].

During his time in the United States, Nguyen Tat Thanh had conditions to thoroughly explore the history, culture and society, about the American Revolution in the eighteenth century. He was particularly interested in *the Declaration of Independence 1776* written by Th. Jefferson [2; 3]. The similarity in liberal aspiration made this young Vietnamese stay in the city of Boston (The city of Boston was the beginning of the American revolution on the night of 16<sup>th</sup> and dawning of December 17, 1773). In the thought of Nguyen Tat Thanh at that time, the United States was the first colony in the era of capitalist gaining independence, and was also a colonial nation becoming the world's number one power after gaining independence, as well as a nation that clearly stated the sacred things about human rights and values in the Declaration of Independence on July 4, 1776. And not coincidentally, Ho Chi Minh later chose the opening sentence of the American Declaration of Independence to begin the declaration of birth of the Democratic Republic of Vietnam.

Nguyen Tat Thanh witnessed the humiliation, the suffering caused by exploitation, and racism of African workers in Harlem (New York). During his time in Boston, he worked in the kitchen of the hotel Omini Parker House (Currently, in the hotel's Souvenir Zone, there is still a photo of a patriotic young man named Van Ba framed in a formal way). Also, he regularly joined the meetings of the UNIT (Universal Negro Improvement Trust) (Researcher Phan Ngoc mentioned the participation of Nguyen Tat Thanh at the Universal Negro Improvement Trust. When he met American journalist David Dellinger in 1966. Ho Chi Minh recounted that he had worked as domestic worker in Brookline with a monthly salary of \$40 and used his free time to study and visit other areas of the city. This information was once again confirmed by researcher Duong Trung Quoc in his article). Here, he enthusiastically reduced his little salary to donate activities to support the UNIT struggle [4]. What he saw firsthand in the United States was later recorded in his writings such as "Lynch-style execution – A little known aspect of American civilization" (Nguyen Ai Quoc, Lynch-style execution – A little known aspect of American civilization Inprekorr Journal, French, – No. 59. 1924) [5, P. 330–336.] or "Ku Klux Klan Party" (Nguyen Ai Quoc, Ku Klux Klan Party, Inprekorr Journal, French, – No. 74. 1924.) [5, P. 361–366.].

When coming to the United States, like all people, Nguyen Tat Thanh visited the Statue of Liberty. In the scrapbook note, he not only praised the stars shining on the laurels, but praised the light of freedom that he looked down at the Statue and wrote that "The light on the top of the Liberty was spreading throughout the blue sky, and at the foot of the Statue of Liberty the black man was trampled, the fate of the woman was trampled. When were blacks equal to white people? When was there equality among nations? And when were women equal to men?" [6].

Nguyen always took the pain of people in the invaded nation and the agony of Vietnamese people under the colonial yoke. He caught sight of that im-

age in black workers in the United States. The empathy with indigenous workers and patriotism and the love of compatriots helped him become more aware of the nature of capitalism. That was the minority of rich people ruling and oppressing the poor, as well as the rich and powerful countries invading, dominating and suppressing weak states. In fact, the phrase "Freedom – Equality – Love" was no longer the same significance as what he learned in the school. The image of "Imperialism was a two-tap leech" [7] and the similarity of the fate of the colonial and national workers in Nguyen's awareness were initially formed. These were things that he was not aware in Vietnam. This awareness was extremely useful for his later revolutionary activities.

## 2. The imprint of the United States during its operations in France and in China

The first article in the endless writing life of Nguyen Ai Quoc or Ho Chi Minh was *the Letter to the Head of the Versailles Conference*, ie US President Woodrow Wilson at the beginning of June 1919 – later popularly known as *The claim of Annam people*. Under the claim, Nguyen Tat Thanh signed the name Nguyen Ai Quoc [8]. This was the first time the name Nguyen Ai Quoc appeared. The claim was sent to the Conference office by Nguyen Ai Quoc, then in turn sent to the delegation of Allied countries attending the conference, including US President Woodrow Wilson, the author of the *14-point program* [9]. However, Nguyen Ai Quoc's claim was not considered by the Conference. This helped the revolutionary Nguyen Ai Quoc have enough grounds to affirm that "Wilsonism was just a big trick" [10] and "To liberate the nation, only rely on the force itself" [11]. This was a step toward Nguyen Ai Quoc's awareness, far beyond the contemporary illusions of Vietnamese revolutionary predecessors on relying on outside forces to gain independence.

With the aim of protesting the US authorities because of having sentenced to two American workers, Sarco and Vanzetti, as well as demanding the release of these two workers, Nguyen Ai Quoc directly

joined in a rally in Paris at the end of 1920 [12]. This event once again showed that, in the thought of Nguyen Ai Quoc, struggling with the brutal force was not only to save his fellow citizens but also struggle against injustice contrary to the right of workers, regardless which country the worker was. This was just the seed for the spirit of international solidarity in the struggle of the Vietnamese nation later.

There was no doubt that Nguyen Ai Quoc took much interest in the United States. His knowledge of the United States during his stay here and through the study of books and newspapers during his time in France helped Nguyen Ai Quoc have a multi-dimensional, vivid and authentic look. The United States became one of the objects to compare with the countries in the capitalist world such as France and others that Nguyen Ai Quoc had been to.

Nguyen Ai Quoc always appreciated the contributions of the American people to the civilization of humanity. Therefore, in the famous work named *“The Revolutionary Way”* (1927), Nguyen briefly summarized the history of the American revolution, praised the revolution 1776 because it was in fact a war of liberation and he saw the American revolution as one of the three typical revolutions in the world to analyze and draw the experience for the Vietnamese revolution *“to follow the US to make revolution”*. He concluded, *“the United States, however, had been successful for more than 150 years, but workers and farmers remained really hard and worried about the revolution for the second time...”* *“We have sacrificed ourselves for the revolution, and please complete it successfully. That means in the revolution the right should be given people a lot, do not leave in the hands of a few people. So, we will not sacrifice many times, and then the people will be happy”* [13].

### **3. The imprint of the United States in the process of preparing and leading the August Revolution**

While Ho Chi Minh returned to the country to work and prepare the necessary conditions for the August Revolution, the imprint of the United States and their people was also printed boldly. It was also the time when Ho Chi Minh played the role of a per-

son who placed the first bricks in modern Vietnam – US relations.

On December 8, 1941, the Pacific War broke out. China was one of the disputed battlegrounds of Japan and the Allies. The US placed the headquarters of the Office of Strategic Services (OSS) and some AGAS units on Chinese territory. With the aim of strengthening its position, the United States contacted allied forces in Indochina to jointly cooperate in combat. Through a timely understanding of the international and regional situation, Nguyen Ai Quoc or Ho Chi Minh grasped that. Moreover, the need of the Vietnamese revolution at this time required the support of the Allied forces in terms of legality, materials, equipment for the war and connecting information to the outside world to serve the fight against fascist Japan.

On August 13, 1942, Nguyen Ai Quoc or Ho Chi Minh represented the Independent Allied Vietnam and the Vietnam International Division of Anti-aggression to come to China for international support. On August 28, 1942, Ho Chi Minh was arrested and detained by Chiang Kai-shek troops for 13 months. After being freed by the Chiang Kai-shek government in September 1943, Ho Chi Minh quickly joined in the urgent steps of the revolutionary situation in the country and the world [14, P. 117–124]. He determined that the first step was to contact the brothers' organizations, especially the Chinese Division and the American Division. He tried his best in this communication. The most obvious manifestation was expressed in promoting the negotiation between the Indochina Association of Independent Allies and OSS members as well as participating in the propaganda of the Allies [14, P. 130–138].

In early 1945, Shaw's aircraft – Lieutenant US pilot was shot down by Japan. He had to parachute to Viet Bac and was rescued by Viet Minh guerrillas. Ho Chi Minh took the pilot directly to Kunming to hand down to AGAS. On the way, Uncle Ho skillfully arranged for the pilot to witness the scale of a large base and a strong team of Viet Minh forces

[15]. Later, Shaw himself became a living witness to persuade belief in those things with his commander.

After taking back their pilot, the American side was surprised to see Ho Chi Minh not asking for material things, only receiving a few drugs but always emphasizing the point of view: Viet Minh was the force standing beside the Allies against fascism and strong enough to do that. The confident attitude of Uncle Ho made American officers very sympathetic. During this time, Ho Chi Minh met Ch. Fenn, an officer in the OSS organization, and discussed with Ch. Fenn about the cooperation between Viet Minh and OSS. Through Ch. Fenn, he met the highest-ranking American character, Claire L. Chennault, who was the general commander of the 14<sup>th</sup> airborne division with its headquarters in China, and the most powerful in this region, even including the Indochina battlefield. The meeting ended well with a good gift, which was a photo of Chennault accompanied by a “*Yours Sincerely*” dedication. The photo with the respectful words of Chennault became an extremely convenient passport to help Ho Chi Minh operate during his time in China and make Chiang Kai-shek’s men and other political forces in the Vietnamese community do not dare to cause difficulties [16]. This event was also significant, because it was the recognition of the US to Viet Minh forces.

During his stay in Kunming, Ho Chi Minh often went to the US Agency of War Information (AOWI) to read materials, exploit information including New York Times as well as US Encyclopedia. If we follow the progress of the August Revolution, we can see that one of the factors that brought about the success of Vietnam’s revolution comes from making timely decisions, but information is a prerequisite.

In April 1945, Ho Chi Minh met a key character of OSS, Major Archimèdes Patti, who were recently mobilized by the OSS Headquarters from Italy to take charge of “Indochina Department”. The talk covered the famine that was raging in Vietnam, and the intention of France and China to deal with Vietnam. The meeting gave Patti a strong impression of a slim Viet-

namese who always wanted to convince him of the Viet Minh’s potential powers and the ability to cooperate in the fight against fascism [14, P. 191–199].

After only a short time, US President Roosevelt who had a radical mind and played a major role in the Allied forces died. On the Independent Vietnam Newspaper, the Viet Minh propaganda agency in Cao Bac Lang (a newspaper directly founded and directed by Ho Chi Minh), No. 212 issued on April 12, published that “*President Roosevelt passed away. US President passed away. Allied countries lost a beloved leader. The anti-aggression world lost a good friend. Together with everyone, we showed this painful condolences*” [17].

It can be seen that, in the preparation period of the August Revolution, Ho Chi Minh made great efforts in building goodwill, creating good alliance relations with the United States, showing the same attitude with the United States and Allied countries against fascism, against war. All of these moves were aimed at creating the most favorable conditions for Vietnam to receive the Allies’ recognition and OSS’s support and cooperation to help the Viet Minh fight against Japan. They were just American soldiers who trained the first generation Vietnamese army to use modern weapons and assist them in weapons and military equipment [14, P. 283–292; 15].

In the afternoon of August 30, 1945, on the attic of the house number 48 Hang Ngang, Ho Chi Minh received Mr. Patti, a foreign friend, the first representative of the United States in independent Vietnam. Very friendly and open, Uncle Ho read to the American guest the opening sentence of the *Declaration of Independence of Vietnam* (The Declaration of Independence read by Ho Chi Minh to all Vietnamese people in Ba Dinh Square on September 2, 1945 delaring Vietnam’s independence) which he drafted. At first, Patti thought he had misheard: “They are endowed by their Creator with certain inalienable Rights; among these are Life, Liberty, and the pursuit of Happiness.” This was the opening sentence of the American Declaration of Independence in 1776. The

guests did not hide their surprise, Ho Chi Minh still calmly described his spirit and words [14, p. 447]. Obviously, it was no coincidence that Ho Chi Minh chose Patti, an American, the OSS key character in charge of Indochina to exchange the draft of the *Declaration of Independence* of a new Vietnam.

### Conclusion

Nguyen Tat Thanh came to the US not only as a coincidence, but also the struggle for independence of the people of 13 colonial states in North America against British colonial rule, and the name of G. Washington, Mr. Jefferson. attracted his attention. Stopping in the United States, penetrating the lives of the workers, in comparison with the reality of the people working in the lands that Nguyen went through, gave him a new acknowledgment, Nguyen better understood the United States behind the slogan “Democratic Republic” but no real democratic republic with everyone. Also in the United States, Nguyen clearly recognized the brutal unfair exploitation against the working people of imperialism not only taking place in the colonies, but happening every day in the mother country. These perceptions were later helpful to Nguyen Ai Quoc on the way of revolutionary activities.

After navigating five oceans and four corners of the world, from a person in an invaded country to a patriot and international revolutionary soldier, the imprint of the United States not only appeared in the early days of Ho Chi Minh’s journey to find ways to save the country, but also during the time he operated in France, China and even during his return to the country with the aim of leading the August Revolution. These imprints had a significant impact on the gradual growth in awareness and revolutionary activities of the elite Vietnamese communist Nguyen Ai Quoc or Ho Chi Minh.

The historical progress and impact of the world situation led to many events of the two countries’ relations, but derived from the rather deep understanding of the United States that Ho Chi Minh always had the most appropriate behavior, in the spirit of goodwill. Ho Chi Minh himself was the first person to set up a Vietnamese-American diplomatic relationship. Within the narrow framework of the article, the selected data that we have provided is enough to prove that President Ho Chi Minh’s concern for long-term Vietnamese-American relations was always his ideas and wishes before the August Revolution (1945).

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## Section 4. Linguistics

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### LACUNAS IN THE SYSTEM OF RELATED TERMS OF THE AZERBAIJANI, ENGLISH AND RUSSIAN LANGUAGES

**Abstract.** As already noted above, in modern linguistics, lacunae that are revealed by comparing lexemes in different languages are conventionally divided into motivated and unmotivated. Motivated lacunae are associated with the absence of the very reality of this or that nation and are revealed in the sphere of the so-called without equivalent lexeme.

Unmotivated lacunae cannot be explained by the lack of reality itself: there are corresponding realities, but the people, for various reasons (cultural, historical, social, psychological, etc.) left them unnamed.

**Keywords:** language, Azerbaijani, Russian, English, ancient, kindred, historicism.

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### ЛАКУНЫ В СИСТЕМЕ РОДСТВЕННЫХ ТЕРМИНОВ АЗЕРБАЙДЖАНСКОГО, АНГЛИЙСКОГО И РУССКОГО ЯЗЫКОВ

**Аннотация.** Как уже отмечалось выше, в современной лингвистике лакуны, выявляемые при сопоставлении лексем разных языков, условно подразделяются на *мотивированные* и *немотивированные*. *Мотивированные лакуны* связаны с отсутствием самой реалии у того или иного народа и выявляются в сфере так называемой без эквивалентной лексемы.

Немотивированные лакуны не поддаются объяснению отсутствием самой реалии: соответствующие реалии есть, но народ в силу тех или иных причин (культурно-исторических, социально-бытовых, психологических и др.) оставил их неназванными.

**Ключевые слова:** язык, азербайджанский, русский, английский, древний, родственный, историзмы.

#### Введение

Язык является важным и специальным средством коммуникации между людьми. В самом деле, действительность разных народов не бывает полностью идентичной. В этом случае, как спра-

ведливо отмечает Б. В. Беляев, «было бы каким-то чудом, если бы при наличии различных условий жизни различные народы мыслили с помощью систем совершенно одинаковых понятий [4, 40].

Насколько можно признать подобные разноязычные понятия тождественными? Очевидно, ответ на этот вопрос зависит от того, насколько национальная окраска понятий не противоречит их тождеству. Известно, что понятие отражает действительность в самых общих чертах, абстрагируясь от несущественных деталей, беря лишь то общее, что является существенным для предметов и явлений.

Каждый язык дифференцирует понятия настолько, насколько в этом существует необходимость в данной цивилизации. Слова, выражающие в азербайджанском, английском и русском языках родственные связи, в этом отношении весьма показательны.

Как известно, термины родства находятся в тесной зависимости от общественного склада жизни того или иного народа. Терминология родства относится к наиболее архаическим пластам лексики. Многие слова, связанные с обозначением родственных отношений (так называемые «термины родства» и «термины 'свойства'»), восходят к периоду индоевропейского языка, что подтверждается наличием общих корней у этих (как и ряда других) слов в языках, которые относятся к индоевропейской группе» [8, 236].

В качестве простейших примеров того, как по-разному языки членят внеязыковую реальность, можно привести такие фрагменты лексических систем, как термины родства, названия частей человеческого тела или системы цветообозначений. Так, А. А. Пашковский проводит весьма интересные сравнения с японским языком: «В русском языке для обозначения ближайших используются два разных слова в зависимости от пола – брат и сестра. В японском языке этот фрагмент системы терминов родства предполагает более дробное членение: обязательным является указание на относительный возраст родственника; иначе говоря, вместо двух слов со значением «брат» и «сестра», используется четыре: *ani* «старший брат», *ane* «старшая сестра», *otooto* «младший брат», *imooto* «младшая сестра». Кроме того, в японском языке имеется

также слово с собирательным значением *kyoodai* «брат и сестра» [5, 59].

Подобные обобщающие названия встречаются и в европейских языках, например, в английском языке: *sibling* «брат и сестра», *grandparents* «дедушка и бабушка»; в венгерском языке *testver* «брат и сестра», *unokatestver* «двоюродные брат и сестра», *naguszuluk* «дедушка и бабушка» и др.

В русском и английском языках есть специальные термины: **племянник – nephew, племянница – niece**. В азербайджанском языке нет специального термина, обозначающего данные узлы родства, ср.: племянник – гардаш оглу, бачы оглу, племянница – гардаш гызы, бачы гызы. Как видно, здесь конкретизируется, кто чей сын или дочь (дочь брата, дочь сестры и т. д.).

Большой интерес на наш взгляд, представляет сопоставление терминов «дядя» «тетя» в азербайджанском, английском и в русском языках. В русском языке: брат отца и брат матери – дядя; в английском языке – *uncle*. Точно так же муж тети – соответственно «дядя» – «*uncle*».

В азербайджанском же языке существует четкая дифференциация: брат матери – дайы, брат отца **еми**, сестра матери – хала, сестра отца – **биби**. Кроме того, в азербайджанском языке соответственно имеются и следующие термины: амидосту – жена дяди (по отцу), дайыдосту – жена дяди (по матери). Как видно, в лексемах русского и английского языков тетя – *aunt*, дядя – *uncle*, отсутствуют дифференциальные семы, которые характерны для азербайджанских слов; биби, хала, еми, дайы. Семема этих лексем по сравнению с таковыми азербайджанского языка более абстрактна.

Так, были специальные термины для обозначения дяди по отцу – *стръй* (ср. с азерб. (*ами*), дяди по матери – *уй* (ср. с азерб. дайы, дочери брата – братучеда, сына брата – братучедо [7, 30–32].

Это свидетельствует о том, что лакуны следует исследовать не только в синхронном плане, но и с точки зрения их исторического развития, поскольку «человеческие понятия не неподвижны,



а вечно движутся, переходят друг в друга, перебивают одно в другое. Без этого они не отражают жизни» [4, 24].

Кроме того лакуны могут исчезать не только путем «заполнения», но и в результате того факта, что тот или иной язык перестает ощущать потребность в определенном понятии. Исчезновение многих историзмов из азербайджанского, английского и русского языков является яркой иллюстрацией данного положения.

Так, в ходе развития русского языка из него исчезли многие слова, выражающие понятия, которые современный русский язык может выразить лишь перифразой. Например, древнерусское слово *послух* – в отличие от свидетеля тот, кто только слышал, а своими глазами не видел, и др.

Совершенно по-разному в сравниваемых языках передается понятие «двоюродный брат/двоюродная сестра». Так, в русском языке независимо от родственных уз дочь дяди /тети – двоюродная сестра, сын дяди /тети – двоюродный брат. В английском языке нет даже дифференциации по половому признаку. И двоюродный брат, и двоюродная сестра – *cousin*. И если, к примеру, в тексте употребляется слово *cousin*, то читателю непонятно: идет ли речь о женщине или мужчине. И понять это можно лишь из последующего контекста. Рассмотрим пример из произведения А. Кристи “The body in the library”: “Inspector Slack was driving back to the Much Benham with Ruby Keene’s cousin...” – неизвестно, в данном случае *cousin* – мужчина или женщина. И только из следующего предложения становится ясно, что речь идет о женщине: “She was a good looking young woman...”.

В азербайджанском же языке нет такого общего понятия. Здесь идет предельно точная, детальная передача, чьим конкретно сыном или дочерью является двоюродный брат/двоюродная сестра. Ср.: емигызы/емиоглу; дайыгызы/дайыоглу; бибигызы/бибиогу; халагызы/халаоглу. Как видно, здесь имеют существенное значение узы родства,

т.е., к примеру, емигызы – дочь дади по отцу: дочь брата отца) или: бибигызы – дочь тети (по отцу: сын сестры отца) и т.д. Во всех трех языках «отец-мать» передаются одним словом: *валидейн* – *parents* – родители. Однако в английском языке, в отличие от азербайджанского и русского языков, есть специальное слово, обозначающее и общее понятие «бабушка – дедушка» – *grandparents*. В азербайджанском и в русском языках – «няня-баба», «бабушка-дедушка».

Большой интерес, на наш взгляд, представляет сравнение терминов брачного родства в азербайджанском, английском и русском языках. Азербайджанский язык отличается богатством и разнообразием таких терминов. В русском языке такие термины также представлены широко, в английском же языке их число довольно ограничено. Проведем сравнения: в азербайджанском и английском языках мать мужа и мать жены, отец мужа и отец жены обозначаются одинаковыми терминами:

гайына – *mother-in-law*; гайыната – *father-in-law*

в русском же языке: свекровь – мать мужа  
свекор – отец мужа  
тесть – отец жены; теща – мать жены

В. И. Жельвис, говоря о терминах брачного родства в английском языке и сравнивая их с таковыми в русском, рассуждает: «В связи с этим уместен, например, вопрос: существовало бы русское понятие *теща*, если бы в русском языке не было соответствующего слова, а данное родственное отношение выражалось бы лишь через сочетание *мать жены*? Если в таком случае *мать жены* не воспринималась бы как идиома, пришлось бы признать, что без тещи можно говорить только о наличии понятий *жена* и *мать* и определенных отношений между ними. Самого же понятия *теща* в русском языковом сознании не было бы. Русский прекрасно понял бы в случае необходимости, о каком из его родственников идет речь, но все таки отдельного понятия *теща* у него не было бы» [2, 140].

Таким образом, лакуны больше чем какое-либо другое явление, характеризуют особенности данного языка в сравнении с другими языками [9, 122] наличие в азербайджанском и английском языках одного слова для выражения понятий, столь различных для русского, отсутствие специальных слов типа *теща* и *свекровь* в азербайджанском и английском языках, также как отсутствие слов типа *еми*, *дайы*, *хала*, *биби* в русском и английском языках и отсутствие потребности в таких словах заставляют говорить о языковой и понятийной лакунах. Однако это вовсе не означает, что наличие слова является предпосылкой для создания понятия. Как совершенно справедливо указывает А. А. Леонтьев, «... категоризация действительности языком... может иметь место до тех пор, пока не мешает адекватной деятельности человека в мире ... язык в действительности подобен «рамке» для картины мира» но если картина не влезает в рамку, меняют рамку, а не картину» [3, 142].

Интересно, что в английском языке для обозначения терминов брачного родства берутся те же термины кровного родства, только к ним прибавляется – *in-law* буквально: в законе). Причем совершенно не имеет значения, идет ли речь о родственниках жены или мужа. Ср.:

сестра- *sister*, золовка – *sister-in-law*;

брат – *brother*; шурин, деверь -*brother-in-law*;

сын – *son*, зять – *son-in-law*, дочь -*daughter*, сноха-невестка -*daughter-in-law*.

В азербайджанском и русском же языках существенную роль играет тот фактор, о ком конкретно идет речь: о родственниках жены или мужа. Ср.:

езна – шурин (муж сестры)

гайын – деверь (брат мужа)

гайын – брат жены

балдыз – золовка.

В азербайджанском языке *балдыз* обозначает сестру мужа и сестру жены. В русском же языке *золовка* – сестра мужа, а сестра жены – *свояченица*.

В азербайджанском языке есть также специальные термины, обозначающие родство между мужьями сестер и женами братьев:

*бажанаглар* – мужья сестер; *элти* – жены братьев.

В русском-языке:

свояк – муж свояченицы (сестры жены).

В азербайджанском языке и жена сына, и жена брата – *гялин*. В английском языке жена сына – *daughter-in-law*, жена брата – *sister-in-law*. В русском языке жена сына – *сноха*, жена брата – *невестка*.

В русском языке слово *сват* имеет два значения:

1) Тот, кто по поручению жениха или его родителей сватает ему невесту, занимается сватовством. В данном значении слово соответствует азербайджанскому *элчи*;

2) Отец одного из супругов по отношению к родителям другого супруга. В этом же значении слово *сват* соответствует в азербайджанском языке слову *гуда*.

*сватья* – мать одного из супругов по отношению к родителям другого супруга

В английском языке это понятие является лакуной.

Интересная лакуна наблюдается и в связи с понятиями «жених» и «невеста». Так, в азербайджанском и английском языках следующая дифференциация: *нишанлы*, *адахлы* – *fiance* – мужчина, имеющий невесту; жених; *нишанлы* – *fiancée* – невеста (девушка, имеющая жениха). В день свадьбы: *бйай* -*bridegroom*; *гялин* – *bride*.

В русском же языке во всех указанных ситуациях употребляются слова: жених – невеста. Кроме того, слово *жених* имеет также значение «холостой мужчина, намеревающийся жениться и ищущий невесту // молодой человек, достигший брачного возраста».

Интересны также термины, обозначающие неродных отца/мать, дочь/сына, сводных братьев/сестер в сравниваемых языках. Так, в русском языке для обозначения всех этих понятий есть специальные термины:

мачеха – неродная мать; отчим – неродной отец; падчерица – неродная дочь; пасынок – неродной сын; сводный брат, сводная сестра. Примечательно, что в русском языке братья/сестры по матери называются «единоутробные», братья/сестры же по отцу – «единокровные».

В английском языке таких специальных терминов нет. Для обозначения этих понятий к соответствующим терминам родства добавляется слово «step».

Step-mother \ «мачеха», step-father \ «отчим», step-daughter / «падчерица», stepson «пасынок», step-brother \ «сводный брат» и т.д.

В азербайджанском языке наряду с сочетаниями огей ана, огей ата, огей гыз, огей огул, огей бажы, огей гардаш и т.д. имеются и специальные термины: аналыг «мачеха», аталыг «отчим», гызлыг «падчерица», огулдуг «пасынок», гардаиллыг «сводный брат», бажылыг «сводная сестра», бабалыг «неродной дед», нянялик «неродная бабушка».

Л. А. Покровская, анализируя термины родства в тюркских языках, особо выделяет образования с аффиксом –лыг [4]: «... наиболее интересными в семантическом отношении представляются производные слова с аффиксом –лыг.

... В языках огузской группы эти образования выступают еще в другом, специфическом значении... В тюркских языках выделяется целая группа производных терминов родства, образованных при помощи аффикса –лыг [4] и объединенных значением «лицо», заменяющее такого-то родственника, выступающее в его роли»... Это явление характерно главным образом для языков огузской группы, но встречается оно и в других тюркских языках» [6, 21].

### Резюме

В данной статье говорится о лакунах азербайджанского, русского и английского языков, то есть об их употреблении и об их значениях в этих языках, которые могут звучать различно в разных языках. Делая такие выводы можно прийти к такому понятию, что в русском, азербайджанском и английском языках имеются слова, которые подразделяются на мужской и женский род, и в связи с этим понятием некоторые слова раскрываются при первом же их употреблении, не вникая в суть контекста. А так же есть слова, которые не имеют родовых понятий и читателю контекста становится понятно значение слова, только после прочтения последующего предложения, следующего за ним.

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## **SUPERVERBAL COMPONENT IN THE STUDY OF THE IDEAL BRITISH MAN'S PERSONALITY OF THE 19<sup>th</sup>–21<sup>st</sup> CENTURIES**

**Abstract.** The article is devoted to the study of diachronic changes experienced by the superverbals components of the communicative behavior of the idealized linguistic personality of a British man for three centuries. The author analyzes the functioning of the superverbals component as a feature of the British linguistic and cultural community, conclusions are drawn concerning the communicative features that make up the portrait of an ideal literary hero. In order to complete the study, mass literature by the British writers is involved.

**Keywords:** communicative behavior, mass literature, linguistic personality, superverbals component.

**Introduction.** Communication is an integral part of people's life and an attribute of various fields of their activity. Thus, scientists pay a lot of attention to studying the peculiarities of its various types including nonverbal and superverbals communication. With the help of sign systems, it is possible to transmit any information; several sign systems are used in the communicative process. Verbal communication (linguistic components), nonverbal and superverbals communication (nonverbal sign components) are traditionally distinguished.

The notion of "non-verbal communication" as an independent scientific direction has been formed relatively recently, in the 1950s [8; 13]. Today, in foreign and Ukrainian linguistics including the works by representatives of the Kharkiv school great importance is attached to the notion of superverbals communication (e.g. found in works by L. V. Soloshchuk, M. V. Kotov, S. Ye. Ustimenko). Resulting from this, **the object** of this study is the superverbals component of an idealized linguistic personality, its **subject** being components of the superverbals behavior of the idealized linguistic personality of a British man of the 19<sup>th</sup> and 21<sup>st</sup> centuries. Following this trend of linguistic research, we attempt at studying the communicative behavior of an idealized man in the dis-

course of the British writers' novels diachronically.

**The purpose of the work** is to establish the specificity of using a superverbals component by an ideal man in his communicative behavior, which is an integral part of his personality. The **material** for studying are the novels by British female writers, that contain the superverbals component used in the protagonist's speech idealized by the authors. We base our conclusions on the most common definition of non-verbal communication which considers all types of communicative behavior that are different from words [9; 11; 10, etc.].

In linguistics, the notion of non-verbal communication has the equivalent of the term paralinguistic [3; 5] or extra-linguistic communication [1]. According to M. Patterson's definition, non-verbal communication (NVC) is the information transmission and / or information receiving, as well as the influence of the interlocutor with the elements of the physical environment, appearance and non-verbal behavior [12, 17]. J. Leach makes the analogy between the method of broadcasting non-verbal messages and the method used by the conductor of an orchestra to convey music information to the listeners [4, 116].

Nonverbal components of communication are a set of non-linguistic features created by the speaker

following physical (in particular gesture-motion and vocal) activities while communicating and used along with verbal means through; the former become communicatively significant in the process of speaking. Taking into account these features of nonverbal communicative components, the basic systems of their creation and perception (visual and acoustic), we distinguish the following classes of nonverbal communicative components: kinesic communicative components, proxemic communicative components, and prosodic communicative components. Based on understanding communication as a conscious, purposeful conveying of information, we understand the communicative significance of non-verbal components to be their ability to perform the role typically inherent to linguistic signs, in particular of conveying information that contributes to the development, promotion and regulation of the communicative process. NVC can denote those without requiring a compulsory verbal definition in a certain communicative act [7, 13–14].

Professor Soloshchuk uses the term “nonverbal components of communication” to denote the means of non-linguistic component created by a person as a result of his / her own gesture-motional and / or vocal activity in communication and used along with verbal means through the acquisition of a communicatively meaningful character in the process of communication. The author highlights kinesic (gestures, facial expression, etc.), proxemic (changes in the personal space) and prosodic (vocal) communicative components [6, 13–15].

Also the author suggests distinguishing the superverbals components of communication; the latter relegate those situational components, mostly static ones that have the potential to influence and regulate communicative processes. We name superverbals the elements of an informative nature that speakers take into account when planning communicative strategies or tactics and that influence the choice of linguistic means adequate in a particular situations of communication: clothes, hairstyles, jewellery, cars,

etc. These objects have a lower degree of significance compared to kinesic, prosodic and proxemic components and are not always perceived as a special sign world, a peculiar sign system, but act as a subject world, the individual elements of which can be interpreted semiotically [7, 33]. Relying exclusively on the assessment of the choice of clothes, one can get information about their interlocutor consisting of ten parameters, namely their financial status, level of education, reliability, social status, worldview, social origin, level of proficiency, success, character, mood [14]. Non-verbal and superverbals behavior reflects the national and cultural character, the speaker's level of the culture, their skills, education/upbringing, knowledge and rules of etiquette, status, etc.

The idealized person as a linguistic personality is a representative of the British society of a particular historical period, who is present in the texts created by the female writers; this personality can be considered as development and satiation of the additional meaning of the concept of personality in general. Considering the linguistic identity of the British man in diachrony, the researchers study the development of the individual in the linguistic opinions and emotional aspects, i.e. spirituality in a general sense this way solving some issues of interpersonal communication [2; 3]. Therefore, this is important for us to determine the ideal man in the image created by female writers in their novels. The appearance of the ideal man, his clothes and manners are meaningful for a complete picture of the ideal man.

**Results and discussion.** Superverbals components indicate what status, character, fortune, upbringing, education, manners, spiritual values, etc. a person has. Below I diachronically analyze several examples of British novels, which clearly depict the superverbals components that describe the British man.

*He turned round, revealing that what had seemed from the back like a harmless navy sweater was actually a V-neck diamond-pattern in shades of yellow and blue – as favoured by the more elderly of the nation's sports reporters (Bridget Jones's Diary, p. 13).*

This example shows the writer's employing a superverbal component to describe an ideal man wearing an innocent blue colored sweater with a pattern that was more suitable for older generation. In our opinion, this fact describes this individual as a noble and serious man with deference to his aunts who gave it to him as a Christmas present.

**The rich, divorced-by-cruel-wife Mark – quite tall – was standing with his back to the room, scrutinizing the contents of the Alconburys' bookshelves: mainly leather-bound series of books about the Third Reich, which Geoffrey sends off for from Reader's Digest. It struck me as pretty ridiculous to be called Mr Darcy and to stand on your own looking snooty at a party.** (Bridget Jones's Diary, P. 14–15).

The superverbal component used in this example directly points to the traits of the ideal man: physical (*rather tall man*), social (*rich, divorced-by-cruel-wife*) intellectual (*standing by the bookcase examining the books*).

... but his friend Mr. Darcy soon drew the attention of the room by his fine, tall person, handsome features, noble mien, and the report which was in general circulation within five minutes after his entrance, of his having ten thousand a year. The gentlemen pronounced him to be a fine figure of a man, the ladies declared he was much handsomer than Mr. Bingley, and he was looked at with great admiration for about half the evening, till his manners gave a disgust which turned the tide of his popularity; for he was discovered to be proud; to be above his company, and above being pleased... (Pride and Prejudice, p. 7).

Superverbal components such as beauty, appearance, posture, status / fortune in the description of the man in the novel by Jane Austen "Pride

and Prejudice" emphasize the embodiment of the 19<sup>th</sup> century ideal: courageous, successful, but at the same time romantic. The author uses adjectives to describe the ideal man: *good, tall, with very beautiful features, noble*. Mr. Darcy is even more handsome than his best friend Mr. Bingley. His wealth reaches ten thousand a year, so he is also wealthy among men in his society.

**Mr. Knightley, a sensible man about seven or eight-and-thirty, was not only a very old and intimate friend of the family, but particularly connected with it, as the elder brother of Isabella's husband. He lived about a mile from Highbury, was a frequent visitor, and always welcome...** (Emma 16, p. 8).

The description of this ideal man's image in the novel "Emma" by Jane Austen, with the help of the superverbal components, indicates that Mr. Knightley is prudent, he is close to this family and always a desirable visitor, this man in his late thirties years is educated and knows what he wants in his life.

**Conclusions and perspectives.** The study shows that the ideal linguistic personality of the British man in the 19<sup>th</sup> and 20<sup>th</sup> centuries is not complete without a superverbal component, indicating his status, character, fortune, upbringing, education, manners, spiritual values, which is very important to determine the overall characteristics of the ideal linguistic identity of the British man, who is inherent in the British linguistic and cultural community. **The perspective** of further research is the study of verbal, non-verbal and superverbal features of the idealized personality of a British man diachronically as presented in British women's novels to have the full image of an ideal linguistic personality of the nation.

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## Section 5. Pedagogy

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### **DEVELOPMENT OF ELECTRONIC TEACHING GAMES THROUGH CONSTRUCT 2 AND UNITY 3D SOFTWARES**

**Abstract.** The article represents “Hidden product” and “By alphabet tracks” electronic games developed by us within Construct 2 and Unity 3D software environment.

“Hidden product” electronic teaching game, developed through Construct 2 software, contributes making the teaching process of multiplying table interesting and easily perceivable, as well as encourages the learners and evolve their memory, algorithmic thinking.

“By alphabet tracks” electronic game, developed by us within Unity 3D software environment, is an interesting and colorful three dimensional world designed for learning the alphabet letters, and which makes the virtual world more real due to its three dimensional feature, by imitating process of moving, introduction of different subjects, letter viewability, as well as sounding within three dimensional virtual environment.

**Keywords:** Virtual reality, electronic teaching games, Construct 2, Unity 3D.

At school ages, the game is not consuming, nor is ceding its opportunities, but instead, it obtains specific importance in terms of child’s learning and general development process.

Electronic teaching and developing games are regarded to gaming platforms, which mostly remind of cartoons. The learner enters into the game, carries out several activities, by using its knowledge and skills. This gaming platform, under which some

specific educational challenge is set, provides with an opportunity to easily understand the material. Oftentimes suchlike gaming platforms play a role of a method for conveying the knowledge.

The electronic teaching and developing games often have function of play-therapy and contributes to self-realization and socialization of children.

The technologies that are used to develop computer games are varied.



We have chosen a three-dimensional gaming technology Unity 3D and program for creation two-dimensional games Construct 2, because these technologies are ones of the most prominent and advanced out of three -and -two -dimensional gaming technologies in the information market today and they have different advantages are possibility using of the free version of the software, an installation possibility sound effects, the opportunity to place the game on a web page and so on.

The main features of Construct 2 are:

- The program is easy, the program uses simple programming, the program has a very rich documentation (in English), which contains many interesting examples;
- The ready-to-play game runs on any HTML5 browser as well as on computers, laptops, tablets and smartphones;
- Game creation does not require the player to download, install the game. The game works directly on the website.

The key features of Unity 3D are:

- Each game created by the program is an interesting, colorful three-dimensional world, with three-dimensional objects and characters;
- The program has a high-quality and comfortable interface, the program supports vector graphics, audio, video and multimedia elements, image processing capabilities,
- To create high quality games, you will need at least one of the C# or JavaScript programming languages.

Since the game has a big impact at younger age, when the emotional perception, the desire to overcome problems, the intent to explore and comprehend the surrounding world is greater, thus, it's advisable to create e-learning games for younger children.

We have developed two educational electronic games for elementary school pupils. Below each of them is represented in detail:

The "Hidden Product" e-learning game developed by us on the Construct 2 platform is to check

children's knowledges for the multiplication table, and in case of ignorance, the game will help to learn multiplication table.

The game consists of 2 rounds. On the playground, there are stacked cards, some of which include multiplication operations, and some of them are the result of equivalent multiplication.

In the first stage it is shown the multiplication operations for 2 to 5 and the corresponding answers, and in the second stage are multiplication operations for 6 to 9 [1].

The player is required to find the result of multiplication for the given two numbers. If the cards opened are in correspondence with these rules, the cards disappear and the player gains points. After opening all the cards, a transition is made to the second phase, where the multiplication operations and the answers for 6 to 9.

Some of the advantages of the game are given below:

- the tutor easily checks the knowledge of the child's on multiplication table,
- if the child has not mastered the multiplication table, then the "Hidden Produce" game will help child to learn of multiplication table it better.
- until the child does not complete the first stage in terms of the multiplication operations for numbers 2 to 5 and the seeking process of correspondent answers thereof, there will not be transmission to the second stage of the multiplication operations for numbers 6 to 9 and the seeking process of correspondent answers thereof. It will help the learner to master the multiplication table in a better, easier and more exciting way.

The second game, designed by us, through the Unity 3D software, is called "By Alphabet tracks". It is designed for children who are learning alphabet letters. The game is instructive in its nature. The game aims to check the child's knowledge on alphabet letters, as well as to find out the extent to which the child knows the sequence of letters in the alphabet.

The e-learning game “By Alphabet tracks” is a three-dimensional environment where three-dimensional letters are placed. Letters are created through the 3ds Max program and the three-dimensional environment of nature and objects in it (trees, flowers, grass, hills, water) are designed by us in the Unity 3D environment.

Immediately after the game commences, the hero starts collecting the letters by browsing in the playground. The collected letters are placed in the appropriate boxes. A chart has also been created for support, where the correct sequence of letters is indicated. At any time within the game, the player can click on the appropriate key and see the correct sequence of letters [3].

Below is represented several small sections of the software code developed by us, with the help of which, the player can see the letters he has collected, and through another one – the correct sequence of letters [4].

```
void ToggleInventory()
    {if (Input.GetKeyDown(showInventory))
        {
if (cellContainer.activeSelf)
    {cellContainer.SetActive(false);
        }
        else
            {cellContainer.SetActive(true);}}
void DisplayItems()
    {
        for (int i = 0; i < item.Count; i++)
            {
                Transform cell = cellContainer.transform.
                GetChild(i);
                Transform icon = cell.GetChild(0);
                Image img = icon.GetComponent<Image>();
                if (item[i].id!= 0)
                    {img.enabled = true;
                    img.sprite = Resources.Load<Sprite>(item[i].
                    pathIcon);}
                    else
                    {img.enabled = false;
```

```
img.sprite = null;
        }
    }
```

When the player is approaching the next letter, the name of the given letter and one word, beginning with that letter, are being sounded. In addition, we have created three-dimensional models of objects or animal starting with each letter, and placed next to other letters. After listening to the name and word, the player should move the visible point with mouse towards any part of the letter. When pressing the corresponding keyboard key, the letter will disappear and appear in the box. After collecting all the letters, the player must come to the finish line “END”, where the game will finish. When creating the game we have also taken into consideration the problem of easily navigating in space. Therefore, when designing the game, we place guiding arrows in the space to help the child to find and collect the letters.

The electronic game “By Alphabet tracks” developed by us within the Unity 3D environment has several advantages.

- It is checked with the help of the game on how much the child recognizes the letters of the alphabet and whether he/she can gather them in the right order;
- Through the sound effect, the child can hear the pronunciation of the letter, as well as the words / objects, the animals, the natural phenomena/ beginning with that letter;
- The child can personally watch the letters he has collected at any time within the game and check whether he has collected it correctly or not.

### Conclusion

Teaching opportunities in virtual space have an undisclosed educational potential that carries out not only the principle of teaching intelligence, but also the content, methods, means, forms of the educational process that are still being implemented automatically, and are not implemented at all if not researched. Studies in this area need to be continued because the means upon the most up-to-date multi-media technologies are the most exciting and attractive in the in the pedagogy sector.

The “Hidden Product” e-learning game developed by us through Construct 2 helps us to make the multiplication table learning process interesting and easy, as well as it inspires learners, as well as develops their memory and algorithmic thinking.

The “By Alphabet Tracks” e-learning game developed by us within the Unity 3D environment is a

very interesting, colorful, three-dimensional world designed for learning alphabet letters, and which makes the virtual world closer to the reality due to its three dimensional features, by imitating processes of different objects movements and sounds within the student’s three-dimensional virtual environment.

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## **METHODOLOGICAL APPROACHES TO THE FORMATION OF COMMUNICATIVE COMPETENCE OF FUTURE TEACHERS OF ARTISTIC DISCIPLINES**

**Abstract.** The article deals with the problem of formation of communicative competence of future teachers of artistic disciplines in the context of modernization of modern educational system. The methodological approaches and conceptual foundations have been outlined; the use of certain approaches to the formation of communicative competence of future teachers of the artistic field has been substantiated.

**Keywords:** communicative competence, future teachers of artistic disciplines, methodology, methodological approaches, conceptual foundations, system of education.

**Formulation of problem.** The priority direction of modern education is training of qualified specialists capable of active interaction in the conditions of global information and communication development. Expansion of the possibilities of direct and indirect contacts at different levels of communication (academic, artistic, and medial) places new requirements for determining professional competence of future teachers of art, including his/her communicative abilities. Formation of communicative competence of students in the environment of academic education of the artistic direction provides the necessity of substantiation of scientific foundation, on the basis of which the basic pedagogical notions and phenomena will be treated, the main regularities of the process of acquiring educational experience will be revealed. The given task requires orientation to the starting positions of science studies, philosophy of education, educology, especially as regards the definition of methodological guidelines. Such as in modern national didactics there is no concrete algorithm of formation of communicative competence of future teachers of artistic disciplines and no particular methodological framework,

on which the complex process of multifaceted interaction will be built up, therefore we consider the problem of the methodological approach to the formation of the indicated competence relevant and important.

**Analysis of studies and publications.** Theoretical analysis of literature has testified that the problem of methodological scientific activity is widely covered in the works of O. Antonova, L. Baranovska, O. Vozniuk, O. Dubaseniuk, V. Zakharchenko, I. Kozlovska, M. Lazariev, H. Nikulina, V. Podoliak, D. Chernilevskyi, V. Shevchenko, N. Yaksa and others; methodological foundations of didactics, in particular the content and technology of comprehension of pedagogical knowledge, were substantiated by M. Vasylieva, I. Havrysh, N. Huzii, V. Zahviazynskyi, I. Zaichenko, I. Malafiik, H. Onkovych, V. Ortynskyi, L. Rybalko, T. Rohova, V. Sydorenko, R. Stakhanov, H. Tereshchuk and others. Theoretical and methodological principles of reforming the content of humanitarian education in the high school of Ukraine developed K. Balabanova, N. Demianenko, N. Divinska, H. Lesyk, H. Onkovych and others. The authors of the Institute of Higher Education of the

National Academy of Sciences of Ukraine under the direction of H. Onkovych defined the main tendencies of internationalization of higher education, emphasizing the leading role of interactive (media educational) technologies in the conditions of nowadays. The priority ways of modernization of higher artistic education, conceptual approaches to its development were outlined by O. Volosheniuk, O. Haidamaka, O. Komarovska, L. Masol, O. Oleksiuk, O. Prosina, O. Rudnytska and others. The aspiration of national science in the direction of forming a new educational paradigm is enhanced by understanding the regularities of the formation of human integrity, the return to the inner, spiritual world of man.

**The purpose** of article is in revealing the essence of specifics of methodological approaches (dialectical, hermeneutic, systemic, competence, culturological, communicative, intermedial) to the problem of formation of communicative competence of future teachers of artistic disciplines.

**Basic materials statement.** The content, forms, methods, principles of formation of cognitive activity, and also components of study – object, subject, tasks, set of research means – in their structured integrity is understood as a scientific instrument (general system of theoretical knowledge and ways of actions on the knowledge of a particular industry) that is a method-

ology of science, and “the set of theoretical positions on pedagogical cognition and transformation of reality” [4, p. 22] – as a methodology in pedagogy. The theory and methodology of scientific cognition are closely interconnected: if the theory of cognition studies the process of cognitive activity, its content side, then the methodology focuses on the methods, ways of obtaining scientific knowledge [7, p. 66].

Formation of communicative competence of future teachers, including art teachers, is a pedagogical problem, the solution of which is in the area of didactics with its specific methods and ways of cognitive actions that are organized in the appropriate system (methodology). Choosing by researcher various approaches for solving a particular pedagogical task occurs in the manner of setting up spotlights (a complex of light devices) by a technologist before a theatrical performance with a purpose to identify certain subjects and objects of theatricals, in order to comprehend in detail the meaning of the whole action. The art concept “put the light” is consonant with the statement of L. Kostenko “to place own optics, own mirror system” in the development of humanitarian paradigm and national system of values [5, p. 13] and with creation of author’s concept of scientific research that includes methodological approaches for solving concrete didactic tasks.

Table 1. – Methodological system of formation of communicative competence of future teachers of artistic disciplines

<b>Approach</b>	<b>Conceptual foundations</b>	<b>Substantiation of the choice of approach</b>
<b>1</b>	<b>2</b>	<b>3</b>
Dialectical	Is based on the principles of dialectical laws – general forms of interaction of system elements, dialectical unity of theory, experiment and practice, universal method of cognition (connection with the system approach), interdisciplinarity. It serves as the basis for the dialogue of cultures.	Creates a basis for comprehensive understanding of the essence and content of the problem of formation of communicative competence, dialogical nature of communication, mutual determination of speech forms and genres; allows to consolidate theory and practice on the basis of communication of the educational process subjects; to describe the properties of objects and phenomena by identifying regular relationships between them and other formations. Forms the cognitive experience of student through the interrelation of language, consciousness and activity. Contributes to the formation of human culture.

1	2	3
Herme- neutic	Phenomenon of understanding as a basis of interpretation theory (processes of perception and explanation). The rule of «hermeneutic cycle» (H.-G. Gadamer), which is reduced to the understanding of the whole through the understanding of its parts, and the understanding of parts through the understanding of the whole. Dialogical interpretation of psychological mechanisms (The Dialogue Imagination by M. Bakhtin), communication as the recipient's intercourse with the world of culture in the form of dialogue. Interpretation is seen as reflection of understanding (O. Oleksiyk), act of understanding appears as a reconstructive implementation of creative process (M. Lanovyk) with awareness of context.	Observation, fixation and analysis of objective semantic structures of interactions (as the basis of social reality) that are manifested in the process of communication. Provides the formation of new meanings (valuable orientations) of personality in the process of interpretation of fiction texts based on their interaction (intermedial aspect). Leads to the adoption of non-standard solutions in solving communication tasks. Stimulates to cognitive work, creative activity, self-development.
Systemic	Integrated, complex (hierarchical according to the structure) and organized process, is associated with the synergy of dynamics and integrity of the interconnected elements of phenomenon or object. Formation of communicative competence as a systematically organized pedagogical interaction of teacher, students and other subjects and objects of activity through a communication of certain content (message) by adding to the intermedial discourse.	Understandable for student and teacher collaboration algorithm. Providing student instruments (intermedial technology) for solving standard and non-standard communicative and pedagogical tasks. Includes systemic methods and procedures: analysis/synthesis, abstraction/concretization, induction/deduction, argumentation/ counterargumentation, structuring/restructuring, modeling, collaboration, assembling, algorithmization, experiment etc.
Compe- tence	Scientifically substantiated categories of key competencies (autonomy activity, interactive using of means, ability of functioning in socially heterogeneous groups) of vocational training future teachers of artistic disciplines in accordance with a certain educational qualification level of a specialist of the specified specialty as a strategic direction of state policy in educational field.	Oriented at regularity and consistent with dialectical and synergetic approaches, caused by the global expansion of the information space and the emergence of new forms of communication in various fields of activity, including education. Facilitates the receipt of the programmed measurable result of professional, in particular the communicative competence of future teacher, by integrating three levels of formation – axiological, cognitive and personal-active. Determines the assessment of levels of communicative competence by the results of activities and personal characteristics.
Cultur- ological	Experience of assimilation by human scientific and artistic picture of the world. The principle of cultureconformity (relation of education and culture), according to which pedagogy is regarded as a science that forms the person of culture.	Contributes to the transformation of aesthetic ideas into culture through the artistic and educational means, integration of knowledge and intellectual abilities that makes it possible to study the relationships of phenomena and processes in the socio-cultural space, exchange and use of the received professional knowledge in future vocational and pedagogical activity.

1	2	3
	<p>The idea of integrated harmonious development of personality, associated with the formation of a system of value settings. Understanding of communication as a phenomenon of culture, which at a new stage of history acquires new meanings. Mediature of society as a set of created by humanity in the process of historical development of material and spiritual values in the sphere of media, information and communication facilities; mediature of personality as a level of development of personality from the point of view of its ability to interact effectively with mass media (O. Baryshpolets).</p>	<p>Expands the outlook of future teachers of artistic disciplines on the basis of national and general human culture, leading to an increase of the culture of thinking, hence the communicative culture of individual.</p> <p>Promotes adequate behavior in the information environment, social networks.</p> <p>Develops the ability to perceive, to analyze, to interpret, to process information, creates conditions for active participation in media discourse.</p>
Communicative	<p>The effectiveness of learning depends on the constructive interaction of those who are studying and those who teach. Communication is considered multifaceted: as communication, as a dialogue (polylogue), as an interaction (human – nature, human – human, human – machine, human – sign system, human – artistic image), as a way of communication, as an information channel (media), as a game, as a process of education, as reflection (intrapersonal communication) etc. Adherence to the principle of integrated study of language and speech, practical orientation of the content of communicative preparation, intellectual, spiritual, ethical, aesthetic development of personality.</p>	<p>Contributes through action (interaction) mastering the principle, norm, methods and abilities of communicating on a humanistic basis.</p> <p>Allows realizing pedagogical communication at three levels: perceptual (apprehension of a partner, prediction of further interaction), communicative (exchange of information, meanings), interactive (interpenetration of subjects and their interaction with the object of study).</p> <p>Stimulates communicators to active study and creative activities, as a result of which a personal communicative strategy is formed.</p>
Intermedial	<p>Intermediality as a semantic interaction of different types of art in a single artistic whole, as well as the interaction of scientific and artistic discourses in the art of the XX century (N. Tishunina). Intermediality as a specific form of integration, which is manifested in the unity of perception by human various types of communicative means (media).</p> <p>Intermediality as an interaction of semiotic codes of homogeneous and/or heterogeneous structures in the space of culture (media space).</p> <p>Intermediality as a universal principle of communication, individual communicative strategy of teacher, in particular the future teacher of artistic disciplines.</p>	<p>Puts the foundations of integrated imagery of nature, culture, art, education, communication, forms own attitude to the laws of their development. Realizes the interdisciplinary character of communication, combines pedagogical personal-developing technologies according to the principles of inter-artistic interaction. Makes possible training of teaching staff in the field of arts education, owing an intermedial technology of producing texts (study, fiction, sociopolitical), constructed on the principle of interaction of semiotic codes of various sign systems. Provides the interactive platform for cooperation of teacher and student in the mode of direct and indirect communication (traditional academic or online) for realizing the scientific, educational, artistic projects. Creates conditions for participation in pedagogical-artistic discourse.</p>

The determined methodological levels (philosophical, general scientific, specifically scientific) include common principles of cognition and categorical composition of science in general, theoretical concepts applied in scientific disciplines, methods and technologies used in a particular field of knowledge. To our mind the process of formation of communicative competence of future teachers of artistic disciplines should be based on several inter-related scientific approaches: *dialectical, hermeneutic, systemic, competence, culturological, communicative, intermedial*, which form a system, within which all hierarchically subordinate components are in close interaction. The described approaches, conceptual foundations, peculiarities of their use with a purpose of formation of communicative competence of future teachers of artistic disciplines are illustrated in the table (see Table 1).

**Results of research.** Communicative competence of future teachers of artistic disciplines understand as the capability of a person to direct or indirect constructive intercourse with other subjects (mediasubjects) and objects (mediaobjects) of artistic and creative activity based on the own psychophysical resources and complex knowing the laws and principles of communication. It is obviously

that the necessary condition of formation of that student's ability in conditions of pedagogical university is the substantiation of methodological principles as a basis of focused pedagogical process with clearly defined orientations and results. Among the wide spectrum of methodological knowledge we have chosen those, which correspond to the philosophical, general scientific, specifically scientific levels and can be realized in such approaches: dialectical, hermeneutic, systemic, competence, culturological, communicative, intermedial. The results of research are presented in the table, which describes the following aspects: approach, conceptual foundations, substantiation of the choice of approach.

**Conclusions.** The comprehension of the essence of the problem of formation of communicative competence of future teachers of artistic disciplines is possible under the condition of clear definition of the concept "communicative competence" and substantiating the conceptual foundations of specific methodological approaches. The consolidated overview of conceptual foundations and peculiarities of using each of the above-mentioned approaches creates the integrated picture of understanding the didactic problem of formation of communicative competence of teacher of the educational field of "Art".

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## **CHARITY AND PHILANTHROPY IN ARTISTIC EDUCATION OF UKRAINE (SECOND HALF OF THE XIX – BEGINNING OF THE XX CENTURY)**

**Abstract.** The article is devoted to highlighting the role of charity and philanthropy in formation and development of artistic education in Ukraine in the second half of the XIX – at the beginning of the XX centuries. The author focuses on the historical retrospective of charity and philanthropy as a social phenomenon.

**Keywords:** artistic education, national culture, philanthropists.

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## **БЛАГОТВОРИТЕЛЬНОСТЬ И МЕЦЕНАТСТВО В ХУДОЖЕСТВЕННОМ ОБРАЗОВАНИИ УКРАИНЫ (ВТОРАЯ ПОЛОВИНА XIX – НАЧАЛО XX ВЕКА)**

**Аннотация.** Статья посвящена роли благотворительности и меценатства в становлении и развитии художественного образования на территории Украины второй половины XIX – начала XX века. Особое внимание автор уделил исторической ретроспективе меценатства и благотворительности как социального явления.

**Ключевые слова:** художественное образование, национальная культура, меценаты.

**Постановка проблемы.** Меценатство и благотворительность прошли определенные исторические этапы развития от простейших форм социальной помощи времен Киевской Руси до мощного фактора культурно-образовательного и социального реформаторства. Традиции меценатства, сформировавшиеся до первой половины XIX века также сыграли значительную роль в становлении художественного образования. На современном этапе повышенного интереса к процессам национально-культурного развития роль меценатства как одного из факторов формирова-

ния украинского художественного образования не нашла должного освещения в историко-педагогических исследованиях.

**Анализ актуальных исследований.** К теме меценатства и благотворительности обращались историки, искусствоведы, краеведы и другие исследователи. Историография XXI века охватывает ряд вопросов, связанных с меценатством и благотворительностью в исторической ретроспективе. В первую очередь следует отметить труды отечественных ученых, исследовавших историко-теоретический аспект развития отечественной

благотворительности и меценатства Ю. Гузенко, А. Доника, А. Нарядько, И. Суровцевой. Частную благотворительность в сфере образования Украины рассматривали А. Зякун, Н. Сейко, В. Червинский и другие. Практику благотворительной деятельности в области образования по персоналиям выдающихся меценатов и общественных благотворительных объединений изучали А. Друганова, Л. Корж-Усенко, П. Лазечко, Д. Мартыненко и другие. Вышеуказанные факторы засвидетельствовали рост тенденций научного поиска в области меценатства и благотворительности Украины второй половины XIX – начала XX века. Поэтому, освещение различных аспектов благотворительности и меценатства на страницах современных научных источников указывает на развитие меценатства как социально-значимой общественной деятельности в исследуемый нами исторический период.

**Цель статьи:** рассмотреть благотворительность и меценатство как факторы имевшие значительную роль в становлении и развитии художественного образования в Украине второй половины XIX – начала XX века.

**Изложение основного материала.** Анализ научной литературы позволил определить, что ко второй половине XIX века в Украине уже сформировались прочные традиции благотворительности. Так, во времена Киевской Руси, еще в X веке князь Владимир Великий стал основоположником традиции обучения детей из разных социальных слоев, а его сын, Ярослав Мудрый, на свои средства открыл первое учебное заведение имевшее формальный статус. В период расцвета деятельности православных братств в Украине XVI – XVII веков в крупнейших городах (Львов, Острог, Киев, Галич, Кременчуг, Луцк, Винница) благотворительная деятельность приобрела характер общественного явления. Так, братства способствовали открытию школ, больниц, библиотек, типографий, считая благотворительность общественным долгом элиты, чья первоочередная роль – формировать культурную среду страны [3]. Как отмечают исследовате-

ли, наибольший расцвет меценатской деятельности на территории Украины пришелся на период со второй половины XIX – до начала XX века. Стоит отметить, что благотворительность получила распространение в Российской и Австро-Венгерской империях, в состав которых в определенные промежутки времени входили и украинские земли. Впрочем, на указанных территориях меценатство и благотворительность имели свой исключительный характер, национальные различия, особенно в области образования и культурно-просветительской деятельности. Кроме того, культурно-образовательные противоречия общества не были разрешены властью в полной мере по финансовым причинам, поэтому частные инициативы не только не запрещались, но и имели всяческую поддержку. Важно указать, что украинская национальная культура и образование развивались зачастую именно благодаря поддержке меценатов. Период расцвета благотворительной деятельности совпал с периодом роста промышленного производства второй половины XIX – начала XX века. В указанный период меценатами все чаще становились крупные промышленники, к которым пришло осознание значимости развития культуры и образования как составляющих общественной деятельности состоятельного гражданина. Как утверждает С. Матяж, благотворительности и меценатству власть оказывала всестороннюю поддержку [5]. В частности, за существенную материальную помощь учреждениям образования и культуры благотворители награждались почетным званием опекуна, орденами разных степеней, что давало право для получения служебного чина или даже дворянства. Согласно исследованиям А. Доника, за особые заслуги в благотворительности меценату в XIX столетии присуждалось звание почетного горожанина. Те благотворители, которым оно присуждалось, пользовались определенными привилегиями: освобождались от некоторых видов налогов, рекрутчины [2]. Особого внимания заслуживает тот факт, что большой вклад в развитие художественного образования и культуры осуществила

семья Терещенко. Известно, что Терещенки собрали картинную галерею (которая, по мнению Л. Корж-Усенко, могла конкурировать с Третьяковской), поддерживали творческую молодежь, финансировали Киевскую художественную школу Н. Мурашко и всецело способствовали развитию культурно-образовательного и художественного пространства Украины [4]. Анализ научных исследований показал, что в основу Киевского художественно-промышленного и научного музея (ныне Национальный художественный музей) была положена археологическая коллекция Б. Ханенка, которая впоследствии была подарена городу Киеву супругами Ханенко. Стоит добавить, что Педагогический музей (ныне Дом учителя) был построен и оснащен на средства купца С. Могилевцева [2]. А. Доник подчеркивает тот факт, что с середины XIX века в Киеве распространилась сеть благотворительных обществ и комитетов, которые по финансированию делились на две категории: первая – учреждения, которые существовали на средства общественной поддержки; вторая – учреждения, организацией и функционированием которых занимались состоятельные семьи [2]. Во второй половине XIX века в Харькове на средства М. Раевской-Ивановой была открыта частная художественная школа, которую просветительница удерживала за свой счет в течение двадцати семи лет [1]. В исследуемый период Х. Алчевская (также в Харькове), основала первую воскресную школу, где обучали детей на украинском языке. Кроме того, семья Алчевских в своем имени установила первый памятник Т. Шевченку; к тому же проводили шевченковские чтения. В другом своем имени Алчевские обустроили «Народную школу» для детей рабочих и крестьян с преподаванием на украинском языке (за что Х. Алчевскую даже привлекали к суду) [3].

Дальнейшим научным поиском установлено, что начиная с 20-х годов XX века меценатство и благотворительность утратили государственную поддержку, поскольку в Украине указанная деятельность приняла ярко выраженное национальное направление (что новой Советской властью запрещалось). Именно благодаря указанному факту развитие меценатства в Советский период временно прекратилось. Отметим, что после распада СССР социально-политические обстоятельства способствовали появлению новой волны меценатства [6].

**Выводы.** Изложенные выше факты дали возможность прийти к выводам, которые подтверждают важное значение благотворительности и меценатства в становлении и развитии художественного образования Украины второй половины XIX – начала XX века поскольку: во-первых, отношение государственных чиновников к меценатам было положительным; во-вторых, сложились благоприятные условия для развития меценатства, что способствовало становлению художественного образования в Украине; в-третьих, благотворительность и меценатство как общественное явление в определенной степени послужили почвой для развития украинской национальной культуры и искусства.

Таким образом, в контексте нашего исследования установлена зависимость меценатства и благотворительности (как движущей силы развития культуры и образования) от общественно-политической ситуации в стране. Перспективными считаем дальнейшие научные исследования и тщательное изучение других факторов, имевших существенное влияние на становление и развитие художественного образования в Украине второй половины XIX – начала XX века.

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## **SPIRITUAL REBIRTH OF HUMAN VALUES – THE PATH TO HUMAN HARMONIZATION WITH THE ENVIRONMENT**

**Abstract.** The article deals with topical issues of the spiritual development of the personality, its self-determination and the search for their own identity. One of the pedagogical conditions of the educational process is considered spiritual and moral education on the basis of national culture and spiritual values, the ability to live in harmony with nature and society.

**Keywords:** spiritual moral education, ecological education, national culture, spiritual values.

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## **ДУХОВНОЕ ВОЗРОЖДЕНИЕ ОБЩЕЧЕЛОВЕЧЕСКИХ ЦЕННОСТЕЙ – ПУТЬ К ГАРМОНИЗАЦИИ ЧЕЛОВЕКА С ОКРУЖАЮЩЕЙ СРЕДОЙ**

**Аннотация.** В статье рассмотрены актуальные вопросы духовного развития личности, ее самоопределения, поиска собственной идентичности. Одним из педагогических условий образовательного процесса рассматривается духовно-нравственное воспитание на основе национальной культуры и духовных ценностей, умении жить в гармонии с природой и обществом.

**Ключевые слова:** духовно-нравственное воспитание, экологическое образование, национальная культура, духовные ценности.

В период глобализационных процессов, время ставит молодое поколение перед сложным выбором, когда моральные и духовные ценности остаются на заднем плане, и этические принципы перестают служить ориентирами в моральном и духовном воспитании молодежи.

В современном обществе в большинстве представители молодого поколения все больше утрачивают свой духовный облик, стремясь к достижению материальных благ, категории духовных,

нравственных ценностей вытесняются тиражированием ценностей, прославляющих материальное благополучие, предприимчивость, т.е. внедряется идеология потребительского общества как достойного образа жизни.

В этой связи, в системе образования главенствующим должно стать не только совокупность полученных знаний, а мировоззрение молодого человека, его *духовные ценности, убеждения и идеалы.*

В «Толковом словаре русского языка» С. И. Ожегова и Н. Ю. Шведовой *духовность* – это «свойство души, состоящее в преобладании духовных, нравственных и интеллектуальных интересов над материальными; *нравственность* толкуется как «внутренние духовные качества, которыми руководствуется человек, этические нормы, правила поведения; *мораль* – нравственные нормы поведения, в отношении с людьми, а также сама нравственность». Здесь нравственность и мораль отождествляются и связываются как с внутренней жизнью человека, так его поведением в социуме, которое во многом зависит от потребностей.

Понятие «*духовности*» в трудах немецких ученых имеют разные толкования. И. Фихте «духовность» раскрывал через толкование свободы, направляющей человека исключительно к добру. Его ученик Ф. Шеллинг сводил воспитание к единому процессу нравственного, эстетического и религиозного развития человека для достижения всеобщей идеи о человечестве. Г. Гегель считал задачей воспитания – мотивировать человека к самореализации и творческому самостроительству. Анализируя проблему их диалектического соотношения, Г. Гегель относил нравственность к воздействию на человека *народного духа, истории и культуры*, а разумность (*духовность*) к познавательной деятельности самого человека, а не к промыслу его «божественного наставника» или следствию проповедей и наставлений» [1].

Духовность раскрывается в совокупности ценностей, на которые ориентируется человек в процессе жизнедеятельности. На самом деле, как отмечает в своем исследовании Г. Ф. Петрищева, жизнь человека в окружении живой природы и есть главная ценность наряду с его стремлением к истине, добру и красоте. Идеи устойчивого развития, предполагающие экологически безопасную модель социально-экономического развития, содержат условия, которые в той или иной мере упираются в духовные нормы деятельности человека, мобилизуют его интеллектуальный и нрав-

ственный потенциал. Анализ основных идей устойчивого развития показывает, что нет таких целевых установок этого развития, которые бы не были связаны с *духовными «качествами»* человека или общества, знаниями или нравственным содержанием. Таким образом, современная наука, озадаченная моральными установками, должна стать стратегическим фактором выживания человечества на основе гармоничного сочетания критериев общественного развития и эволюции природных процессов. Отсюда близость экологической сферы к социальным проблемам общества. Этическая сторона проблемы упирается в социально-нравственные позиции человека и общества по отношению к природе. А экологизация морали отражает осознаваемую зависимость человека и общества от сохранения уровня состояния природы. То есть экологические условия среды жизни должны соотноситься с правилами нахождения в ней человека. Отсюда вытекает необходимость этизации экологических норм и экологизации этики и использование этого взаимодействия в качестве одной из методологических основ духовного регулирования процесса перехода общества к устойчивому развитию [2]. Мы очень много говорим об экологическом кризисе, о деградации природы, но если внимательно присмотреться, глубоко вдуматься, то изначально деградирует не природа, не биосфера, а *духовная ценность* – человек, который стоит на вершине пирамиды. Поэтому только духовное возрождение общечеловеческих интересов и ценностей, а также нравственное очищение могут привести к гармонизации человека с окружающей природой. В конечном итоге получается так, что разрушается не природа вообще, в результате упадка морали наносится наибольший вред самому человеку. В этой связи нравственно-этическое сознание должно опираться на объективные реальности ценностей [3].

В педагогике духовно-нравственное воспитание можно рассматривать как процесс,

направленный на создание педагогических условий в целях актуализации, у обучающихся умственного и нравственного начала для распознавания «истины» и лжи» и «добра и зла» в объективной реальности (социуме) и субъективном внутреннем мире. Критериями распознавания могут стать общечеловеческие и национальные ценности, которые отличаются культурным своеобразием. Этому культурному своеобразию и народности уделял пристальное внимание К. Д. Ушинский. Анализируя процесс воспитания в разных странах, К. Д. Ушинский подчеркивал важность в нем «народности»: «Воспитание берет человека всего, как он есть, со всеми его народными и единичными особенностями, – его тело, душу и ум, – прежде всего, обращается к характеру человека; характер и есть именно та почва, в которой коренится народность» [1].

Использование потенциала казахской народной культуры в целях формирования духовных ценностей у молодежи является предметом исследований многих казахстанских ученых – К. Б. Жарыкбаева, С. К. Калиева, К. Ж. Кожаметовой, Р. К. Толеубековой, А. Сарыбековой и др. Методологические основы нравственного воспитания рассматривались отечественными учеными Ж. Абдильдиным, М. Козыбаевым, А. Нысанбаевым, К. Шуленбаевым, В. Ким и др..

Первый Президент Республики Казахстан Н. А. Назарбаев в программной статье «Взгляд в будущее: модернизация общественного сознания» отметил, что первое условие модернизации нового типа – это сохранение своей культуры, собственного национального кода. Далее он подчеркивает, что «модернизация невозможна без изменения ряда привычек и стереотипов. ... В нашей истории есть много примеров подлинного прагматизма. На протяжении столетий наши предки сохранили уникальный экологически правильный уклад жизни, сохраняя среду обитания, ресурсы земли, очень прагматично и экономно расходуя ее ресурсы» [4].

Безусловно, приобщение молодого поколения к национальной культуре и духовным ценностям, своим истокам обеспечит преемственность традиций, обычаев, принципов народного воспитания. В этой связи возникает необходимость глубокого осмысления богатейшего наследия наших предков.

На протяжении столетий национальная культура накопила огромный опыт воспитания молодежи, которая передавалась из поколения к поколению, и в дальнейшем находило отражение в трудах видных деятелей и мыслителей казахского народа.. Весьма оригинальные идеи о гармонии взаимоотношений человека и природы высказывались великие ученые-просветители в своих трудах. Важно сказать, что реалистическое осознание личности, нравственных представлений и позиций, духовных ценностей и идеалов получили импульс к развитию как новое направление в истории развития педагогической мысли Казахстана в начале XX столетия, благодаря трудам ученых, просветителей Абая Кунанбаева, Шокана Валиханова, Ыбырая Алтынсарина, Шакарима Кудайбердыулы и мн. др.

Шокан Валиханов выдающийся казахский ученый, этнограф, исследователь был вестником новой эпохи – эпохи подъема и возрождения национального самосознания нерусских народов России. Мировое востоковедение получило огромный объем ценнейшей информации, знаний, тонкостей благодаря путешествиям Ш. Валиханова на Тянь-Шань, в Джунгарию, Восточный Туркестан. Он внес неоценимый вклад в дело изучения народов Центральной Азии. Касательно вопросов воспитания молодого поколения ученый высказывался в своих произведениях «Записки о киргизах», «Следы шаманства у киргизов», «Киргизское родословие», «О мусульманстве в степи», «Записки о судебной реформе», «Очерки Джунгарии» и других. Очевидным является то, что Шокан Валиханов справедливо считал поиск и получение знаний, образования



главной силой и великим орудием в борьбе за всеобщее благосостояние и просвещение своего народа, умения жить по законам гармонии с природой и обществом [5].

Великий мыслитель, философ, просветитель, основоположник казахской письменной литературы и казахского литературного языка Абай Кунанбаев внес огромный, бесценный вклад в просвещение своего народа. Посредством своего творчества Абай знакомил свой народ с богатствами мировой цивилизации, и в то же время вносил в нее лучшие, непреходящие духовные ценности казахов. Велик его вклад как мыслителя в развитие социально-политической, философско-этической мысли народа, в национальное пробуждение, всего того, что наукой именуется «общественным сознанием». На протяжении многих лет великий просветитель писал знаменитые «Қара сөздер», ставшие апогеем всего его творчества. Написанные в форме откровенного разговора с читателем, «слова назидания» имеют огромный воспитательный потенциал, призывающие к совершенствованию внутреннего мира человека. В его понимании человек, сочетающий в себе разум и гуманность, трудолюбие и образованность, дружбу и любовь, является гармонично развитой личностью. Абай постоянно напоминал современникам, что Солнце и Луна украшают небеса, леса и ягоды – горы, а землю украшает лучшее из творений – человек [6].

Лирические стихи Абая Кунанбаева о природе, религиозно-философские идеи о месте человека в природе в его «словах назидания» заключают в себе пронзительную мудрость мыслителя: с самого рождения народ, ведущий кочевой образ жизни, был тесно связан с природой, жил в ладу с ней, более того – мыслил себя питомцем великой матери – Природы.

Наследие великого мыслителя и просветителя, ратовавшего за образование казахского народа было по достоинству оценено не только на родине, но и мировым сообществом. Произведения

просветителя изучаются в организациях образования страны, внедрен в учебный процесс предмет «Абайтану», его труды переведены на многие языки народов. Призыв Абая учиться у всех народов, укреплять дружбу со всем миром, при этом сохраняя свое национальное достоинство актуален и на сегодняшний день.

Ярким примером народной педагогики является педагог-новатор, основоположник русско-казахских школ Ыбырай Алтынсарин. Он впервые в стране разработал основы духовно-нравственного национального воспитания. Значительное место в его произведениях занимают вопросы этики, формирования высококонкретной личности. Педагогическая этика Алтынсарина – это народная этика, так как основы были взяты из устного народного творчества. В ней содержатся размышления и взгляды о сущности нравственности, мотивах поведения и отношении к окружающей среде и мн.др. Его знаменитая «Киргизская хрестоматия» содержит огромное количество сказок, былин, нравоучительных статей, казахских пословиц, которые полны нравственно-этического, воспитательного содержания. Все это способствует привитию правильных взглядов на окружающую среду, поступки и поведение. По Алтынсарину, образование и воспитание составляют основу духовности и нравственности, ее фундамент. Например, в рассказе «Садовые деревья», говоря о том, что прямо растущее дерево является результатом хорошего ухода, а криво растущее – плохого, отец научает сына о неограниченной важности постоянного и пристального внимания со стороны родителей, ведь воспитание хорошего, благочестивого чада отнюдь не легкая задача, для реализации которой потребуется немалое количество времени и сил. Здесь уместно было сравнение воспитания с уходом за деревом. С этой точки зрения педагог Алтынсарин ярко проиллюстрировал процесс воспитания [7]. Потому и исторические корни любви и бережного отношения к родному краю, природе заложены в традициях народа.

Завершая работу, сформулируем основные выводы, к которым можно прийти в результате проведенного анализа.

Таким образом, в данной статье, мы имели возможность, в позволяющем объеме, осветить педагогические идеи казахских мыслителей и просветителей на основе богатой национальной культуры нашего народа, которые имеют огромное

воспитательное значение в духовно-нравственном развитии молодежи.

Наряду с этим, на основе вышеизложенного надо отметить, что духовное возрождение общечеловеческих интересов и ценностей на основе национальной культуры, а также нравственное очищение могут привести к гармонизации человека с окружающей средой и обществом.

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## **THE PLACE AND ROLE OF THE DEPUTY DIRECTOR ON SCIENTIFICALLY-METHODICAL WORK AT SCHOOL**

**Abstract.** The article is devoted to the study of the place and role of the Deputy Director for scientific and methodological work in the modern Russian school. Personal and professional qualities necessary for effective work in the specified position are revealed. The main aspects of activity of the Deputy Director on scientific and methodical work within the effective management directed on modernization and development of the educational organization are considered. The conclusion is made about the need to turn the school into a training center for the full socialization of the student in the modern state and society.

**Keywords:** Deputy Director, management, methodological support, scientific and methodical work, teacher.

**Introduction.** In the system of general education in modern Russia, much attention is paid to the work of deputy directors for educational work, and the importance and role of the deputy director for scientific and methodological work in the functioning of a general education organization as an integral and smoothly operating mechanism of interaction of subjects of the educational process is highlighted. In most municipal and private schools, this position is absent in principle, and the functionality is transferred partly to one of the deputy directors for educational work, and partly assigned to the methodologist (methodologists). However, reforming the general education system at the present stage, increasing the requirements for both the school as a whole and the individual teacher in particular, proves the need for the existence of a given second-level leader in the school.

**Materials and research methods.** In the process of research, general logical (analysis, induction), theoretical (systemic methods, generalization) and empirical methods (observation, description, measurement) were used.

**Research results.** The deputy director for scientific and methodological work in modern conditions must be a professional and competent manager in his field, an organic carrier of managerial culture. G. Klocheva identifies three main types of management skills in the development of management culture: technical (skill), interpersonal (contact, communication) and conceptual (ability to comprehend and see the organization of the process as a holistic phenomenon) [2, 58].

In our opinion, in order to become a real leader in the conditions of a modern society, there is little desire to dispose and emotional assertiveness in giving orders to lower-level employees. It is necessary to be highly educated, responsible, correct person, able to put himself in the place of a subordinate in this particular situation, which is rarely observed in a general educational organization. As a reason for the incompetence of the leadership of some schools Z. Bagirova, for example, calls the transition of first-class specialists from the education system to the business sphere due to the need for "survival" in the conditions of economic instability in the country [1, 42].

A modern school principal is, above all, a successful economically manager. The concept of management in relation to the leadership of a general educational organization is firmly included in the pedagogical science. O. Lyubchenko and S. Karpova introduces a purely economic concept of marketing as a system of management activity that determines the school's behavior in a market environment aimed at meeting educational needs more effectively by studying the educational services market and the labor market [3, 200]. This position seems to us to be correct, since the modern consumer has the right to choose and demand the receipt of a quality service, especially when it comes to education, because it is the formal qualification that will determine the graduate's work in the future in society.

In a rapidly changing environment, modern schools need young specialists to create, through competent methodological support within the framework of the concept of lifelong education, experienced teachers psychologically and spiritually attached to a specific educational institution and not seeking to find a material benefit to frequent changes of employment. And here the key role belongs to the deputy director for scientific and methodological work, who is obliged to identify and systematically develop the talents of the young teacher. Based on the works of L. Ponomareva, investigating the processes of pedagogical support and support for students [4], we consider it possible to transfer the basic elements of support and support to the methodological area in relation to teachers, and develop the provision on systemic methodical support of the teaching staff of the educational institution. From the very beginning of the teaching activity of a young teacher, the deputy director for scientific and methodological work tests his abilities and capabilities with the help of various types of monitoring: visiting lessons and open events, researching the correctness of working documentation, testimonials from a young teacher's mentor and head of the subject department. . In case of a young teacher's readiness for intellectual and cre-

ative activity, the process of methodological support from the observation stage goes into the active phase.

First, we are talking about such a foundation of pedagogical activity as vocational education and its continuous improvement.

Secondly, the deputy director for scientific and methodological work helps to form a holistic view of the teaching profession in all its subtleties and of the teacher's professional mission, designed to educate a comprehensively developed citizen of our country. To do this, it is necessary to teach a novice teacher to formulate two basic goals of their professional activities: how to build the most productive teaching of children, and at the same time how to contribute with their daily work to a steady increase in the efficiency of the educational institution.

Thirdly, on the eve of the beginning of the new school year, the deputy director for scientific and methodological work should carefully check the compliance of the work programs drawn up by teachers for school subjects with the Regulations on the work program of the general education organization.

Special attention should be paid to the continuity of the transmission of pedagogical experience, for which it is necessary to identify and stimulate the work of those team members who have the ability to research and educational activities. This translation of experience at the proper level is ensured only by the participation of teachers with scientific and methodological articles in conferences of various levels, held on the basis of higher educational institutions and scientific organizations, with the obligatory publication of materials in collections published on the basis of conferences.

If the deputy director for scientific and methodological work is not just a leader, but a professional scientist, he can create a real scientific school on the basis of his educational institution, whose participants will not limit themselves to publishing the level of abstracts and articles of conferences, but will try themselves in more complex forms of scientific creativity: publication in Russian and foreign journals,

publication of textbooks, educational and teaching aids, methodological recommendations, collections of tasks; writing a collective or even author's monograph on the results of a long period of pedagogical activity. At the same time, the deputy director for scientific and methodical work with the help of continuous cooperation with universities should provide scientific review of these works by specialists of the appropriate level, which will help to identify the advantages and disadvantages of scientific and pedagogical research of school employees, to determine the vector of further progress towards the intended goal within the object research.

One of the most important functions of the deputy director for scientific and methodological work in modern conditions becomes the support and support for teachers to work together with students, to identify and develop gifted children. Special attention should be paid to the research work of students, transformed with the acquisition of experience in research work.

And finally, the deputy director for scientific and methodological work provides methodological support in the certification of teachers for the qualification category throughout the certification process.

**Conclusion.** Thus, in a modern school, the position of deputy director for scientific and methodological work is necessary and vital to ensure the effective work of this educational institution. Being an experienced manager, responsible, communicative, capable of high-level scientific and methodical work, such a manager ensures, on the one hand, stable professional growth of the teaching staff and the formation of students' educational competencies, on the other hand, uninterrupted functioning and continuous development of the school itself, which with a highly qualified deputy director for scientific and methodological work, it has every chance of becoming more than just a place for teaching children a universal learning activity pits, but the real center

of training to higher education, professional self-conscious, full socialization of the individual student in a modern legal state and civil society.

The functional responsibilities of the deputy director for scientific and methodological work are such major aspects of the school educational process, such as drawing up the local regulatory framework of the educational institution, certification and presentation of pedagogical workers for awarding, methodological support for young professionals, creating conditions for the flow of initiative and creative education to the general educational institution. frames. Separately, it should be said about the role of the deputy director for scientific and methodological work in the dissemination of pedagogical experience accumulated by the team, the development of editorial and publishing activities, the search for scientific and practical conferences at various levels, from municipal to international, access to Russian and foreign scientific journals, including included in the list of the Higher Attestation Commission of the Ministry of Science and Higher Education of the Russian Federation, the creation of educational and teaching aids for employees of general education institutions Conventions.

As chairman of the Scientific and Methodological Council, he forms the composition of the council, the leadership of methodical associations, is responsible for developing a uniform work program for this school, which we successfully implemented in the research process.

One of the most important aspects of the activity of the deputy director for scientific and methodological work is work with gifted students, organization and methodological support for children's participation in competitions, competitions, creative festivals, sports competitions, research work without which the intensive development of a competent, socially active person is impossible. child as an active citizen of his country.

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## **DEVELOPING OUTPUT STANDARDS IN TRAINING FOR BACHELOR OF PRE-SCHOOL EDUCATION**

**Abstract.** The paper presents the results of the research and the review and adjustment of output standards in training for bachelor of preschool education in the University of Education – Thai Nguyen University to ensure to meet the requirements of minimum amount of knowledge and ability that learners achieve after graduating according to the regulations of the Ministry of Education and Training and requirements of the quality and capacity of preschool teachers according to professional standards; especially in order to meet the requirements of knowledge, skills, autonomy and responsibility of the graduates following to the national qualification framework.

**Keywords:** Vietnam national qualification framework; Output standards; Education program; Pre-school education.

### **1. Overview**

In 2018, the Department of Pre-school Education, University of Education – Thai Nguyen University conducted the study on the use of national qualification framework to review, adjust the objectives, output standards, and training program contents in order to improve quality of training, meet the requirements of national human resources according to the national qualification framework and international integration.

### **2. Vietnam national qualification framework**

National qualification framework is a tool to build and classify qualifications according to a set of criteria or according to the criteria for the qualifications achieved. This set of criteria could be included in the qualification description or interpreted in the form of a descriptive set of levels. At the same time, the National Technical Qualification represents the output standards of a training level and clearly shows the connection between training levels [1; 4]. National Qualification Framework in ASEAN covers all levels and types of training, including academic training and popular vocational training from 8 to 10 levels of qualification. In order to ensure consistency and transparency in the national socio-economic comparison process with ASEAN qualifica-

tion framework, ASEAN countries have agreed to 11 criteria for comparison [5].

Vietnam National Qualification Framework has many similarities with the national qualification framework of some countries in the region and the frame of reference for ASEAN qualifications, including 8 levels, each level regulates the minimum amount of knowledge for learners to achieve output standards on knowledge, skills, self-control, and responsibility. Specifically: Level 1 – Primary Level I (minimum 5 credits); Level 2 – Elementary II (minimum 15 credits), Level 3 – Elementary III (minimum 25 credits), Level 4 – Intermediate (minimum 35 credits for people with a high school diploma, 50 credits for people with a junior high school diploma); Level 5 – College (minimum of 60 credits); Level 6 – University (minimum of 120 credits); Level 7 – Master (minimum of 60 credits); Level 8 – Doctorate (minimum 90 credits for holders of a master’s degree, minimum 120 credits for people with a university diploma) [3].

### **3. The standard output of the training program as required by the national qualification framework**

Output standards of the training program are the minimum requirement for knowledge, skills,

attitudes, and professional responsibilities that learners achieve after completing the training program and are committed by training units about the public announcement with learners, society about implementing ensure conditions [2]. According to the regulations of national qualification framework, output standards of the training curriculum include practical knowledge and theoretical knowledge, cognitive skills, professional practice skills and communication, and behavior skills, level of autonomy and personal responsibility in applying knowledge and skills to perform professional tasks [3].

The National Qualification Framework regulates the output standards for each level of training, specifically for level 6 (university level), which stipulates the minimum learning volume of 120 credits and learners must have:

- *Knowledge*: solid practical knowledge, deep and broad theoretical knowledge within the scope of the training industry; basic knowledge of social science, political science, and law; information technology knowledge meets work requirements; knowledge of planning, organizing and monitoring processes in a specific area of activity; basic knowledge of management and administration of professional activities.

- *Skills*: The skills needed to solve complex problems; skills to lead, start a business, create jobs for themselves and others; skills to criticize, criticize and use alternative solutions in unspecified or changing environmental conditions; skills to assess the quality of work after completion and performance results of team members; skills to communicate problems and solutions to others at work; convey, disseminate knowledge and skills in performing specific or complex tasks; foreign language ability level 3/6 in the Vietnamese language competency framework.

- *About autonomy and responsibility*: Working independently or teamwork in changing working conditions, taking personal responsibility and responsibility for the group; guide and supervise other people to perform the identified tasks; self-directing,

making professional conclusions and being able to protect personal views; planning, coordinating, managing resources, evaluating and improving the effectiveness of activities.

#### **4. Developing the output standard of the Preschool Bachelor Training Program at the University of Education – Thai Nguyen University under the National Qualification Framework.**

##### **4.1. The purpose of building the output standard of the preschool bachelor training program**

- Publicity/showing the commitment of training institutions on the quality of preschool teacher training; provide information for learners, employers, and society to implement and monitor learners' competencies after completing the curriculum;

- To help the school have a basis to build, innovate the content, structure of training programs, teaching methods, test and evaluation, and other quality assurance conditions;

- Clearly define obligations and improve the responsibilities of managers, lecturers, experts and technicians in teaching activities, teaching and managing curriculum to help learners well implement the learning process practice and self-study to reach the college;

- To help learners to plan learning plans, select subjects and participate in supervising the teaching process of teachers;

- Strengthening cooperation and cohesion between the University and enterprises in training and using human resources, meeting the requirements of employers and international integration about human resources in preschool education.

##### **4.2. Process of checking and adjusting the output standard**

The process of reviewing and adjusting the output standard of the Bachelor of Preschool Education Program is carried out with 4 steps (shown in Figure 1) In which:

- Step 1: To review and adjust the objectives of the curriculum: Based on the mission, vision, goals of education in the school, the Department of Kindergarten Education; higher education objectives



prescribed in the Education Law and the current Higher Education Law; Vietnam national qualification framework; the requirements of the labor

market for learners who graduated bachelor of kindergarten education program correspond to defined job positions.

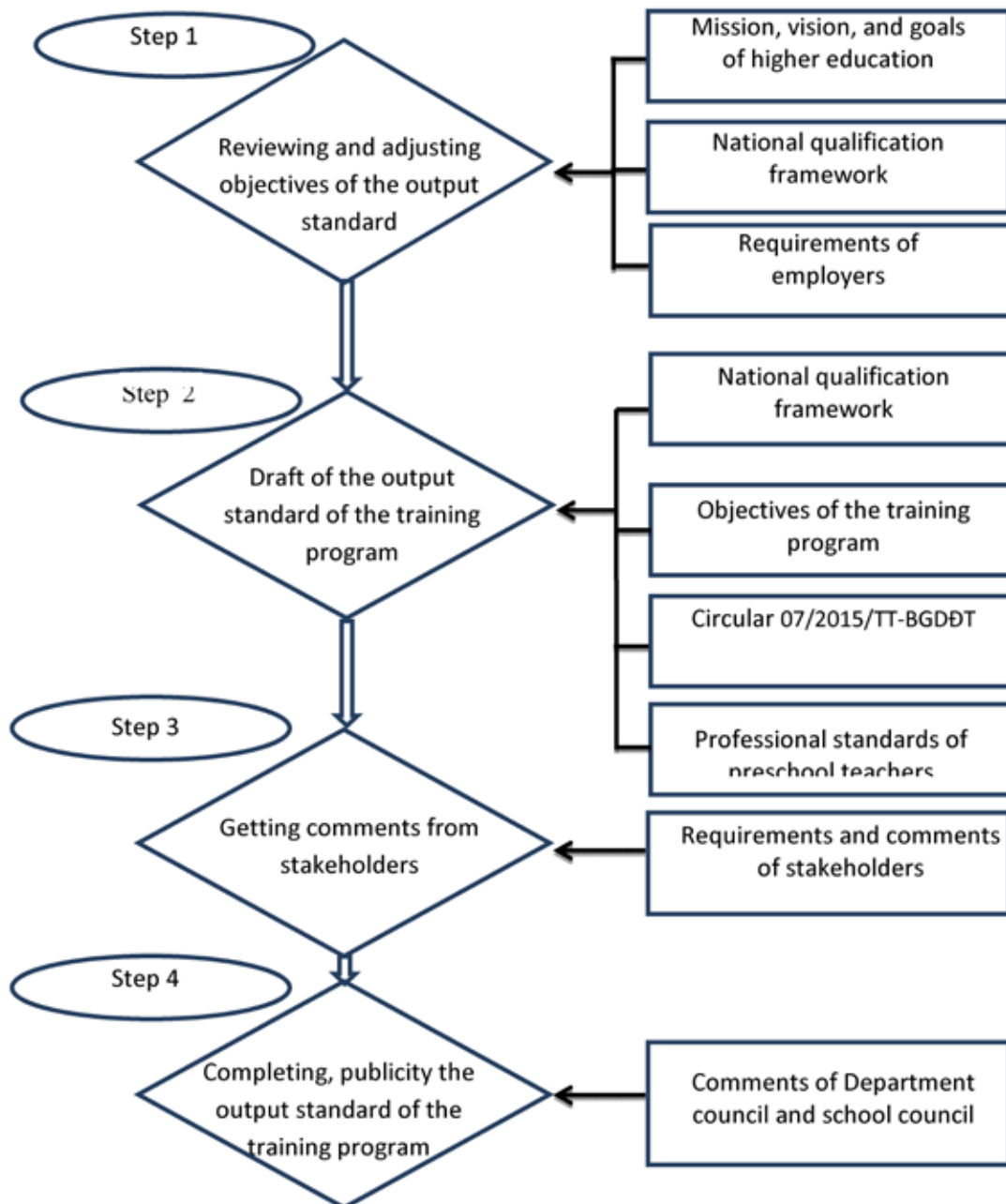


Figure 1.

– Step 2: Draft the output standard of training program: To review and adjust the output standard based on (1) Vietnam national qualification framework; (2) Objectives of Curriculum; (3) Regulations on the minimum amount of knowledge, the capacity requirements that learners

achieve after graduation for each level of higher education of the Ministry of Education and Training; (4) Career standards for preschool teachers (Circular 26/2018/TT-BGDĐT); (5) Results of stakeholder survey on training program and training quality.

– Step 3: To get the stakeholders' comments on the draft of the output standard, adjust and complete the draft: Using the survey method of managers, scientists, lecturers, employers, alumni; collection of survey results and completion of the output standard (1st time); organize the Conference of related parties to publish and get comments on completing the output standard (2<sup>nd</sup> time).

– Step 4. Scientific and Training Council of Faculty submits Science and Training Council of University to appraise and Principal signs for approval, announcing the output of the training program.

Figure 1: Process of reviewing and adjusting the output standard of the bachelor training program of kindergarten education

### **4.3. The output standard of the Bachelor Training Program of Preschool Education**

On the basis of research about the national qualification framework and base on the requirements presented in step 3 of the process of reviewing and updating the output standard, the Department of Kindergarten Education, University of Education – Thai Nguyen University has built and taken interest related parties, complete the output standard of Curriculum of kindergarten education, including 17 standards as follows:

#### **About knowledge**

1) Understanding and applying basic knowledge of Marxism-Leninism, Ho Chi Minh's thought, revolutionary ways of the Communist Party of Vietnam; Vietnamese law, defense – security in professional and life activities.

2) Understanding and analyzing comprehensive theoretical knowledge, specializing in child physiology; nutrition, hygiene, and disease prevention; preschool psychology, pre-school education, and management; preschool education counseling and consultation; children's literature and math symbol formation; art and music for preschool children.

3) Applying in-depth knowledge of pre-school psychology, preschool education, theory, and

methods of organizing preschool education activities into planning activities for nurturing, caring and education develops comprehensively the personality of children according to the preschool program.

4) Understanding the duties, rights of principals, teachers, staff and children according to the preschool charter.

#### **About skills**

5) Communicating effectively with children, colleagues, young parents and other stakeholders.

6) Achieving level 3 in English according to Vietnam's 6-level foreign language competency framework and use it in communication activities.

7) Obtaining computer skills IC3, ICDL, MOS or equivalent and apply in professional activities and education for preschool children.

8) Implementing self-employment activities to look for start-up opportunities and lead others to look for start-up opportunities.

9) Coordinating with colleagues and related forces to plan and effectively organize child care and education activities within the group/class according to the preschool program.

10) Implementing counseling, child support, support for colleagues, young parents and social organizations in the care, care and education of children.

11) Planning, developing tools, collecting and analyzing data to assess children's development to timely adjust the child care and education plan; assess the results of pedagogical labor of themselves and colleagues.

12) Organizing a safe, healthy, friendly educational environment for children; detect and promptly implement measures to prevent the risk of causing unsafe for children.

13) Conducting research on educational science, pedagogical research, and application in preschool education.

14) Strictly complying with the requirements of class group management as prescribed; flexible and effective handling of pedagogical situations.

**About autonomy and responsibility**

15) Understanding and complying with regulations on teachers' ethics and democratic regulations in preschools.

16) Working independently and teamwork in changing working conditions, taking personal responsibility and responsibility for the group, expressing personal views on issues to be solved.

17) Being aware of your own learning needs and have the capacity to plan and implement lifelong learning.

**5. Conclusion**

In order to unified implement the national qualification framework in higher education institutions, especially in the pedagogical institutions, we found that we need to perform some tasks such as: On the Ministry of Education and Training, unified implementation of developing the output standard of

educational industries base on the national qualification framework, on the basis of that the higher education institutions build and complete the output standard of training program; technical guidance on developing the output standard for all of higher education institutions; direct higher education institutions to develop the training program base on the output standard to match the national qualification framework and follow to carry out accreditation to recognize national and regional levels of training quality; develop training quality assurance mechanism based on the regulations on the output standard of industries and curriculum. On the side of higher education institutions, it is necessary to proactively take steps to research, build, adjust the output standard, develop training program base on the national qualification framework to meet quality requirements.

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## **ABOUT CULTURAL AND EDUCATIONAL CONSERVATISM**

**Abstract.** The article analyzes the causes of conservatism in culture and education, provides a number of concrete examples related to the points of growth of cultural and, especially, educational innovations, proposes a number of actions that can lead to the formation of new models of higher education that meet the needs of universities 4.0.

**Keywords:** culture, education, traditional and innovative forms of education, advanced education.

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## **О КУЛЬТУРНОМ И ОБРАЗОВАТЕЛЬНОМ КОНСЕРВАТИЗМЕ**

**Аннотация.** В статье анализируются причины консерватизма в культуре и образовании, приводится ряд конкретных примеров, связанных с точками роста культурных и, особенно, образовательных инноваций, предлагается ряд действий, которые могут привести к формированию новых моделей высшего образования, соответствующих запросам университетам 4.0.

**Ключевые слова:** культура, образование, традиционные и инновационные формы образования, опережающее образование.

**Постановка проблемы.** Сегодня можно констатировать, что в мейнстриме культурные и образовательные практики наиболее склонны к консерватизму, что мало способствует созданию новых моделей образования, соответствующих позитивным цивилизационным переменам, когда ведущими мега трендами становятся цифровизация, автоматизация и трансформация социальных институтов по типу VUCA [6] (VUCA – это

аббревиатура, которая расшифровывается как volatility (волатильность или изменчивость), uncertainty (неопределенность), complexity (комплексность), ambiguity (неоднозначность)).

**Цель статьи** – показать некоторые элементы консерватизма в культурных и образовательных практиках и продемонстрировать отдельные точки роста, которые существуют в реальной практике автора и его коллег.

**Методы исследования.** В статье используется междисциплинарный подход, связывающий идеи социальной философии, культурологии, социологии, психологии, теории и практики образования.

**Результаты.** В эпоху цифровой революции человеку стало доступно небывалое множество информационных данных. То, что представители цифрового мира называют BIG DATA, уже стало реальностью [6]. Что касается автоматизации и роботизации, то здесь темпы роста тоже небывалые и современные работы в этой области, включая исследования естественного и искусственного интеллекта, дают основания для предсказания разных сценариев с положительным и отрицательным финалом. Сегодня это частично уже присутствует в нашей жизни.

Традиционные формы культурных и образовательных практик часто не отвечают новым запросам [4; 7]. И даже представители поколения, в частности, «У», активно действующие в социуме, стоят на плечах своих предшественников, так как учились в школе и в университете по стандартам прежнего обучения. Как справедливо в своей статье «Образование в отношении к истине» пишет А. О. Карпов: «Российская школа нацелена на культивирование авторитарных практик послушания, элиминирующих существо современной личности. В их основе – интеллектуальная муштра, стандартизация познания, не-сомненное подчинение и контроль, которые исключают сущностное мышление, критическое истолкование себя, мира и себя в мире, способность к самостоятельному поступку, риску и их оценке, конструктивную инициативу (лежит в основе инноваций) самоутверждение» [3, с. 60].

Пока еще достаточно сильны изжившие себя во времени многие стандарты, образцы, методы преподавания... Насущный запрос на их кардинальное обновление сегодня очевиден, однако реализовать его с учетом перспективы развития, не ошибиться в выборе новых приоритетов совсем непросто.

Школьные учителя, участвующие в различных исследовательских программах, констатируют, что школьники нынче проявляют высокий интерес «к нестандартным, нетрадиционным, интерактивным способам организации урока и внеурочных занятий. Стереотипные, шаблонные задания вызывают явный негатив и сопротивление...» [1, с. 350]. Старшеклассники сегодня демонстрируют запрос «на формирование метапредметных компетенций, способных стать фундаментом их дальнейшего самообразования, профессионально-образовательного выбора и в целом определения собственных жизненных перспектив» [1, с. 351].

Подобную ситуацию можно наблюдать и в высших учебных заведениях. Здесь уместно кратко сослаться на практический педагогический опыт автора статьи и его коллег (в МГУ имени М. В. Ломоносова, ВТУ им. М. С. Щепкина и Международном университете в Москве). На первом занятии перед кратким обзором курса, как правило, в свободной беседе со студентами определяется круг их интересов, так или иначе ассоциированных с проблематикой читаемого курса. Целесообразность такого начала основана на убежденности в том, что источник мотивированного интереса к предмету большей частью находится в самой студенческой аудитории. Знакомление с новым материалом особенно продуктивно при условии различных форм и способов сопряжения его с заданными исходными интересами и востребованностью студентов.

В целом занятия строятся не только на теоретическом материале, но и на практических кейсах, включая командно-игровые. Отбирались они в течение последних двух десятилетий и особенно часто используются в интерактивных формах коммуникаций. Одной из задач является получение обратной связи от студентов с целью выявления их интереса к инновационным образовательным технологиям, с одной стороны, а с другой – каким бы они хотели видеть учебный процесс, который

бы удовлетворял их, а также отвечал современным запросам.

Понятно, что если появляется актуальный запрос, то ожидаем и ответ, его удовлетворяющий. Такого явно нового запроса от основной целевой аудитории студентов пока не замечалось. Нельзя сказать, что имеются некие ограничения в этом отношении. У современных студентов есть право высказать мнение, и они его высказывают, однако сводится оно зачастую лишь к неудовлетворенности традиционными формами образования. Несмотря на некоторую их осведомленность в области интернет-коммуникаций, дискуссий по поводу искусственного интеллекта и осознания при этом востребованности новых форм учебного процесса, внятные конкретные предложения на этот счет поступают от них крайне редко.

Каждый год в рамках курса по креативным технологиям в образовании проводятся различные деловые игры. В этом году в рамках одной из таких игр под названием «Как добиться заинтересованности студентов и аншлага в образовательном процессе?» студентам было предложено высказать свои суждения по преобразованию форм проведения лекций, практических и прочих занятий с точки зрения их представлений и желаний. Показательно, что были предложены несколько лишь частично модифицированных традиционных форм. И только одна группа посчитала возможным использовать очки дополнительной реальности в качестве некоего новшества и показала, как это может работать в разных областях. Однако она была подвергнута резкой критике большинством студентов из других команд. В этом споре студенты, можно сказать разделились на традиционалистов и инноваторов.

Задумаемся, почему студенты ведущего вуза страны, в том числе обучающиеся на естественнонаучных факультетах МГУ, столь скептически отнеслись к инновационной идее применить очки дополнительной реальности в образовательном процессе? Можно предположить, что подобная

ситуация возникла в силу того, что студенты, которые представляются собой поколение «У» были больше в плену стереотипов и не смогли в полной мере воспользоваться возможностью предложить новое видение учебного процесса. В силу привычного представления об образовательном процессе, они восприняли предельно критически новаторскую идею. Видимо, в их опыте не было ничего подобного ни в культурных, ни в образовательных практиках. Традиция в этом отношении носит консервативный характер с отрицательной коннотацией. Для развития образования – это весьма негативный симптом. Закрепление данной традиции имеет длинную цепочку и начинается она в начальной школе. Несмотря на бесконечное реформирование нашей школы она часто носит формально-бюрократический характер, эта болезнь характерна и для многих вузов России.

Однако есть и другие конкретные примеры, которые принято называть сегодня точками роста. Вернемся к педагогическому опыту авторов, в частности, к практике ВТУ имени М. С. Щепкина. Не секрет, что в театральном образовании у части мастеров бытует точка зрения, согласно которой актер-интеллектуал малоподатлив, чтобы режиссер мог «лепить» из него образ и характер по своему замыслу. Но существует и противоположное мнение, что кроме сугубо профессионального ремесла, актер должен быть достаточно развитой личностью, образованным и эрудированным человеком, способным к сотворческому с режиссером созиданию, а не к искусственному лицедейству. В основу методики преподавания культурологии и психологии творчества в училище положена цель выработать способность к самостоятельному, аналитическому мышлению, игре воображения. На занятиях намеренно формулируются вопросы, которые не могут иметь однозначного и клишированного ответа. Этому существенно способствуют проблемный, диалогический, сократический методы общения, где преподаватель не является центром знания,

вектор общения развернут в сторону студентов. В результате обретение ими знания достигается с их активным участием в ходе животворящего процесса последовательных движений к нему. Постоянно используются нестандартные творческие задания, поощряется оригинальное их решение и аргументирование своей точки зрения, которая может не совпадать с мнением других студентов и преподавателя. Уважительное отношение к позиции студента, искреннее внимание к его интересам создают особую атмосферу доверия и открытости, стимулируют желание студента свободно высказываться на самые разнообразные темы, включая профессиональные. Вне сомнений это весьма плодотворно влияет на сложный и многоуровневый процесс обретения актерского образования.

Другой пример преподавательская команда факультета «Предпринимательство в культуре» Международного университета в Москве (Это актуально для 1991–2017 гг.), которая стремилась максимально дистанцироваться от стереотипных образовательных моделей и приблизить студентов к реальной практике. Для реализации поставленной задачи было создано своеобразное ноу-хау, которое на факультете называли проектным обучением, с получившим девиз – мы учим на конкретных делах, мы учим бизнесу у бизнеса. Механизмом достижения это идеи стало несколько интегрированных в одну образовательную технологию элементов: проекты (обучающие и реальные), которые представляли собой непрерывный процесс практической профессиональной деятельности (в конце обучения наиболее активные студенты имели в своем активе портфолио из 30 проектов); ежемесячные мастер-классы ведущих зарубежных и российских специалистов по профилю факультета (управление культурой и коммуникациями за 4–5 лет их могло быть около 40–50); системные деловые игры два раза в году (10–8 бизнес-игр за период обучения), которые либо инициировались факультетом, либо проводились

по запросам заказчиков из реального сектора отрасли; творческие мастерские, подобные театральным вузам, когда курс набирает конкретный мастер, осуществляющий ключевой образовательный процесс (в определенном смысле мастер являлся и идеологом, и тьютером, и наставником, и научным руководителем одновременно); а также ежегодные научные конференции – «Дягилевские чтения», на которых в обязательном порядке должны были выступать студенты выпускного курса, остальные – по желанию.

На факультете была выстроена особая образовательная модель, в которой интегрировались фундаментальное и прикладное, исследовательское и творческое, традиционное и инновационное, индивидуальное и командное. Образовательная система реализовывалась на лекционных и практических занятиях, мастер-классах, кейс-стадиях, бизнес играх, разнообразные проектах, научных исследованиях. Все это ориентировалось на глубокую кастомизацию (обучение в мини-группах с учетом индивидуальных интересов студентов). При этом особое внимание уделялось знанию иностранных языков (окно в мир) и информатизации (свободное владение доступными коммуникационно-информационными технологиями). Был построен оригинальный алгоритм осуществления образовательного процесса: от лекций и практических занятий → к кейсам → бизнес играм → проектам → научным исследованиям → жизни. В результате многие создали собственные бизнесы еще на студенческой скамье, другие органически интегрировались в крупнейшие профессиональные компании и организации России и за рубежом.

**Вывод.** Для того, чтобы изменить существующие модели образования и перейти к опережающему образованию в цифровую эпоху необходимо создать модель образования, характеризующуюся укоренением в сознании преадаптивного мировоззрения, которое способствует защищенности от различных форм

социальной турбулентности, нацеливает человека на динамичную смену профессиональных стратегий, перманентное обучение и переобу-

чение на основе научно-технологических достижений, повышая его востребованность на рынке труда XXI века [6].

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## INFORMATION AND COMMUNICATION TECHNOLOGIES IN MODERN HIGHER EDUCATION

**Abstract.** The article is devoted to the use of information and communication technologies in education. It explores the possibilities and ways to use information and communication technologies in modern educational process. Special attention is given to the advantages of the use of information and communication technologies compared to traditional education techniques.

**Keywords:** information technology, communication, higher education in cultural studies, informational space, digital educational resources, computer technology.

**Introduction.** The powerful technological changes of the 20<sup>th</sup> century have forever reshaped many of the techniques and methods used in every area of human life. Today, technology serves as an essential foundation of a human life. Information is an integral part of the modern society. Presently, the intellectual labor has become more important. Work focused on the use of information assets is of particular importance. The need for instant communication between individual specialists or teams to solve common tasks and carry out joint research projects has also increased. These changes happen due to the informatization of society – a global social process in which the main activity is the acquisition, processing, storage, transmission and use of information carried out by modern means of microprocessor and computing technology, based on various means of information exchange. Informatization of education is a dynamic process of constant changes, sparked by the creative efforts of humans leading to continuous progressive development, formation, change and transformation. Modern education makes full use of information and communication technologies including the Internet.

**The purpose of the article** is to define the main information and communication technologies used in the system of higher education.

*Main body.* Information and communication technologies (ICT) are a set of methods and techniques for acquisition, storing, processing, presenting and transmitting information. ICT make it possible to put new methodological developments in practice for improvement of the educational and scientific processes.

Today, information and communication technologies are an essential part of many educational programs. Information and communication technologies in education are educational technologies that use satellite data transmission and television broadcasting, as well as global and local networks for ensuring the indirect interaction of students with teachers and give them access to educational web resources in the form of digital libraries, video lectures and other learning tools [1, p. 528].

Many scientists (I. Volkov, Yu. Gospodaryk, I. Zakharova, O. Karpenko, T. Lebedeva, V. Monakhov, O. Okalelov, P. Samoilenko, A. Sergeev, E. Trofimova, N. Shchurkova, and many others) consider that information technology contributes to the achievement of educational goals.

The information and communication technologies in education have two main uses: 1) to increase the availability of education (distance education, i.e.

giving access to education to those pupils for whom another method may not be available at all); 2) to change the content and techniques of traditional full-time education [2].

Today, the following educative possibilities of ICT are used: a) automation of the processes of information and methodological support, organizational management of learning activities and control over its results; b) automation the processes of data retrieval activities, as well as processing the results of a learning experiment; c) archive storage of large amounts of information with the possibility of its transfer, as well as easy search and access of the user to the central data bank; d) fast feedback between the information resource and the user; e) electronic educational information about objects or patterns of processes, phenomena, both real and “virtual” [3, p. 43].

These ICT capabilities are realized by the following practices:

a) registration, acquisition, accumulation, storage, processing of information on the studied objects, processes, phenomena, transfer of large amounts of information in different forms;

b) control of real objects (robots used in education to imitate industrial devices or mechanisms);

c) management of the displayed simulations of various objects, processes, phenomena, including those physically occurring;

d) interactive dialogue;

e) automated control (selfsupervision) of the results of educational activities, correction based on the results of control, training, testing.

On this basis, it is possible to formulate the main objectives of the use of ICT in modern education:

In accordance with this, it is possible to formulate the main objectives of the use of ICT in modern education:

1. Improvement of information and methodological support of pedagogical work: expansion of opportunities for communication and cooperation by computer means, opportunities for advanced training and retraining, regardless of age and place

of residence, creation of a unified informational and educational environment.

2. Enhancement of all levels of the educational process: improving the efficiency and quality of the learning process, enhancing cognitive abilities of the students, deepening interdisciplinary connections through the use of modern means of information processing.

3. The personality development of student: aesthetic education, development of rational thinking, communication skills, research skill, the formation of information culture, the ability to process information, to make the right decision [4, p. 102].

Possibilities of informational technology in modern education:

**1) Creation and development of the informational space.** Information technology makes it easy to access information at any time. Students and teachers use information technology to acquire educational material on the Internet. Information technology accelerates the transfer and dissemination of information. IT specialists create educational software that can be used by students, such as electronic libraries for mobile phones. It can be used to conserve time and allows students to read anytime, anywhere.

**2) Multimedia and interactive whiteboard.** The multimedia is important for increasing the level of mastering new material. It has following benefits: helps in adapting to the individuality of students, change the delivery of course content; reduce the workload of the teacher; increase the learning impetus; increase descriptiveness, which contributes to the integrated perception and better memorization of the material.

**3) Distance education.** Information technologies allow students to study the necessary course and professional modules through online courses. The student receives all educational materials and tasks through e-mail or on the website of the educational institution. The distance education is particularly popular among those who wish to receive a second higher or additional professional education.

**4) Digital educational resources.** Digital educational resources are the most important component of the modern university teacher work. The main advantages of using digital educational resources include: the full use of new pedagogical techniques; creating an individual educational plan of the student; the possibility of individual course planning by a teacher; stimulating learning motivation of students; improving the quality and working on gaps in knowledge.

**5) Computer simulations and virtual labs.** Computer simulations and virtual labs make it possible to recreate a situation or a technological process in the classroom. Under the guidance of a teacher, students apply their knowledge, display creative abilities, analyze the simulated situation, and make decisions in a particular situation.

**6) Computer technology in the knowledge monitoring.** The computer control system allows you to implement a more effective technology for monitoring of each student's knowledge. Using a computer to monitor knowledge enables the teacher to reduce the time for evaluation of tests and exams, allowing performing monitoring more often and significantly reducing the factor of subjectivity that students often complain about [5, P. 59–60].

Depending on the specialty, level of training, educational subject, individual features, various information and communication technologies are used. In practice, it is impossible to observe learning models "in a pure form", since each educational institution has the right to choose its own technological assets and create the conditions necessary for the implementation of educational principles in individual subjects. For each individual subject, depending on its content, types of practical training, you can choose the most appropriate model that can acquire the variable characteristics that are necessary to ensure the ideal learning conditions for each educational subject.

Each of the modern study modes (full-time, part-time, mixed and external) that strictly follows curric-

ulum, uses modern information technologies for the transfer of educational material. Every study mode is strictly regulated by the corresponding curriculum and is fixed by number of hours, and not by the means of material presentation or the form of interaction between the teacher and the student. In turn, information and communication technologies are the means to achieve educational goals for geographically separated subjects of the educational process, and an intermediate telecommunications are used to transfer information between them [6, p. 79]. We believe that information and communication technologies can be equally used with any study mode to improve their quality.

Presently, we can already say that information and communication technologies contribute to the removal of the boundaries between existing study modes, as the information and communication technologies can be used in any of modes, and their implementation opens up great prospects for those who seek to make their education continuing. The idea of using information and communication technologies is not completely new in the educational process management, but it is wrong to assume that this is a simple combination of the already existing study modes.

Therefore, education using information and communication technologies is a process of acquiring knowledge, which is based on active independent learning activities, pedagogical interactive communication, efficient management of individual education process, contributing to the integration of curricula and programs of educational subjects, the development of mass continuing education, the implementation of individual activity approach to the education process, improving the efficiency of the education, as well as distance education. All of these advantages of education with the use of information and communication technologies make the student active, motivated for learning, independent, responsible, free to choose their own study mode, tolerant to other people, and the education course itself can be taken

anytime anywhere. The introduction of these technologies has great prospects, contributes to continuing and lifelong education.

**Conclusion.** A modern teacher should pay attention to the increased role of ICT and opportunities presented by it for the educational activities. The introduction of new information technologies in the

educational process significantly changes the traditional system of education, introduces completely new educational elements necessary for the preparation of professionals. The use of modern information technologies is necessary for the development of more effective approaches to education and improving teaching methods.

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## Section 6. Psychology

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### PERSONAL CONDITIONALITY OF INTENSITY OF REFLECTION: ON THE PROBLEM

**Abstract.** In this article, we represent experimental data, the analysis of which allowed us to single out the problem of personal determination of the intentionality of reflection. Contrary to theoretical views on the influence of the individual on reflection, we revealed a weak correlation between personal characteristics and the intentionality of reflection in the 18–22 years old sample group. This made possible to formulate a hypothesis about the transformation of personal qualities into the internal form of the intentionality of reflection and a hypothesis about the influence of age characteristics, which requires studies of the intentionality of reflection in ontogenesis.

**Keywords:** reflection, intentionality, personality.

#### 1. Introduction

Nowadays, a separate section in psychological science is developing – the psychology of reflection, which has the same importance as the psychology of personality, thinking or consciousness. We develop a modal understanding and comprehension of reflection, but do not reduce its being to consciousness, which implies the word awareness by meaning and word formation. We support the approach to the reflection of A. V. Karpov [3] as an independent psychological phenomenon, but we propose to consider it not as a metacognition, but as the highest step of the soul layer in N. Hartmann's critical ontology [1; 2]. Within this ontology, psychic objects have their integrity in that they have a modal way of being. Modality is a way of being something and at the same time, by its measure [4]. The polymodality of reflection is described in detail in our other articles

[8]. By reflection we mean the highest level of the spiritual (mental) layer, which is a triangular network of modalities (ontic, general and special), permeated with intentionality [6; 7]. Such an understanding of reflection, which claims to reveal its essence as a modal integrity, cannot do without posing two questions, one of which affects reflection from the inside, the other one from the outside. The first question is about the role of consciousness, personality, activity in reflection as its subject area, the second is about the connection of reflection with these phenomena. For answering the second question, the conditioning of modalities of reflection by personal, cognitive, emotional qualities of the subject of cognition, activity and self-development of oneself as an individual are investigated. When answering the first one, the intentionality of reflection permeating modalities is studied. It is in intentionality that consciousness,

personality and thinking in reflexing find their being. Intentionality is formed in the process of ontogenesis and is crystallized from experience, under the influence of education. The study of the connections of intentionality with the personality and cognitive qualities of the subject makes it possible to trace how these or other qualities formed in the process of education determine the formation of the direction of reflection, creating conditions for truth and distortion in the modalities of reflection.

The purpose of this article is to reveal the connection between the intentionality of reflection and the personality and cognitive qualities of the subject.

## 2. Materials and Methods

For study the intentionality of reflection, we applied the “Focus of Reflection” questionnaire by Sizikova T.E. With R. Kettel’s 16PF “Multifactorial Personality Questionnaire” – 105 questions (version C), the “Constructiveness of Motivation” technique, the “General Scale Self-efficacy” (Generalized self-efficacy scale, GSES) R. Schwarzer, M. Erusalem in the adaptation of VG Romek, the test “Lifetime Orientations” (LSS) by James Krambo and Leonard Makholik in adaptation D. A. Leontyeva, “Individual Styles of Thinking” methods (A. Alekseeva, L. Gromova), “Self-esteem of Willpower” test by N. N. Obozova, we investigated personality and cognitive features. The relationship between intentionality and personal, cog-

nitive qualities was established using correlation and factor analysis. Correlations are presented at the level of credibility of the authors qualitative measurements of reflection, which are arguments in our proof of the multidimensionality of reflection. By correlation and factor analysis, we determined connections of multidimensional modalities – not multidimensional in reflection with its other modalities. The correlation of the correlation with the Kaiser normalization. The sample group size was 70 people (26 men, 44 women), aged 18 to 22 years.

## 3. Results

We used the questionnaire “Focus of Reflection” and investigated 13 directions of reflection. Other techniques diagnosed the personal qualities of the subjects.

Only half of 16 factors of R. Kettel’s “Multifactorial Personality Questionnaire”, have weak significant correlations (Table 1). These relationships are logically consistent and scientifically confirm that in order to be emotionally stable (factor C), systemic, holistic, progressively directed reflection might exists. This reflection is able to follow from particular to general and vice versa, make allowance for interests of the individual and the Other and vice versa. In order to be emotionally unstable, an orientation towards fragmentation and weak activity of the “reflection – motive – will” mechanism is necessary.

Table 1. – Correlation links between the directions of reflection and the scales of the “Multifactor personality questionnaire” R. Kettel

	<b>C</b>	<b>E</b>	<b>H</b>	<b>L</b>	<b>O</b>	<b>Q1</b>	<b>Q2</b>	<b>Q4</b>
<b>I</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
Fragmentary	-0.26	-0.21	-0.27				0.25	
Regulatory		0.22	0.20				-0.26	
Systemic	0.28	0.21	0.28	-0.22			-0.24	
Holistic	0.25		0.30				-0.25	
Reflection – Motive – Will	0.32	0.27	0.37	-0.20	-0.26		-0.23	-0.24
Reflection-reflection	0.35	0.32	0.29				-0.20	
Progressive	0.34	0.24	0.36	-0.21	-0.19		-0.24	
Regressive						0.20		
Focus on I	0.22	0.22	0.25				-0.22	
Focus on the Other	0.32	0.23	0.40	-0.23			-0.25	

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
Focus on creativity								
Inductive	0.20	0.23	0.21					
Deductive	0.27	0.21	0.28		-0.24		-0.20	

In general, four factors “emotional stability – emotional instability” (factor C), “subordination – dominance” (factor E), “timidity – courage” (factor H), “conformism – non-conformism” (factor Q2) have the same connection with patterns of reflection and confirm, in principle, an obvious. In order to be emotionally stable, courageous, authoritative (dominant), nonconformal, you must have the following directions of reflection: “normative”, “systemic”, “holistic”, “progressive”, activity of the mechanism “reflection – motive – will”, “reflection reflection”, focus on “I”, “focus on the Other, focus on inductive and deductive ways of working with information and not” fragmentary.”

The factor L (gullibility – suspicion) shows that suspicion is the opposite of the direction of reflection on “systematic”, “progressive”, “Other”, “activity of the reflection-motive-will mechanism”. Factor O (“calm – anxiety”) gave inverse correlation with the scales “reflection – motive – will” ( $r = -0,260$ ), “progressive orientation” ( $r = -0,192$ ), “focus on the deductive method” ( $r = -0,247$ ), reflection, weakly participating in the mechanism of self-regulation, not having a progressive focus and not making generalizations leads to the emergence and strengthening of anxiety.

The factor Q1 “conservatism – radicalism” is directly linked to the scale “regressive direction of reflection” ( $r = 0.207$ ), which confirms the impossibility of making changes to life if there is a regressive direction of reflection, which is not creative, but “stuck”.

The factor of internal tension Q4 (relaxation – emotionality) has a negative correlation with the parameter “focus on the activity of the reflection-motive-will mechanism”. This connection shows that the adequate work of the mechanism of conscious self-regulation reduces the energy of a person’s internal tension, but at the same time, he will not be relaxed so that he can go into psychosomatics, when he has to act – not to act.

The identified correlation links do not contradict common sense, observations and theoretical calculations in psychology about the role of awareness in the emotional – volitional sphere of the personality. In addition, weak correlation links are highlighted with this category of personality traits. With other personality traits from this questionnaire correlations was not detected.

The resulting weak correlations due to the seemingly obvious connection between the directions of reflection and personality traits led to a more in-depth study (Table 2).

Table 2. – Correlation links of the intentionality of reflection and parameters of the style of thinking, meaningful life orientations, styles of self-regulation, constructiveness of motivation, self-efficacy of the personality, self-assessment of willpower

	<b>pragmatic</b>	<b>analist</b>	<b>goal</b>	<b>process</b>	<b>result</b>	<b>Locus Life</b>	<b>modeling</b>	<b>program- ming</b>	<b>result evaluation</b>	<b>тип</b>	<b>Self-effec- tiveness</b>	<b>Will</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>
Fragmentary			-0.22	-0.26			-0.20				-0.24	-0.25
Regulatory	0.20											
Systemic	0.22		0.23	0.30						0.16	0.26	0.22

1	2	3	4	5	6	7	8	9	10	11	12	13
Holistic	0.23	-0.20	0.21	0.29					0.20	0.17	0.32	
Reflection – Motive – Will			0.28	0.37	0.33	0.21	0.25			0.24	0.30	0.37
Reflection-re- flection	0.19		0.20	0.28	0.22						0.29	
Progressive			0.25	0.35	0.27	0.21	0.22				0.31	0.27
Regressive												
Focus on I	0.24			0.26								
Focus on the Other			0.29	0.36	0.31	0.22	0.23			0.19	0.32	0.33
Focus on cre- ativity		-0.21	0.21	0.33			0.21	0.24	0.22		0.28	
Inductive	0.22			0.20						0.16		
Deductive				0.22							0.24	

The method of “Individual styles of thinking” (A. Alekseeva, L. Gromovoy). The scales of the Focus Reflection questionnaire have correlations with the individual pragmatic and analyst styles of thinking. “Pragmatic thinking style” is associated with the reflection of the “normative”, “systemic”, “holistic”, self-aware – “reflection of reflection”, “aimed at the” I “and carried out in an” inductive “way. At the same time, the “analytical style of thinking” has feedbacks with the “focus of reflection on integrity” and the “focus of reflection on creativity,” which fully explains the peculiarities of this style.

Scales of the “Meaningful orientations” test of “goal”, “process”, “result”, “locus Life” have a large number of correlations with the directions of reflection. The “Goals” scale is associated with the “systemic”, “holistic”, “progressive” directions of reflection, the mechanism “reflection – motive – will”, the scale “reflection of reflection”, the scale “focus on the Other” and on “creativity” and has a negative correlation connection with the scale “focus on fragmentation”. The “Process” scale has a greater number of significant correlations in comparison with the “Objectives” scale. Orientation to procedurally is supported by such directions of reflection as, focus on

consistency, integrity, progressiveness, activity of the mechanism of reflection-motive-will, reflection of reflection, on “I”, on the Other, on “creativity”, inductive and deductive ways and not supported by focus on fragmentation. The “Result” scale is directly related to the work of the “reflection-motive-will” mechanism, the mechanism of conscious, self-regulation “reflection reflexion”, as well as the “progressive reflexion of reflection” and “focus on the Other.” The “Locus Life” scale is associated with reflexive-motivational-volitional activity, “progressive orientation of reflection” and “focus on the Other.” The obtained data do not contradict, but on the contrary, expand the theoretical position about the connection of reflection with the self-regulation of the personality based on reference points developed in reflection.

Scales of the “Style of self-regulation of behavior” questionnaire by V.I. Morosanova “modeling”, “programming”, “evaluating the result” are connected with the directions of reflection by weak correlations. “Modeling” has a feedback with the focus of reflection on fragmentation and a direct link with “progressive focus of reflection”, “focus on the Other”, “focus on creativity” and the activity of the mechanism “reflection – motive – will”. “Program-



ming” is associated with the “focus of reflection on creativity. The scale of “assessment of the result” is associated with the focus of reflection on integrity and creativity.

Of all the scales of the “Constructiveness of motivation” technique by O. P. Eliseev, only one style – the style of constructive motivation “tiger” has connections with the directionality of reflection on systematic, integrity, to the Other, the activity of the mechanism “reflection – motive – will” and the inductive method work with information in reflection.

The overall result according to the method “The scale of total self-efficacy (Generalized self-efficacy scale, GSES)” R. Schwarzer, M. Erusal in the adaptation of VG Romeka has direct correlation links with the orientation scales of the reflection on the system” ( $r = 0.269$ ), integrity ( $r = 0.321$ ), the activity of the mechanism “reflection – motive – will” ( $r = 0.301$ ), “reflection reflection” ( $r = 0.290$ ), progressiveness ( $r = 0.310$ ), to the Other ( $r = 0.323$ ), to creativity ( $r = 0.283$ ) and the deductive way of working with information ( $r = 0.244$ ), as well as reverse correlation links with the scale of “focus of reflection on fragmentation” ( $r = -0.248$ ).

The “Self-assessment of Willpower” test by N. N. Obozova shows that the reflexion “reflexion-motive-will” reflexion scales ( $r = 0.374$ ), “focus on systematicity” ( $r = 0.226$ ), “progressive directivity” ( $r = 0.275$ ) and “focus on the Other” ( $r = 0.330$ ) underlie the volitional regulation of the personality that the person is aware of. Such regulation is the opposite of impulsive involuntary regulation, which is most often carried out with the “directionality of reflection on fragmentation”, which has an inverse correlation with the self-assessment of willpower ( $r = -0.255$ ).

#### 4. Discussion

Results which expressing a weak correlation between selected parameters allow us to ask the question: “If there is a theoretical, logically consistent connection between the parameters, then what explains the weakness of the correlation connection?” As an

explanation, we can provide not answers and arguments, but hypotheses that have partial confirmation. This situation focuses on further studies of the problem arising from the data obtained – the problem of personal conditioning of the intentionality of reflection and the determination of personal qualities by the intentionality of reflection. At present, we are ready to present two hypotheses. The first is based on the research of A. M. Pyatigorsky, who introduced the concept of “reflection without the I” (Pyatigorsky, 2002). Although A. M. Pyatigorsky, the concept of “reflection” deprived I, calling it not a reflex of I, but a reflex of Z, by the assumption of V. P. Zinchenko. I become an internal form, while remaining a carrier of consciousness, retains it as its core. V. P. Zinchenko wrote: “The indifference of background reflection, whether in perception, in action or in thinking, to the “language of the inner” does not contradict the possibility of the presence of the “inner observer” postulated by Pyatigorsk in such acts (not to be confused with the doubtful myth)”. Pyatigorsky conditionally designated such “internal observer” as “Reflex Z” – this is a reflex without “I”, it is not personal, but rather out-personal. In Reflex Z, three aspects of thinking hold together: thinking, thinking and thinking. Marmardashvili (before the “invention” of his friend Z Reflex) repeatedly stressed the extraordinary difficulty (almost impossibility) of keeping in mind all three aspects of such thinking. I find it difficult to answer whether such thinking is theoretical; maybe this is some kind of “over-thinking”, which remains impenetrable for research. It can happen occasionally, what we can say about its formation! [9]. From this it follows that only the higher development of reflection is relatively impersonal, hence its orientation. However, our data showed that any reflection, more precisely, the person does not determine its orientation, and it is possible that the person in the intentionality of reflection is the inner form that V. P. Zinchenko speaks of.

The second hypothesis is associated with features of diagnostic methods and features of the sample group. The diagnostic methods used in our

study relate to the methods of self-attitude and self-report. Consequently, all these methods are built on reflection, and the questionnaire “Focus of Reflection” is based on reflection on reflection, which creates additional difficulties in its execution. The age category of subjects in our study is from 18 to 22 years. Age features such as youthful maximalism and a tendency to exaggerate influenced the results of the questionnaire, showing that this age is characterized by a tendency to exaggerate in reflection the focus on consistency, creativity, deduction and on the Other. It is possible that at certain stages of age development, when reflection has been formed, in the intentionality of reflection, its personal conditionality does not stand out and reflection fully behaves as an independent phenomenon. The consequence of the presented hypotheses implies the need to study intentionality and its personal conditionality in ontogenesis.

Beginning in the first half of the 20<sup>th</sup> century, its history has studies of the influence of reflection on personal development, especially in adolescence. L. S. Vygotsky, S. L. Rubinstein, B. G. Ananyev, and others, gave reflection to the function of gathering the personality into a single whole. In subsequent studies in this direction was given a large personal reflection. Under the personal reflection was understood the focus of reflection on a person’s understanding of their relationship, their I, their actions, values, meanings of life and much more, which is associated with the development of personality. The phrase reflection of personal reflection adopted in research, in our opinion, is not correct. In the sense in which it is applied, it is more correct to speak of reflection aimed at the individual. Analysis of the work over the past 20 years has shown that most psychologists and educators accept that the development of such reflection is based on the analysis of attitudes towards desires, choices, life events, opportunities, experiences and much more that makes up a personality. But it is the relationship itself as such that makes up the personality. It turns out that

reflection aimed at a person develops a person and a personality, as a set of relationships, develops reflection. This latter relates to the personal conditioning of reflection. This research topic is new to psychological science and is least represented in it. Such studies, to which our research also applies, pose more questions than they give answers. The study of personal conditioning of reflection is a promising one and, by its consequences, can influence the pedagogical and educational processes. It is necessary to distinguish in what age periods and under the influence of which the reflection is impersonal in its elementary and higher forms, and when its complex forms unfold in ontogenesis, it becomes personal in the sense of its own development under the influence of the personality and in the sense of personality development. How does the influence of personality become the inner form of reflection? The answer to this question will explain the situation often encountered in pedagogical and psychological practice: “a person understands everything, but acts differently”, that is, reflection, understanding, choice and decision-making are carried out, and execution is difficult or opposite. The presence of such a situation reflects the experimental data we obtained, according to which two independent phenomena of personality and reflection have weak links between themselves, but at the same time the content of these connections is evidently confirmed by empirical cases and theoretical conclusions from works on personality development through reflection. This is a very interesting situation – that which itself was formed under the influence of the personality develops the personality.

### **5. Conclusions**

Our study represented non-contradictory common sense and theoretical calculations, which, at the same time, due to the weak correlation of the intentionality of reflection and personal characteristics led to the formulation of the problem of personal determination of the intentionality of reflection, which requires its research in ontogenesis.

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## Section 7. Religious studies

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### **EVALUATION OF FOREST TOURISM PRODUCTS BASED ON THE QUALITY FUNCTION DEPLOYMENT MODEL**

**Abstract.** Using the QFD (Quality Function Deployment) model, the demands of forest tourist are effectively transformed into the technical characteristic indicators of forest tourism products, the forest tourism products are evaluated by fuzzy comprehensive evaluation method, then a complete evaluation system of forest tourism products is constructed. Finally, an empirical study on Phoenix Mountain National Forest Park (China) was carried out to verify the rationality and feasibility of the model.

**Keywords:** quality function deployment; forest tourism products; evaluation system.

#### **1. Introduction**

With people's yearning for natural ecological environment, more and more forest farms begin to build forest parks and transform into forest tourism industry. Nevertheless, most of the forest tourism product development ignored the demands of tourist and failed to reflect the people-oriented development concept, the forest tourism products cannot achieve the desired effect. In order to change this situation, it is necessary to construct a complete

evaluation system of forest tourism products from the perspective of tourist demands, so as to examine and guide the following development of forest tourism products.

The evaluation system of forest tourism products is an important part of the forest tourism product development program, which serves as a guideline for the forest tourism product development. Huang Xiujuan et al. [1] constructed an evaluation system of 26 ultimate evaluation factors contained in 4 levels by

using AHP (Analytic Hierarchy Process), and constructed a comprehensive evaluation model for the suitability of forest tourism product development. Yan Shujun [2] used the suitability evaluation model to verify the good feasibility of the Fuzhou National Forest Park Birds World Plan (China) in 5 aspects of product competitiveness, market demand level, product development efficiency, product development ability and external relevance. Zhang Zhe et al. [3] studied and summarized the forest tourism eco-cultural demands and satisfaction evaluation of Shenzhen Residents (China) based on specific issues such as resource using status, service capacity, landscape and infrastructure construction and provided suggestions for the construction of forest tourism eco-cultural products based on users' preferences. It can be seen from the above studies that although scholars use different methods to evaluate forest tourism products from different perspectives but very few people transformed the demands of tourist into indicators of forest tourism products.

Since Yin Dayi [4] introduced QFD into China in 1994, the academic studies on QFD have achieved fruitful results. Meng Xiangbin et al. [5] put forward a kind of integrated design principle by combining QFD and SWOT (Strengths, Weaknesses, Opportunities, Threats), and made an empirical study on an e-commerce platform. Han Xiaoxiao et al. [6] collected users' demands for the use of green products, effectively transformed them into the technical demands for enterprises to produce green products by using QFD model, and evaluated the technical characteristic of the empirical enterprises by using fuzzy comprehensive evaluation method. Zhou Jian et al. [7] used QFD to construct the financial credit evaluation system of supply chain, conducted the matrix relationship for the 5 demands between banks and loan enterprises and the 15 credit indicators of loan enterprises, and conducted empirical study on the evaluation system. Yang Fangyan et al. [8] set up a multidimensional HOQ (house of quality) model from 6 aspects, including "food", "accommodation",

"walking", "travel", "purchase" and "entertainment", and demonstrated the scientific nature of the model through an empirical study on the tourism of ancient town in Mianyang (China) city from the perspective of tourist demands. Li Qiang et al. [9] used QFD to construct the design model of personalized customized products with customer demands as the guidance, and with cost and time as the constraint conditions. They also used the laundry products to verify the rationality and effectiveness of the model.

Therefore, starting from a new perspective of tourist demands and QFD is combined with fuzzy comprehensive evaluation method so as to make a more scientific and reasonable evaluation of forest tourism products.

## 2. Methods

The QFD was proposed [4] in the 1960s. At first, the QFD was mainly applied to manufacturing enterprises, such as major shipyards in the United States [10]. It was mainly used to establish the relationship between customer demands and technical measures, and transformed customer demands into the technical characteristic of enterprises through relational matrix, so as to facilitate subsequent product development. Tourism is the representative of the service industry, its product design is oriented by the tourist demands, which naturally conform to QFD and has a perfect supplement to each other.

Fuzzy comprehensive evaluation method is a kind of comprehensive evaluation method based on fuzzy mathematics. It is to transform the qualitative evaluation into quantitative evaluation using the membership degree theory in fuzzy mathematics, to quantify of fussy things, and to construct evaluation matrix for comprehensive evaluation after determining the weight of each indicator factor. It is a combination of quantitative and qualitative methods [11–12].

## 3. Construct Evaluation System

### 3.1 Construct the tourist demand indicator system

This paper investigated the tourists who want to go to the forest park by means of interviews and questionnaires, collected and registered the demands of

tourist one by one, and the demands of tourist were classified and merged by affinity diagram method. Then selected 14 of the most important demands as the tourist demand indicators of QFD, and divided

them into 5 categories according to the indicator nature. On this basis, constructed the tourist demand indicator system of through AHP, and the labels of  $A, A_i, A_{ij}$  which are as follows:

Table 1. – Tourist Demand Indicator System

Target layer	Criteria layer	Indicator layer
Tourist demand indicator system A	Landscape $A_1$	Beautiful scenery and attractive $A_{11}$
		Rich variety of resource $A_{12}$
		Keep the original ecology $A_{13}$
	Service $A_2$	The tour guide has good explanation and the service attitude is excellent $A_{21}$
		The service provided is complete and personalized $A_{22}$
		The service staff does not interfere too much with the tour $A_{23}$
	Facility $A_3$	Facility with high security $A_{31}$
		Sufficient number of facility $A_{32}$
		The Facility update quickly and is also humanized $A_{33}$
	Environment $A_4$	Good ecological environment with standardized sanitation condition $A_{41}$
		The tour is not crowded $A_{42}$
		No noise $A_{43}$
	Activity $A_5$	Entertainment experience activity $A_{51}$
		Leisure and health activity $A_{52}$

**3.2 Determine the weight of the tourist demand indicators**

Different indicator factors have different influences on the tourist demands of forest tourism products, so the importance of each evaluation factor should be judged. AHP was used to calculate the weight of tourist demand indicators, and the relative importance of the indicator factors was determined

on a scale of 1–9 points according to the score given by the experts. Then the corresponding judgment matrix was constructed to determine the weight of each indicator factor [13–15], and the weight of indicator factor  $A_i$  in the tourist demand criteria layer was obtained  $a = \{a_1, a_2, \dots, a_n\}$ , and the weight set of indicator factor  $A_{ij}$  in the corresponding indicator layer  $a_i = \{a_{i1}, a_{i2}, \dots, a_{ij}\}$ , as follows:

Table 2. – Weight and Sort of Tourist Demand Indicators

Target layer	Criteria layer	Weight	Indicator layer	Weight	Total weight	Sort
1	2	3	4	5	6	7
Tourist demand indicator system A	Landscape $A_1$	0.313	Beautiful scenery and attractive $A_{11}$	0.297	0.093	3

1	2	3	4	5	6	7
Tourist demand indicator system A	Landscape A <sub>1</sub>	0.313	Rich variety of resource A <sub>12</sub>	0.164	0.051	8
			Keep the original ecology A <sub>13</sub>	0.539	0.169	2
	Service A <sub>2</sub>	0.099	The tour guide has good explanation and the service attitude is excellent A <sub>21</sub>	0.421	0.042	10
			The service provided is complete and personalized A <sub>22</sub>	0.421	0.042	10
			The service staff does not interfere too much with the tour A <sub>23</sub>	0.158	0.015	12
	Facility A <sub>3</sub>	0.099	Facility with high security A <sub>31</sub>	0.776	0.079	7
			Sufficient number of facility A <sub>32</sub>	0.155	0.012	13
			The facility update quickly and is also humanized A <sub>33</sub>	0.069	0.008	14
	Environment A <sub>4</sub>	0.313	Good ecological environment with standardized sanitation condition A <sub>41</sub>	0.547	0.172	1
			The tour is not crowded A <sub>42</sub>	0.158	0.049	9
			No noise A <sub>43</sub>	0.295	0.092	4
	Activity A <sub>5</sub>	0.176	Entertainment experience activity A <sub>51</sub>	0.500	0.088	5
Leisure and health activity A <sub>52</sub>			0.500	0.088	5	

Conduct consistency test on the judgment matrix A constructed by the evaluation system. The consistency test result of the criteria layer A is: C.R. = 0.004 < 0.1, which passes the consistency test. Then the consistency test was performed on the judgment matrices A<sub>1</sub>, A<sub>2</sub>, A<sub>3</sub>, A<sub>4</sub> and A<sub>5</sub> and the results were:

- A<sub>1</sub>: C.R. = 0.01, A<sub>2</sub>: C.R. = 0.005,
- A<sub>3</sub>: C.R. = 0.058, A<sub>4</sub>: C.R. = 0.008,
- A<sub>5</sub>: C.R. = 0.

In the results of indicator layer test, C.R. are all less than 0.1, indicating good consistency.

### 3.3 Construct the QFD and determine the weight of technical characteristic indicators

#### 3.3.1 Construct the technical characteristic indicator system

We invited several experts of relevant fields to find out the technical characteristic indicators of tourist demands using the Delphi method according to the tourist demands, then the paper summarized all the listed technical characteristic indicators, found out the 12 specific indicators contained in

the technical characteristic, and divided them into 4 parts according to its content, same as the demand indicators, the technical characteristic value table adopts the labels of B, B<sub>i</sub>, B<sub>ij</sub>. The indicator system is as follows.

#### 3.3.2 Construct the QFD model

Filled the demand indicators and the technical characteristic indicators into the QFD model, then invited experts of relevant fields to indicate the demand indicators and the technical characteristic indicators with symbols. The symbols should be used according to the rules that ⊙ is to indicate the strong relationship, and mark it as 9 points; ○ is to indicate the medium relationship, which is marked as 3 points; △ is to indicate the weak relationship, which is marked as 1 point, if there is no such relationship, then do not need to fill up the QFD which is marked as 0 point. Meanwhile, the weight coefficient of technical characteristic is calculated [4], and the formula is as follows:

$$W_{ij} = \sum a_{ij} \cdot B_{ij}$$

Table 3.– Technical Characteristic Indicator System

Target layer	Criteria layer	Indicator layer
Technical characteristic indicator system B	Resource B <sub>1</sub>	Vegetation coverage rate B <sub>11</sub>
		Resource abundance B <sub>12</sub>
		Ecological environment quality B <sub>13</sub>
		Hygienic condition B <sub>14</sub>
	Facility B <sub>2</sub>	Number and type of facility B <sub>21</sub>
		Facility renewal frequency B <sub>22</sub>
		Facility maintenance B <sub>23</sub>
	Management B <sub>3</sub>	Number of service personnel B <sub>31</sub>
		Management service level B <sub>32</sub>
		Emergency system setting B <sub>33</sub>
	Planning B <sub>4</sub>	Activity planning B <sub>41</sub>
		Line design B <sub>42</sub>

In the formula,  $W_{ij}$  represents the weight coefficient of technical characteristic indicator,  $a_{ij}$  represents the weight of demand indicator, and  $B_{ij}$  represents the relationship score between a certain technical characteristic indicator and each corresponding demand indicator. Finally, these products are added to obtain

the weight coefficient of a technical characteristic indicator. Subsequently, the weight coefficient of technical characteristic indicator is normalized to obtain the weight of technical characteristic indicator layer, which is marked as  $w_i$ . The QFD of forest tourism product evaluation is as follows:

Table 4.– QFD of Forest Tourism Product Evaluation

		Technical characteristic indicator												
		Demand weight	B <sub>11</sub>	B <sub>12</sub>	B <sub>13</sub>	B <sub>14</sub>	B <sub>21</sub>	B <sub>22</sub>	B <sub>23</sub>	B <sub>31</sub>	B <sub>32</sub>	B <sub>33</sub>	B <sub>41</sub>	B <sub>42</sub>
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Demand indicator	A <sub>11</sub>	0.093	⊙	⊙	○	○	△							△
	A <sub>12</sub>	0.051	⊙	⊙	○		△						△	○
	A <sub>13</sub>	0.169	⊙	⊙	⊙	⊙	△				⊙		○	⊙
	A <sub>21</sub>	0.042					○	○	○	⊙	⊙	○	○	
	A <sub>22</sub>	0.042					○	△	△	⊙	⊙	⊙	○	○
	A <sub>23</sub>	0.015					△				⊙	○		
	A <sub>31</sub>	0.079					⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙
	A <sub>32</sub>	0.012				⊙	⊙	△	⊙	○	⊙			
	A <sub>33</sub>	0.008					△	⊙	○	△	⊙	△		
	A <sub>41</sub>	0.172	○	⊙	⊙	⊙	○		△	○	⊙			
	A <sub>42</sub>	0.049					○				⊙	⊙	△	⊙
	A <sub>43</sub>	0.092	⊙	○	⊙		△			△	⊙	○		
	A <sub>51</sub>	0.088	○	⊙	○	○	⊙	○		○	⊙	⊙	⊙	○
A <sub>52</sub>	0.088	⊙	⊙	⊙	○	⊙	○		○	⊙	⊙	⊙	○	
Technical characteristic weight			0.109	0.130	0.112	0.083	0.078	0.031	0.025	0.055	0.161	0.074	0.066	0.076



**3.4 Fuzzy Comprehensive Evaluation Method**

Using the 5 level (very good, good, general, bad and very bad) evaluations set of the fuzzy comprehensive evaluation method are used to collect tourist satisfaction degree with the technical characteristic indicators of forest tourism. When the satisfaction degree transformed into membership degree, this evaluation matrix is generated and marked as  $R_i$  and  $R$ , in which the first-level evaluation matrix is labelled as  $R_i$ , and the second-level evaluation matrix is labelled as  $R$ . The first-level and second-level evaluation results are marked as  $U_i$  and  $U$  [16–17]. The specific calculation formulas are as follows:

First-level evaluation result operation:

$$U_i = w_i \cdot R_i$$

Second-level evaluation result operation:

$$U = w \cdot (U_1, U_2, U_3, \dots)^T$$

In the formula,  $U_i$  represents the first-level evaluation results,  $w_i$  represents the weight of technical characteristic indicator layer, and  $R_i$  represents the membership matrix. The membership calculation formula is  $r_{ij} = q/Q$  ( $q$  represents the number of people who are satisfied with a certain degree, and  $Q$  repre-

sents the total number of people).  $U$  represents the second-level evaluation result, and  $w$  represents the weight of the technical characteristic criteria layer.

**4. Empirical study**

Aiming at the evaluation system of forest tourism products mentioned above, this paper took the tourism products of Phoenix Mountain National Forest Park (China) as an example, and carried out an empirical study by means of questionnaires. A total of 280 questionnaires were issued, among which 262 were valid, with an effective rate of 94.24%. Among the distribution groups, males account for 51.91%, females account for 48.09%, tourists aged 20 and below account for 15.27%, tourists aged 21 to 30 account for 24.43%, tourists aged 31 to 45 account for 41.22%, tourists aged 46 to 59 account for 12.21%, and tourists aged 60 and above account for 6.87%. SPSS was used to analyze the reliability of the questionnaires and found that the reliability coefficient value was 0.802, greater than 0.8, indicating that the study data had high reliability and could be used for further analysis. The specific evaluation results are as follows:

Table 5. – Evaluation Results of Phoenix Mountain National Forest Park (China) Tourism Products

Criteria layer	Indicator layer	Number of the evaluated people					The proportion of evaluated people in the overall number of people				
		Very good	Good	General	Bad	Very bad	Very good	Good	General	Bad	Very bad
1	2	3	4	5	6	7	8	9	10	11	12
$B_1$	$B_{11}$	99	100	42	15	6	0.374	0.382	0.160	0.061	0.023
	$B_{12}$	86	117	40	17	2	0.328	0.443	0.153	0.069	0.007
	$B_{13}$	93	96	56	15	2	0.351	0.366	0.214	0.061	0.008
	$B_{14}$	68	118	54	19	3	0.259	0.451	0.206	0.069	0.015
$B_2$	$B_{21}$	81	88	60	29	4	0.305	0.336	0.229	0.115	0.015
	$B_{22}$	57	80	70	40	15	0.214	0.305	0.267	0.153	0.061
	$B_{23}$	65	104	55	30	8	0.244	0.397	0.214	0.115	0.050
$B_3$	$B_{31}$	71	82	72	23	14	0.267	0.313	0.275	0.092	0.053
	$B_{32}$	75	100	58	25	4	0.282	0.382	0.221	0.099	0.016
	$B_{33}$	61	78	91	30	2	0.237	0.298	0.344	0.115	0.006
$B_4$	$B_{41}$	59	86	58	51	8	0.221	0.328	0.221	0.199	0.031

1	2	3	4	5	6	7	8	9	10	11	12
$B_4$	$B_{42}$	72	80	50	41	29	0.229	0.305	0.191	0.160	0.115

### 4.1 First-level Comprehensive Evaluation

According to obtain the weight of technical characteristic indicator layer ( $w_j$ ), the indicators of indicator layer under each criteria layer is normalized and multiplied by the corresponding comprehensive evaluation matrix  $R_i$  to obtain the  $U_i$  of the first-level evaluation matrix. The specific results are as follows:

1)  $w_1$  Normalization result:  $w_1 = (0.251 \ 0.299 \ 0.258 \ 0.192)$ ;

$$U_1 = w_1 \cdot R_1 = (0.25 \ 0.299 \ 0.258 \ 0.192) \cdot \begin{pmatrix} 0.374 & 0.382 & 0.160 & 0.061 & 0.023 \\ 0.328 & 0.443 & 0.153 & 0.069 & 0.007 \\ 0.351 & 0.366 & 0.214 & 0.061 & 0.008 \\ 0.259 & 0.451 & 0.206 & 0.069 & 0.015 \end{pmatrix} = (0.332 \ 0.409 \ 0.181 \ 0.065 \ 0.013)$$

2) The same can be obtained:

$$U_2 = (0.273 \ 0.358 \ 0.235 \ 0.124 \ 0.010)$$

$$U_3 = (0.268 \ 0.347 \ 0.263 \ 0.102 \ 0.020)$$

$$U_4 = (0.225 \ 0.316 \ 0.205 \ 0.178 \ 0.076)$$

Judging from the first-level evaluation results, according to the principle of maximum membership degree, the evaluation result of the 4 layers including resource, facility, management and planning all belong to the 4th level (good), which is the degree that can satisfy tourists but could not make them very satisfied. It also shows that there is some room for improvement in the tourism products of Phoenix Mountain National Forest Park. From the evaluation result of each indicator factor, 11 indicator factors were rated as 4<sup>th</sup> level (good). Only the emergency system setting indicator factor belongs to the 3rd level (general). It shows that all indicators apart from that of the emergency system setting can satisfy tourists. Although there is no unsatisfactory or very unsatisfactory place for tourists, there is also no very satisfactory place for tourists.

### 4.2 Second-level Comprehensive Evaluation

By applying the second-level comprehensive evaluation formula mentioned above, it can be obtained:

$$U = w(U_1, U_2, U_3, U_4) = (0, 434 \ 0, 134 \ 0, 290 \ 0, 142) \cdot \begin{pmatrix} 0.332 & 0.409 & 0.181 & 0.065 & 0.013 \\ 0.273 & 0.358 & 0.235 & 0.124 & 0.010 \\ 0.268 & 0.347 & 0.263 & 0.102 & 0.020 \\ 0.225 & 0.316 & 0.205 & 0.178 & 0.076 \end{pmatrix} = (0.290 \ 0.371 \ 0.215 \ 0.100 \ 0.024)$$

From the second-level evaluation result, the overall evaluation of the Phoenix Mountain National Forest Park tourism products is 4th level (good), which is consistent with the first-level evaluation results. It shows that the tourism products of this forest park can basically meet the tourist demands but they have not yet made the tourists completely satisfied. Therefore, the Phoenix Mountain National Forest Park tourism products have some room for improvement both in the overall and partial levels. The evaluation result of the empirical study provided a reference for the following development of the Phoenix Mountain National Forest Park and avoided the unnecessary waste caused by blind development, it has strong practicability.

### 5. Conclusions

Forest tourism is an important trend of tourism development, its product design should be oriented by the demands of tourist in order to achieve the best effect. This paper constructs the tourist demand indicator system, the landscape and environment are determined the most important factors in the criteria layer, and the tourists attach the most important factor that is ecological environment with standardized sanitation condition in the indicator layer. On this basis, the demands of tourist are effectively transformed into the technical characteristic indicators by means of QFD, the forest tourism products are evaluated by fuzzy comprehensive evaluation method. Finally, this

paper took the Phoenix Mountain National Forest Park as an example and carried out an empirical study to verify the rationality and feasibility of the model, its result accorded with actual conditions.

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## **SUSTAINABLE DEVELOPMENT WITH DISASTER RISK REDUCTION: PREPARATION OF AZERBAIJAN**

**Abstract.** In the last two decades disasters caused the throughout the world 200 billion USD economic damage every year. Around 300 million habitants of the world are suffered from various disasters. However, it is also important to take note that these figures increase every year due to the increase in population growth, extensive land use, urbanization environmental change and climate change. Republic of Azerbaijan is also very sensitive country in term of disasters. Located in South Caucasus, surrounded with mountains (Caucasus range), rivers and sea, every year Azerbaijan faces many natural disasters, such as floods earthquakes, landslides, and also man-made accidents.

**Keywords:** Azerbaijan, Disaster risk reduction, resilience, Sendai, SDGs, UNFCCC.

### **Introduction**

In contemporary world, half of the habitants of the earth are under the threat from various forces of nature, such as earthquakes, floods, landslides, volcanic eruptions, droughts, storms and etc. Additionally, climate change and its effects are becoming more observable and dangerous. Especially with such frequent disaster events, risks took another level attention from countries and United Nations [6]. When looking at the negative impact of disasters, first thing comes up to the front is the increasing numbers of people who are affected. Today around 7 billion people live on earth and in reference to UN statistics by 2050 earth population will reach to 9 billion habitants [4]. When considering that not all the countries are developed to protect and build resilient communities for its population, poor and compactly inhabited population is mostly vulnerable to the disasters.

### **Disaster Risk Reduction**

Not only humans but also all the infrastructures are target to disasters and during any disastrous events, and most of the countries, especially the ones with weak disaster risk reduction policies

usually faces big problems, economic losses, damages to the social critical infrastructures, such as schools, hospitals and houses. Therefore, disaster risk reduction, prevention of risks, preparation to any risk involving events, research, adaptation to local environmental changes and finally developing comprehensive strategy is the must to all the countries around the globe [6]. Disaster risk reduction and resilient national and international programs pay off in the long term because DRR is a field that involves many areas and successful coordination and implementation needs time and investments. Therefore greater awareness is the key in every field to understand and implement to the successful policy of the disaster risk reduction.

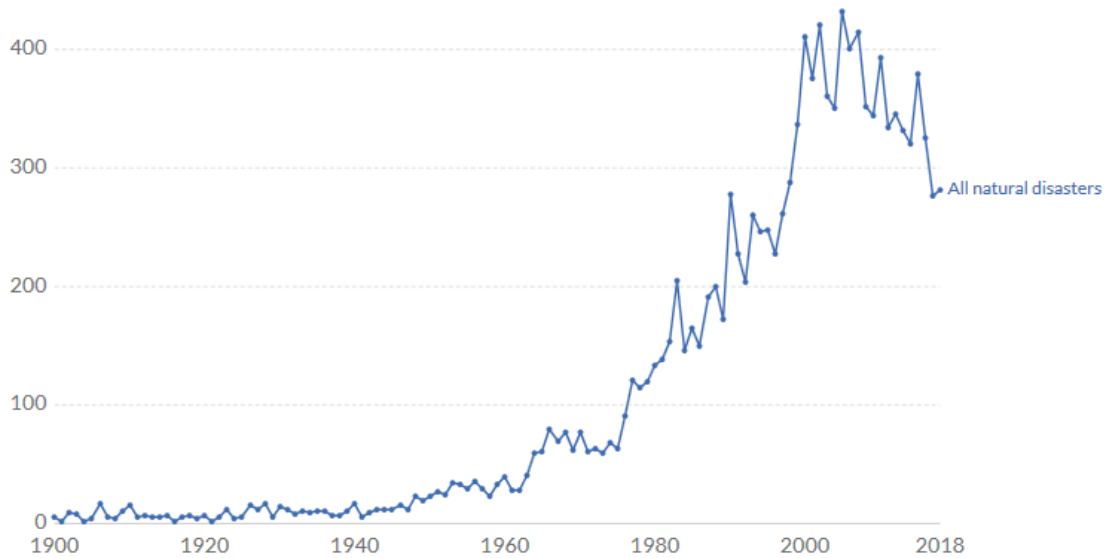
In the last two decades disasters caused the throughout the world 200 billion USD economic damage every year. Around 300 million habitants of the world are suffered from various disasters. However, it is also important to take note that these figures increase every year due to the increase in population growth, extensive land use, urbanization environmental change and climate change [7]. According to many statistical reports, economic and human

impact of disasters in the last 100 years is clearly visible, which below mentioned graph 1. indicates that

number of disasters has a major increase in number which is mostly weather and climate related.

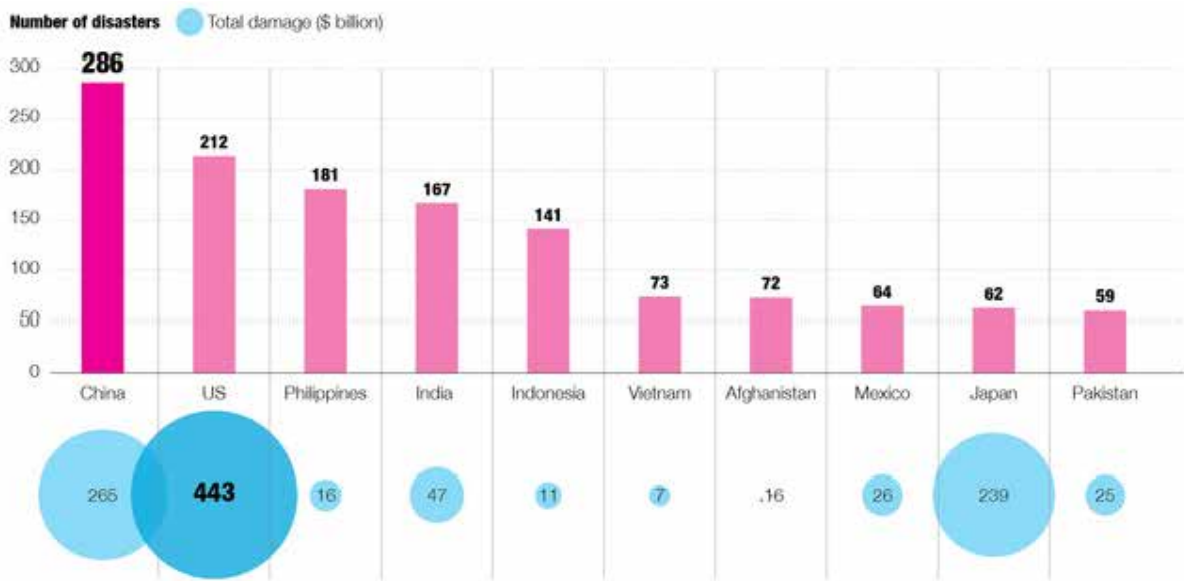
**Number of recorded natural disaster events, All natural disasters**

The number of global reported natural disaster events in any given year. This includes those from drought, floods, extreme weather, extreme temperature, landslides, dry mass movements, wildfires, volcanic activity and earthquakes.



Graph 1. Number of reported disaster events

Source: Our World in Data Organization 2018



China has the most disasters from 2005-2014 but the US has incurred the most damage, and while Japan is far behind in number of disasters, its economic loss is almost as big as that of China



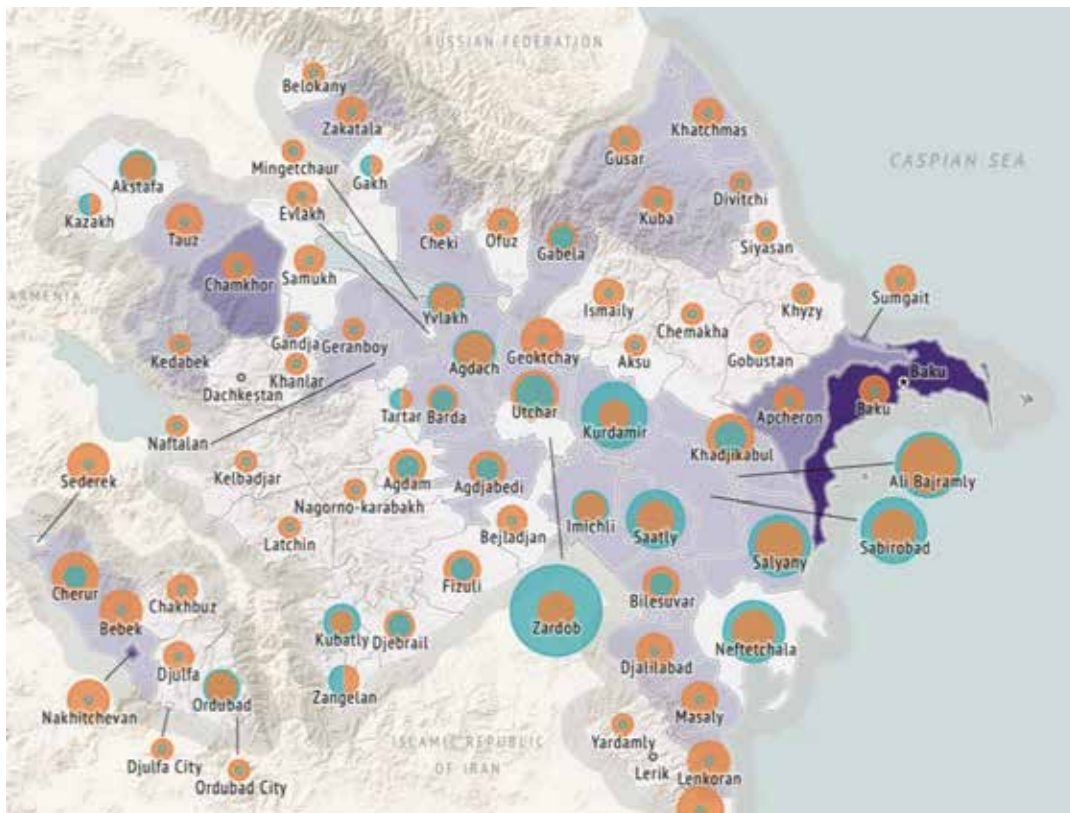
Graph 2. Countries with most disasters during 2005–2014

Source: United Nations Office for Disaster Risk Reduction 2018

The various regions of the world experience many disasters and face serious catastrophic events. When looking at the last 10 years, number of disasters and economic damages varies from country to country. When comparing numbers of disasters from 2005 to 2014 between China and the US, we see clear discrepancies. For example, number of disasters occurred in China is 286 (*this number makes China the country that has the most disasters from 2005–2014*) and during the same period number of disasters occurred in US is 212. However, now comparing the suffered economic damage in US dollars, China incurred 265 billion USD while with less number of disasters US incurred 443 billion USD (see Graph 2). If we compare Japan's numbers in the same period of time to China, we see more discrepancies. For example, during the period of 2005–2014, only 62 disasters occurred in Japan compared to China 286 disasters, but Japan's economic loss was around 239 billion USD, which it is as big as economic loss of China [6].

### Strategy of Azerbaijan

Republic of Azerbaijan is very sensitive country in term of disasters. Located in South Caucasus, surrounded with mountains (Caucasus range), rivers and sea, every year Azerbaijan faces many natural disasters, such as floods earthquakes, landslides, and also man-made accidents [2]. Especially, due to its topography country faces heavy flooding related to instabilities in the Caspian Sea. Also with seismic activities, in the last two decades few high magnitude earthquakes were recorded. Moreover, due to heavy industrialization of the economy and enormous energy infrastructure, Azerbaijan faces technological and industrial disasters [3]. Therefore, Azerbaijan has been actively engaged in strengthening national capacities for disaster preparedness and risk reduction. Works are ongoing to guarantee a systematic approach in recognizing and evaluating the risks and minimizing the socio-economic effects of disasters to the country.



Graph 3. Azerbaijan: Areas affected with floods and earthquakes

Source: GFDRR Report-2018

All the above mentioned efforts of the government of Azerbaijan have one important aim: sustainable inclusive development with resilience of the economy to disasters and protection of civilians [1]. As a result, humanitarian works are one of the main priorities of Azerbaijan and in this regard, country considers implementing the Sendai Framework for Disaster Risk Reduction 2015–2030. This framework would assist Azerbaijan to further carry out considerable measures in the disaster risk reduction and to eliminate the consequences of the hazards. In general, in the field of disaster risk reduction, Azerbaijan carries out its work in the framework of 2030 Agenda for Sustainable Development Goals (SDGs), The Paris Agreement under the United Nations Framework Convention on Climate Change (UNFCCC) and Sendai Framework for Disaster Risk Reduction 2015–2030 [5].

### **Conclusion**

As discussed in introduction of the paper, main result of the disasters are economic losses. All the countries around the world face many economic losses due to many disasters. Like most of the countries, Azerbaijan is also keen to reduce the potential consequences, ensure permanent awareness and coordinate the response activities. Also, implementation of the activities defined in 2030 Agenda for Sustainable Development Goals (SDGs), The Paris Agreement under the United Nations Framework Convention on Climate Change (UNFCCC) and Sendai Framework for Disaster Risk Reduction 2015–2030 will ensure fulfillment of responsibilities undertaken in this field and to encourage sustainable development in the country.

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## Section 8. Sociology

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### WORLD HAPPINESS AND SOCIAL ECONOMIC FACTORS

#### Abstract

**Aim:** This study is aimed to build a predictive model for the world happiness score in 2017 using the artificial neural network and comparing its performance with linear regression.

**Method:** A public data set was used in this study. All the records were randomly assigned to two groups: training sample (50%) and testing sample (50%). Two models were built using the training sample: artificial neural network and linear regression. Mean squared errors (MSE) were calculated and compared between both models. A cross validation was conducted using a loop for the neural network and the `cv.glm` function in the `boot` package for the linear model. A package called “neuralnet” in R was used to conduct neural network analysis.

**Results:** Norway was ranked the first place among 155 countries in the world for the happiness score in 2017. The United States ranked the 14<sup>th</sup>. Canada ranked the 7<sup>th</sup>. According to the linear regression, economic development, family, health life expectancy, freedom was significant predictors for the happiness score. Generosity and trust in the government were positively associated with happiness but not statistically significant. According to the neural network analysis, the most important predictor of happiness score was people’s generosity, economic development, followed by trust in the government, freedom, family and health life expectancy. For testing sample, the MSE was 0.30 for the linear regression and 0.29 for the artificial neural network. Artificial neural network performed slightly better.

**Conclusions:** In this study, we identified important of predictors of the world happiness score in 2017, for example, economic development and being generous.

#### Keyword:

#### 1. Introduction

After being introduced by Jigme Singye Wangchuck, king of Bhutan, in 1972, the concept of gross national happiness (GNH) has been utilized worldwide for the evaluation of the quality of life in different nations. The United Nations publishes a thorough examination of happiness levels around the world each year titled the World Happiness Report, and it provides valuable insight into the factors that affect people’s well-being.

According to the 2017 World Happiness Report [1] Norway is now the world’s happiest country, and the Central African Republic is the least happy of 155 countries. This rank is not stable, of course, with the example of the United States. In 2007 the USA ranked the 3<sup>rd</sup> happiest among the OECD countries; in 2017 it came 14<sup>th</sup>. The possible reasons for this reduction of happiness are declining social support and increased corruption.



As seen through the World Happiness Report, there are multiple factors that affect a country's overall happiness. One of them is the economic state, or how rich or poor a country is. Researchers found that happiness tends to be the highest among people living in the richest countries and even within those countries, people of higher incomes tended to be happier than those with lower incomes [2]. Happiness also goes with healthier habits [3]. For example, people who tend to eat better, exercise more often, and get better sleep are usually happier than those who do not practice these habits. Another factor that contributes to national happiness is the freedom to make one's own life choices. According to the General Social Survey, people who said that they felt completely or very free were twice as likely to say that they were happy than those who felt a moderate amount of freedom, little freedom or even none at all [4].

This study aims to build a predictive model for the happiness score using the artificial neural network and compares its performance with the traditional regression method – linear regression.

## 2. Data and Methods:

### Data

The 2017 World Happiness Report, which ranks 155 countries by their happiness levels, was released by the United Nations at an event celebrating International Day of Happiness on March 20th. The report continues to gain global recognition as governments, organizations, and civil societies increasingly use happiness indicators to inform their policy-making decisions. Leading experts across fields – economics, psychology, survey analysis, national statistics, health, public policy and more – describe how measurements of well-being can be used effectively to assess a nation's progress. The reports review the state of happiness in the world today and show how the new science of happiness explains personal and national variations in happiness. This dataset is publicly available for research. It is available here: URL: <https://www.kaggle.com/unsdsn/world-happiness>.

The primary outcome variable was the happiness score.

The following columns: GDP per Capita, Family, Life Expectancy, Freedom, Generosity, Trust Government Corruption describe the extent to which these factors contribute in evaluating the happiness of each country. The Dystopia Residual metric is the Dystopia Happiness Score (1.85) + the Residual value or the unexplained value for each country as stated in the previous answer.

In the data analysis process, all records were randomly divided into two groups: training sample (50%) and testing sample (50%). Two models were built using the training sample: one using artificial neural network and another with linear regression. To conduct neural network analysis, a package called "neuralnet" in R was used. The mean squared errors (MSE) were calculated and compared between the two models for an evaluation of accuracy. A cross validation was conducted using a loop for the neural network and the `cv.glm` function in the `boot` package for the linear model.

## 3. Results:

Norway ranked first place in the world for the happiness score in 2017. The United States ranked the 14<sup>th</sup>. Canada ranked the 7<sup>th</sup>. In the following figure, the happiness ranking each country received is listed, and the country is also colored accordingly, with the happiest country the lightest color and the least happy the darkest. This figure is important to our study because it provides us with a clear display of the happiness levels of each country.

This following figure highlights the 20 countries that were ranked the happiest in the 2017 World Happiness Report.

This next figure compiles the different factors that contribute to general happiness and connects them with happiness scores. It showcases the relationship between the various factors and national happiness, which helps us identify which factors influences happiness the most.





Figure 2. Scatterplot Matrix of Happiness Score and Other Features

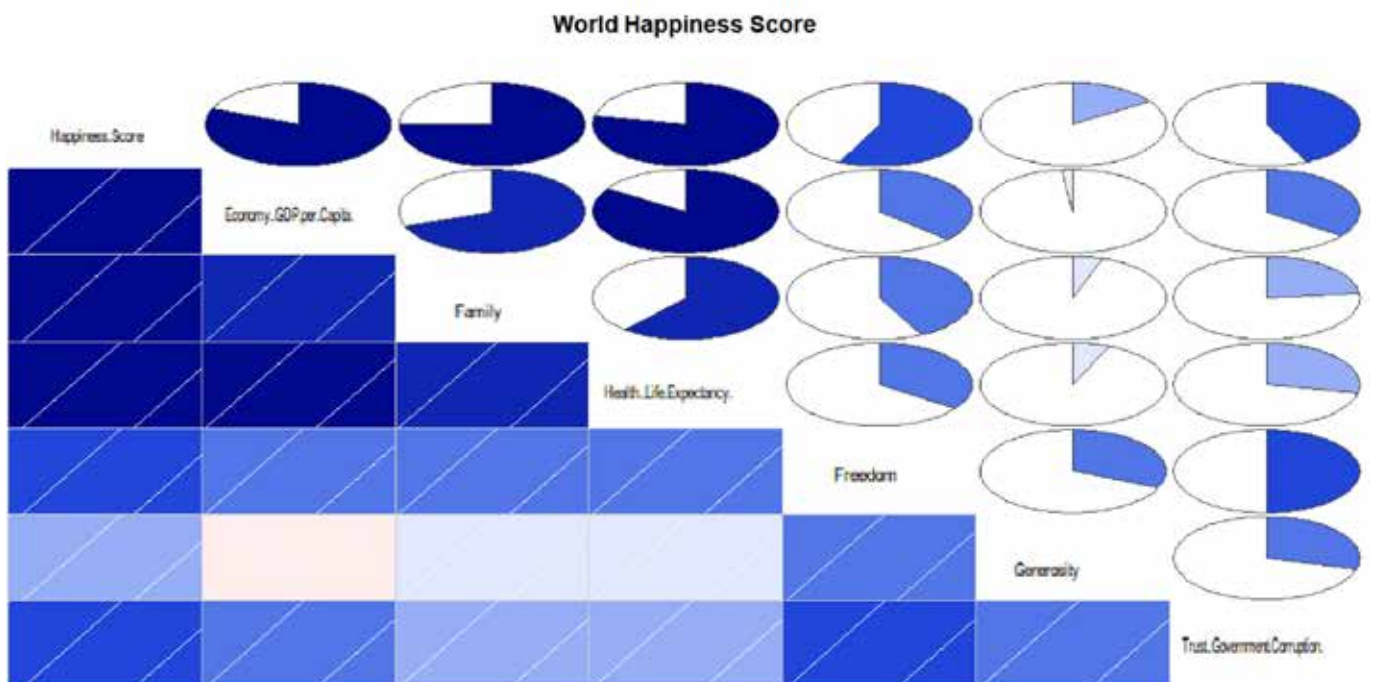


Figure 3. Matrix Of Correlations Between Variables

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.

This corrgram helps us identify clearly which factors correlates with happiness scores the most, and thus which factors are significant for our investigation.

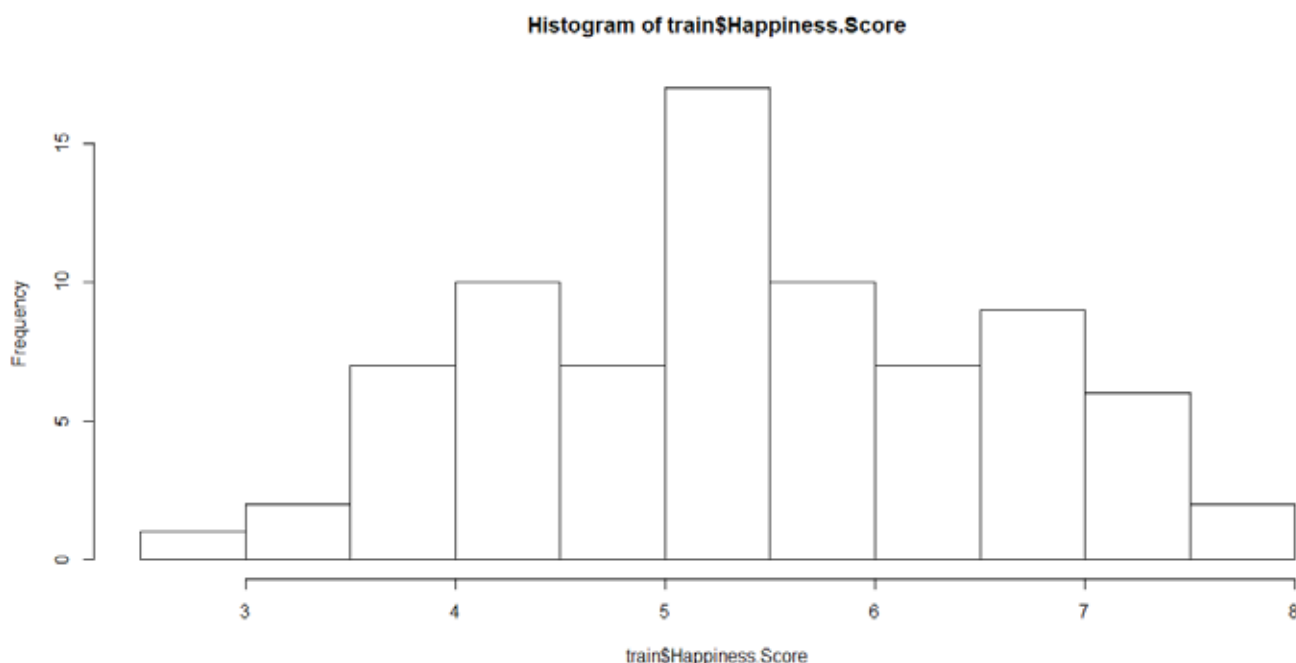


Figure 4. Distribution of Happiness Score in Training Sample

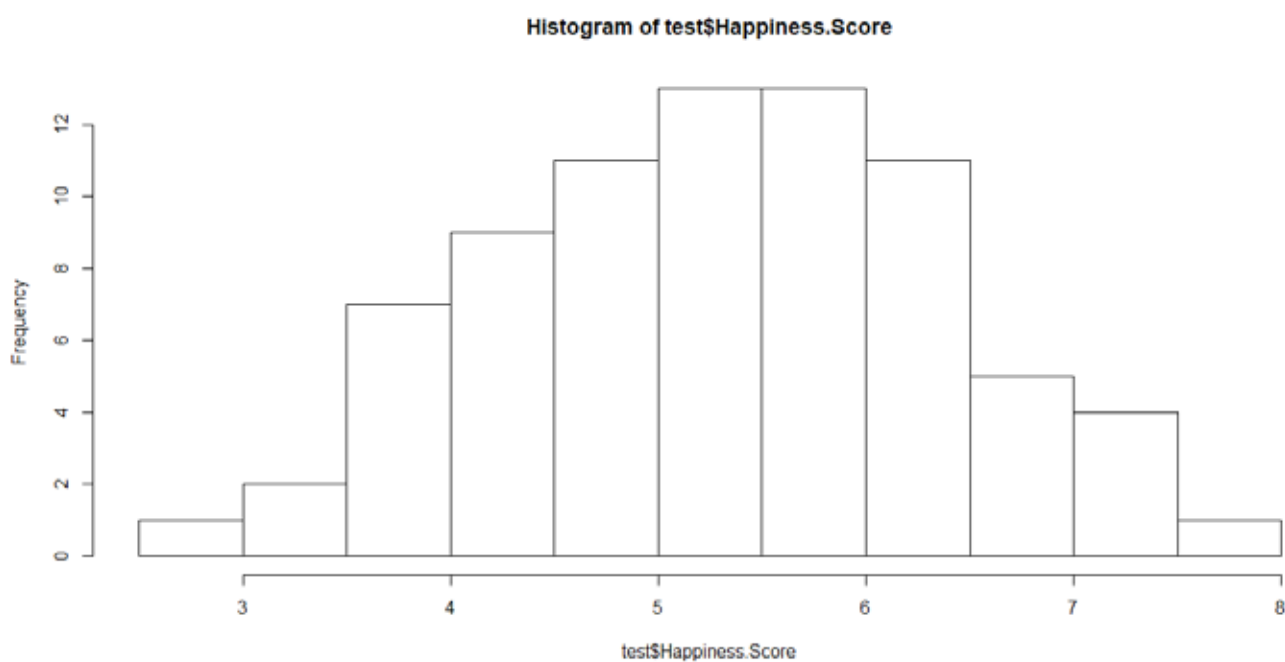


Figure 5. Distribution of Happiness Score in Test Sample

According to the model made with linear regression, economic development, family, health life expectancy, and freedom were significant predictors of the happiness score. Generosity and trust in the government were positively associated with happiness but not statistically significant. This can

be seen through the Pr values listed in (table 1) the Pr value for economy, family healthy, and freedom are less than 0.05 and are statistically significant.

Table 1. – Linear Regression To Predict Happiness score

	Estimate	Std. Error	t value	Pr(> t )	
(Intercept)	1.743	0.187	9.303	0.00000	***
Economy. GDP. per. Capita.	0.784	0.205	3.836	0.00018	***
Family	1.118	0.202	5.532	0.00000	***
Health. Life. Expectancy.	1.289	0.322	4.009	0.00010	***
Freedom	1.476	0.343	4.309	0.00003	***
Generosity	0.381	0.329	1.156	0.24952	
Trust. Government. Corruption.	0.827	0.484	1.707	0.08998	.

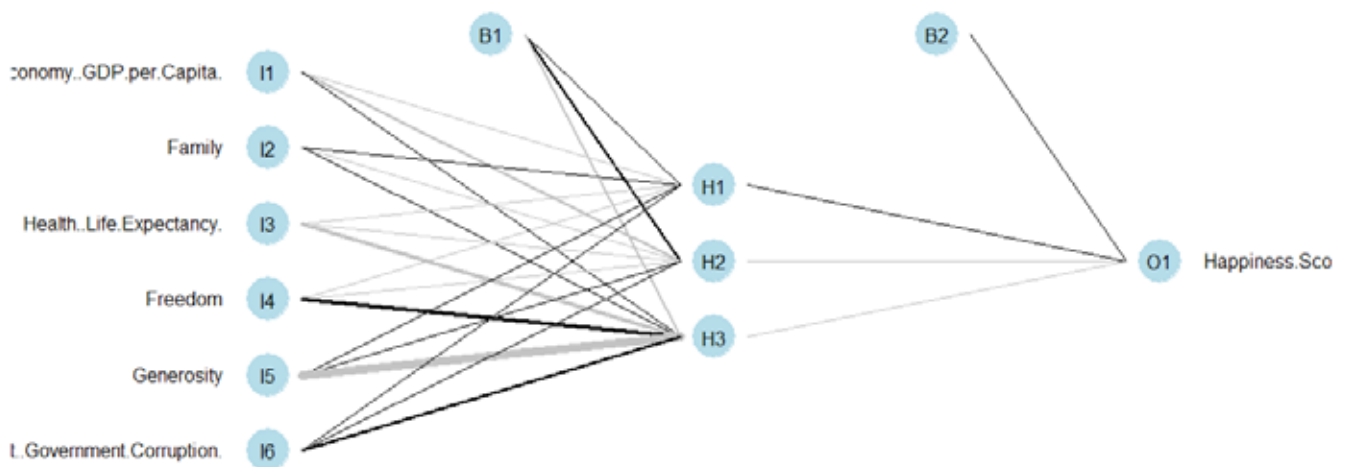


Figure 6. Neural Network of Happiness score in Training Sample

In the above plot, line thickness represents the 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. But it is safe to say that the training algorithm has converged and therefore the model is ready to be used.

According to the neural network analysis, the most important predictor of happiness score was people’s generosity, economic development, followed by the trust to the government, freedom, family and health life expectancy. This relationship can be seen through the thickness of the lines connecting the different layers.

For our testing sample, the MSE was 0.30 for the linear regression and 0.29 for the artificial neural net-

work. Thus, we can assert that the artificial neural network performed slightly better.

**4: Discussion**

In this investigation, we built a predictive model for happiness score using artificial neural network and compared its performance with the traditional regression method, linear regression.

According to the linear regression, economic development, family, health life expectancy, freedom were significant predictors for happiness score. Generosity and trust in the government were also positively associated with the happiness but not statistically significant. According to the neural network analysis, the most important predictors of happiness score were people’s generosity, the economy

development, followed by the trust to the government, freedom, family and health life expectancy.

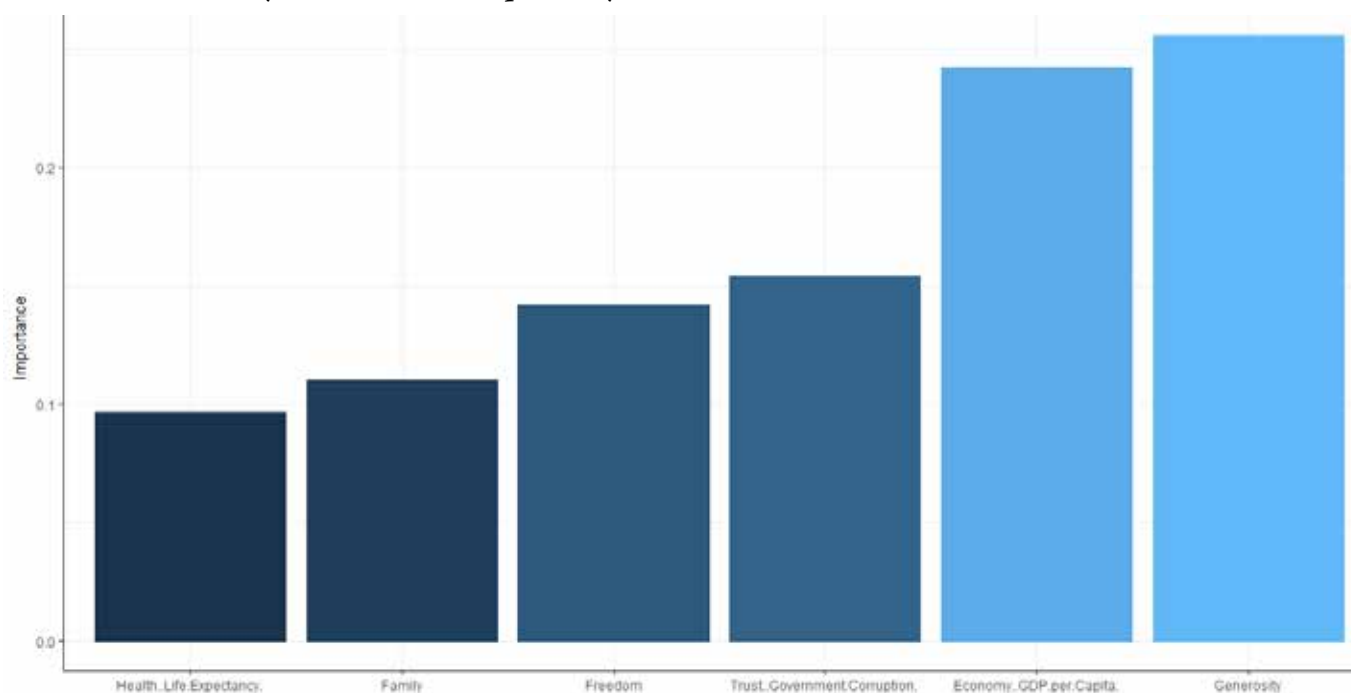


Figure 7. Variable Importance in Artificial Neural Network

There are limitations in this study. Other predictors of happiness score were not available in this database, for example, access to professional for mental health. So, we were not able to gain a thorough understanding of happiness or conduct a comprehensive investigation. Another shortcoming of this study is that it was performed on the country level. The findings of our study may or may not apply to individuals, as individual happiness differs from national happiness.

However, while examining the factors that affect happiness, the effects of freedom are interesting. Some countries have a high happiness score, but

their evaluation of freedom is low. This phenomenon sparked a deeper examination of the influence of freedom on happiness. This question remains unanswered by our current data, but we hypothesize that the perception of freedom affects happiness more directly than freedom evaluated by another party. To confirm this belief, more research must be conducted, and more data collected. We hope to gather more evidence and provide another claim soon. Despite these shortcomings, we identified important predictors of world happiness score in 2017 through our two methods of modeling data.

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## PREDICTING RISK OF BEING VICTIMS OF BULLYING FOR HIGH SCHOOL STUDENTS USING ARTIFICIAL NEURAL NETWORK

### Abstract

**Objective:** This study aims to 1) examine the predictors of the victims of bullying at high school 2) build a predictive model for victims of bullying using artificial neural network and compare its performance to logistic regression model.

**Methods:** Youth Risk Behavior Surveillance System (YRBSS) 2015 data were used for this study. The YRBSS was developed in 1990 to monitor priority health risk behaviors that contribute markedly to the leading causes of death, disability, and social problems among youth and adults in the United States.

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 being victims of bullying in the testing sample. Receiver operating characteristic (ROC) were calculated and compared for these two models for their discrimination capability and a curve using predicted probability versus observed probability was plotted to demonstrate the calibration measure for these two models.

**Results:** About 26.9% of 6771 students were victims of bully at high school, about 33.5% among the female and 20.1% among the male.

According to the logistic regression, female were more likely to be a victim of bullying than male. Students in 10<sup>th</sup>, 11<sup>th</sup>, or 12<sup>th</sup> grades were less likely to be a victim than those in 9<sup>th</sup>. Hispanic or Latino students were more likely to be a victim than those not. African American students were the one least likely to be a victim of bullying. Students who weighted more were more likely to be a victim. Students who smoked or drank were more likely to be victims than those not. Bisexual students were more likely to be a victim than heterosexual. Students who played video games for 4 hours or more were likely to be a victim than those not playing video games.

According to this neural network, the top 5 most important predictors were Q85 (Have you ever been tested for HIV, the virus that causes AIDS), Q41 (During your life, on how many days have you had at least one drink of alcohol), Q47 (During your life, how many times have you used marijuana), Q31 (Have you ever tried cigarette smoking, even one or two puffs), Q68 (sexual orientation) the most important predictor.

For training sample, the ROC was 0.67 for the Logistic regression and 0.75 for the artificial neural network. Artificial neural network performed better clearly. However in testing sample, the ROC was 0.66 for the Logistic regression and 0.61 for the artificial neural network. Artificial neural network had worse performance.

**Conclusions:** In this study, we identified several important predictors for being a victim of bullying at high school e.g., sex orientation, smoking, drinking, or being Hispanic or Latino. This provided important information for educators as well as parents provide timely intervention. We built a predictive model using artificial neural network as well as logistic regression to provide a tool for early detection. As to performance of these two models, logistic regression had a better discriminating capability.

**Keyword:**

**1. Instruction**

Between 1 in 4 and 1 in 3 U.S. students say they have been bullied at school [1]. Many fewer have been cyberbullied. Most bullying happens in middle school. The most common types are verbal and social bullying. There is growing awareness of the problem of bullying. In 2014, the Centers for Disease Control and Department of Education released the first federal uniform definition of bullying for research and surveillance [2]. The core elements of the definition include: unwanted aggressive behavior; observed or perceived power imbalance; and repetition of behaviors or high likelihood of repetition.

Bullying can happen in any number of places, contexts, or locations. Sometimes that place is online or through a cellphone. Bullying that occurs using technology (including but not limited to phones, email, chat rooms, instant messaging, and online posts) is considered electronic bullying and is viewed as a context or location. Electronic bullying or cyberbullying involves primarily verbal aggression (e.g., threatening or harassing electronic communications) and relational aggression (e.g., spreading rumors electronically).

Kids who are bullied are more likely to experience: 1) Depression and anxiety, increased feelings of sadness and loneliness, changes in sleep and eating patterns, and loss of interest in activities they used to enjoy. These issues may persist into adulthood. 2) Decreased academic achievement-GPA and standardized test scores—and school participation. They are more likely to miss, skip, or drop out of school. There is not a single profile of a young person in-

involved in bullying. Youth who bully can be either well connected socially or marginalized, and may be bullied by others as well. Similarly, those who are bullied sometimes bully others. Youth who both bully others and are bullied are at greatest risk for subsequent behavioral, mental health, and academic problems [3].

In this study, we aim to 1) examine the predictors of the victims of bullying at high school 2) build a predictive model for victims of bullying using artificial neural network and compare its performance to logistic regression model.

**2 Data and Methods:**

**Data:**

Youth Risk Behavior Surveillance System (YRBSS) 2015 data were used for this study.

The YRBSS was developed in 1990 to monitor priority health risk behaviors that contribute markedly to the leading causes of death, disability, and social problems among youth and adults in the United States. These behaviors, often established during childhood and early adolescence, include:

Behaviors that contribute to unintentional injuries and violence.

Sexual behaviors related to unintended pregnancy and sexually transmitted infections, including HIV infection.

Alcohol and other drug use.

Tobacco use.

Unhealthy dietary behaviors.

Inadequate physical activity.

In addition, the YRBSS monitors the prevalence of obesity and asthma and other priority health-re-



lated behaviors plus sexual identity and sex of sexual contacts. From 1991 through 2015, the YRBSS has collected data from more than 3.8 million high school students in more than 1,700 separate surveys.

**Models:**

Artificial neural network consists of an interconnected group of artificial neurons and processes information using a connectionist approach to computation. In most cases an ANN is an adaptive system that changes its structure based on external or internal information that flows through the network during the learning phase. In more practical terms neural networks are non-linear statistical data modeling tools. They can be used to model complex relationships between inputs and outputs or to find patterns in data. Using neural networks as a tool, data warehousing firms are harvesting information from datasets in the process known as data mining. The difference between these data warehouses and ordinary databases is that there is actual manipulation and cross-fertilization of the data helping users makes more informed decisions.

A package called “neuralnet” in R was used to conduct neural network analysis. The package neuralnet focuses on multi-layer perceptrons (MLP, Bishop, 1995), which are well applicable when modeling functional relationships. The underlying structure of an MLP is a directed graph, i.e. it consists of vertices and directed edges, in this context called neurons and synapses. The neurons are organized in layers, which are usually fully connected by synapses. In neuralnet, a synapse can only connect

to subsequent layers. The input layer consists of all covariates in separate neurons and the output layer consists of the response variables. The layers in between are referred to as hidden layers, as they are not directly observable. Input layer and hidden layers include a constant neuron relating to intercept synapses, i.e. synapses that are not directly influenced by any covariate. Neural networks are fitted to the data by learning algorithms during a training process. Neuralnet focuses on supervised learning algorithms.

We also used logistic regression models to calculate the predicted risk. Logistic regression is a part of a category of statistical models called generalized linear models, and it allows one to predict a discrete outcome from a set of variables that may be continuous, discrete, dichotomous, or a combination of these. Typically, the dependent variable is dichotomous and the independent variables are either categorical or continuous.

The logistic regression model can be expressed with the formula:

$$\ln(P/P-1) = \beta_0 + \beta_1 * X_1 + \beta_2 * X_2 + ..... + \beta_n * X_n$$

**Variables:**

The outcome variable is being victims of bullying based on Q24 During the past 12 months, have you ever been bullied on school property and Q25 During the past 12 months, have you ever been electronically bullied? (Count being bullied through e-mail, chat rooms, instant messaging, websites, or texting.) Students who answered either one with YES were considered as victims of bullying.

Table 1. – Variables used in this study

<p>Q 1. How old are you?</p> <p>A. 12 years old or younger</p> <p>B. 13 years old</p> <p>C. 14 years old</p> <p>D. 15 years old</p> <p>E. 16 years old</p> <p>F. 17 years old</p> <p>G. 18 years old or older</p>
---

Q 2. What is your sex?

- A. Female
- B. Male

Q 3. In what grade are you?

- A. 9th grade
- B. 10th grade
- C. 11th grade
- D. 12th grade
- E. Ungraded or other grade

Q 4. Are you Hispanic or Latino?

- A. Yes
- B. No

Q 5. What is your race? (Select one or more responses.)

- A. American Indian or Alaska Native
- B. Asian
- C. Black or African American
- D. Native Hawaiian or Other Pacific Islander
- E. White

Q 6. How tall are you without your shoes on?

Q 7. How much do you weigh without your shoes on?

Q 31. Have you ever tried cigarette smoking, even one or two puffs?

- A. Yes
- B. No

Q 41. During your life, on how many days have you had at least one drink of alcohol?

- A. 0 days
- B. 1 or 2 days
- C. 3 to 9 days
- D. 10 to 19 days
- E. 20 to 39 days
- F. 40 to 99 days
- G. 100 or more days

Q 47. During your life, how many times have you used marijuana?

- A. 0 times
- B. 1 or 2 times
- C. 3 to 9 times
- D. 10 to 19 times
- E. 20 to 39 times
- F. 40 to 99 times
- G. 100 or more times

Q 60. Have you ever had sexual intercourse?

- A. Yes
- B. No

Q 68. Which of the following best describes you?

- A. Heterosexual (straight)
- B. Gay or lesbian
- C. Bisexual
- D. Not sure

Q 80. During the past 7 days, on how many days were you physically active for a total of at least 60 minutes per day?

(Add up all the time you spent in any kind of physical activity that increased your heart rate and made you breathe hard some of the time.)

- A. 0 days
- B. 1 day
- C. 2 days
- D. 3 days
- E. 4 days
- F. 5 days
- G. 6 days
- H. 7 days

Q 82. On an average school day, how many hours do you play video or computer games or use a computer for something that is not school work? (Count time spent on things such as Xbox, PlayStation, an iPod, an iPad or other tablet, a smartphone, YouTube, Facebook or other social networking tools, and the Internet.)

- A. I do not play video or computer games or use a computer for something that is not school work
- B. Less than 1 hour per day
- C. 1 hour per day
- D. 2 hours per day
- E. 3 hours per day
- F. 4 hours per day
- G. 5 or more hours per day

Q 84. During the past 12 months, on how many sports teams did you play? (Count any teams run by your school or community groups.)

- A. 0 teams
- B. 1 team
- C. 2 teams
- D. 3 or more teams

Q 85. Have you ever been tested for HIV, the virus that causes AIDS? (Do not count tests done if you donated blood.)

- A. Yes
- B. No
- C. Not sure

Q 88. On an average school night, how many hours of sleep do you get?

- A. 4 or less hours
- B. 5 hours
- C. 6 hours
- D. 7 hours
- E. 8 hours
- F. 9 hours
- G. 10 or more hours

Q 89. During the past 12 months, how would you describe your grades in school?

- A. Mostly A's
- B. Mostly B's
- C. Mostly C's
- D. Mostly D's
- E. Mostly F's
- F. None of these grades
- G. Not sure

Q 99. How well do you speak English?

- A. Very well
- B. Well
- C. Not well
- D. Not at all

Q 24. During the past 12 months, have you ever been bullied on school property?

- A. Yes
- B. No

Q 25. During the past 12 months, have you ever been electronically bullied? (Count being bullied through e-mail, chat

rooms, instant messaging, websites, or texting.)

- A. Yes
- B. No

### 3. Results

About 26.9% of 6771 students were victims of bully at high school, about 33.5% among the female and 20.1% among the male.

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.

High School Student Bully Data

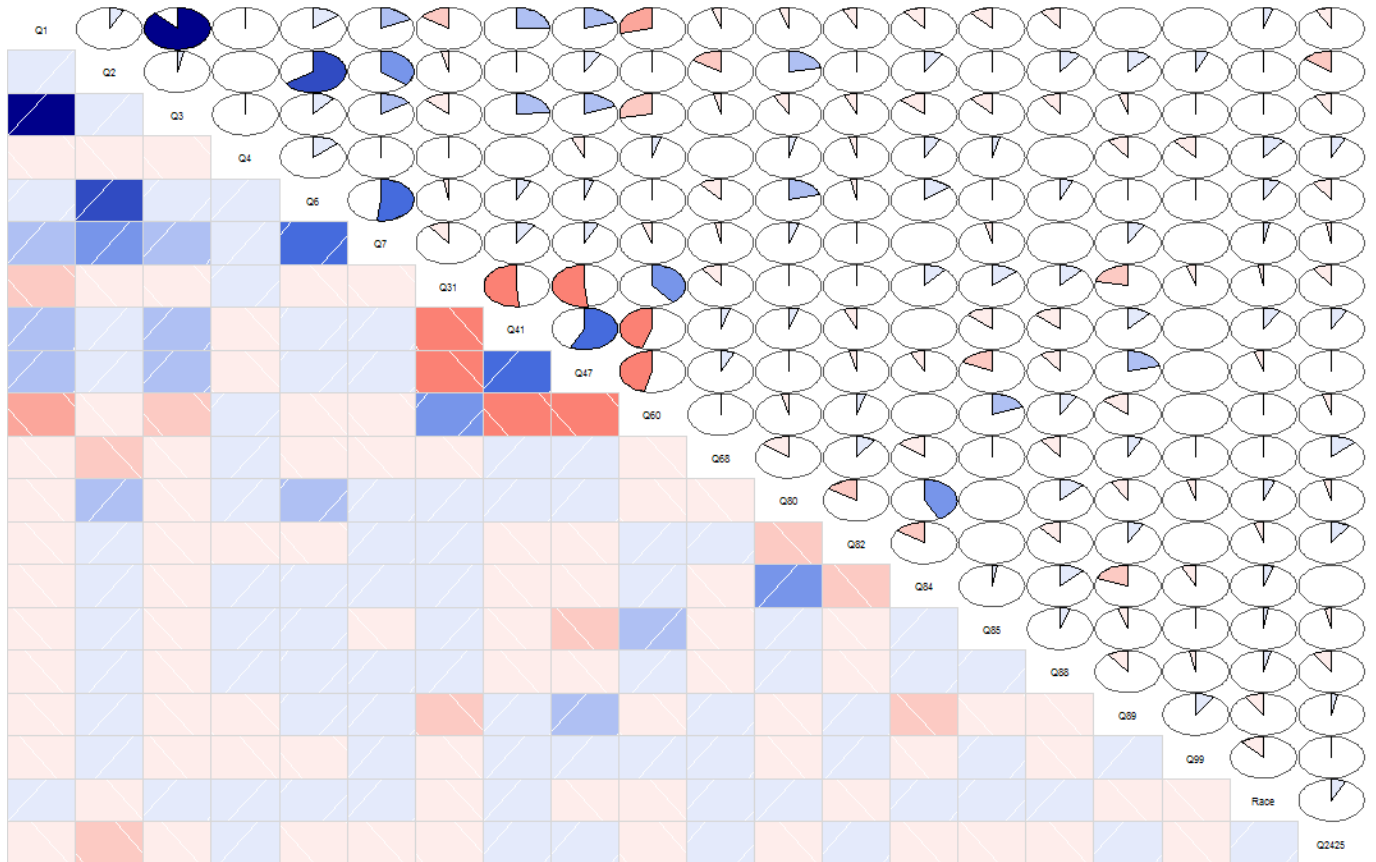


Figure 1. Matrix of correlations between variables

According to the logistic regression, female were more likely to be a victim of bullying than male. Students in 10<sup>th</sup>, 11<sup>th</sup>, or 12<sup>th</sup> grades were less likely to be a victim than those in 9<sup>th</sup>. Hispanic or Latino students were more likely to be a victim than those not. African American students were the one least likely to be a victim of bully-

ing. Students weighted more were more likely to be a victim. Students who smoked or drank were more likely to be victims than those not. Bisexual students were more likely to be a victim than heterosexual. Students who played video games for 4 hours or more were likely to be a victim than those not playing video games.

Table 2. – Logistic Regression for Being Victims of Bullying among High School Students

	<b>Estimate</b>	<b>Std. Error</b>	<b>z value</b>	<b>Pr(&gt; z )</b>	
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
(Intercept)	-0.119	0.713	-0.166	0.868	
Q1	-0.060	0.053	-1.137	0.256	
factor(Q2)2	-0.624	0.083	-7.492	0.000	***
factor(Q3)2	-0.290	0.096	-3.005	0.003	**
factor(Q3)3	-0.333	0.133	-2.501	0.012	*
factor(Q3)4	-0.499	0.174	-2.861	0.004	**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
factor(Q3)5	-11.242	160.169	-0.070	0.944	
factor(Q4)2	0.503	0.080	6.278	0.000	***
factor(Race)2	-0.176	0.204	-0.866	0.386	
factor(Race)3	-0.791	0.181	-4.372	0.000	***
factor(Race)4	0.178	0.279	0.636	0.525	
factor(Race)5	0.101	0.152	0.665	0.506	
Q6	-0.355	0.428	-0.830	0.407	
Q7	0.005	0.002	2.313	0.021	*
factor(Q31)2	-0.246	0.076	-3.230	0.001	**
factor(Q41)2	0.305	0.091	3.365	0.001	***
factor(Q41)3	0.397	0.091	4.351	0.000	***
factor(Q41)4	0.335	0.113	2.970	0.003	**
factor(Q41)5	0.319	0.125	2.561	0.010	*
factor(Q41)6	0.429	0.143	3.001	0.003	**
factor(Q41)7	0.375	0.150	2.503	0.012	*
factor(Q47)2	-0.044	0.110	-0.400	0.689	
factor(Q47)3	-0.003	0.113	-0.024	0.981	
factor(Q47)4	0.028	0.145	0.193	0.847	
factor(Q47)5	-0.165	0.156	-1.058	0.290	
factor(Q47)6	-0.038	0.161	-0.238	0.812	
factor(Q47)7	-0.304	0.125	-2.427	0.015	*
factor(Q60)2	-0.168	0.071	-2.345	0.019	*
factor(Q68)2	0.276	0.214	1.294	0.196	
factor(Q68)3	0.741	0.110	6.732	0.000	***
factor(Q68)4	0.239	0.167	1.430	0.153	
factor(Q80)2	-0.088	0.143	-0.618	0.537	
factor(Q80)3	0.118	0.123	0.960	0.337	
factor(Q80)4	0.108	0.119	0.910	0.363	
factor(Q80)5	0.218	0.120	1.814	0.070	.
factor(Q80)6	0.120	0.114	1.050	0.294	
factor(Q80)7	0.048	0.140	0.345	0.730	
factor(Q80)8	-0.035	0.110	-0.318	0.750	
factor(Q82)2	-0.064	0.113	-0.569	0.569	
factor(Q82)3	0.121	0.115	1.048	0.295	
factor(Q82)4	0.108	0.106	1.020	0.308	
factor(Q82)5	0.165	0.108	1.530	0.126	
factor(Q82)6	0.435	0.117	3.725	0.000	***

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
factor(Q82)7	0.498	0.097	5.153	0.000	***
factor(Q84)2	0.161	0.075	2.131	0.033	*
factor(Q84)3	0.160	0.089	1.801	0.072	.
factor(Q84)4	0.274	0.101	2.719	0.007	**
factor(Q85)2	-0.312	0.100	-3.131	0.002	**
factor(Q85)3	-0.290	0.133	-2.176	0.030	*
factor(Q88)2	-0.095	0.134	-0.709	0.478	
factor(Q88)3	-0.266	0.122	-2.180	0.029	*
factor(Q88)4	-0.467	0.121	-3.855	0.000	***
factor(Q88)5	-0.503	0.127	-3.955	0.000	***
factor(Q88)6	-0.322	0.167	-1.930	0.054	.
factor(Q88)7	-0.457	0.262	-1.743	0.081	.
factor(Q89)2	0.180	0.070	2.549	0.011	*
factor(Q89)3	0.109	0.089	1.217	0.224	
factor(Q89)4	0.488	0.155	3.144	0.002	**
factor(Q89)5	-0.015	0.265	-0.058	0.954	
factor(Q89)6	0.419	0.392	1.069	0.285	
factor(Q89)7	0.094	0.196	0.482	0.630	
factor(Q99)2	0.009	0.094	0.092	0.926	
factor(Q99)3	0.117	0.393	0.297	0.766	
factor(Q99)4	-0.208	0.574	-0.362	0.718	

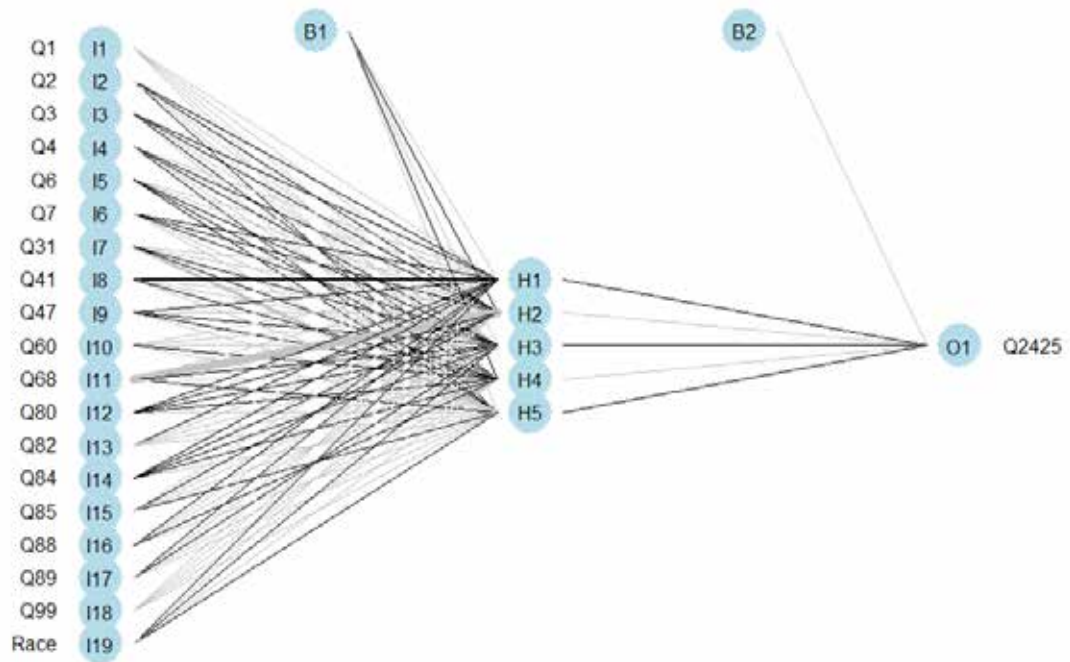


Figure 2. Artificial Neural Network in training sample

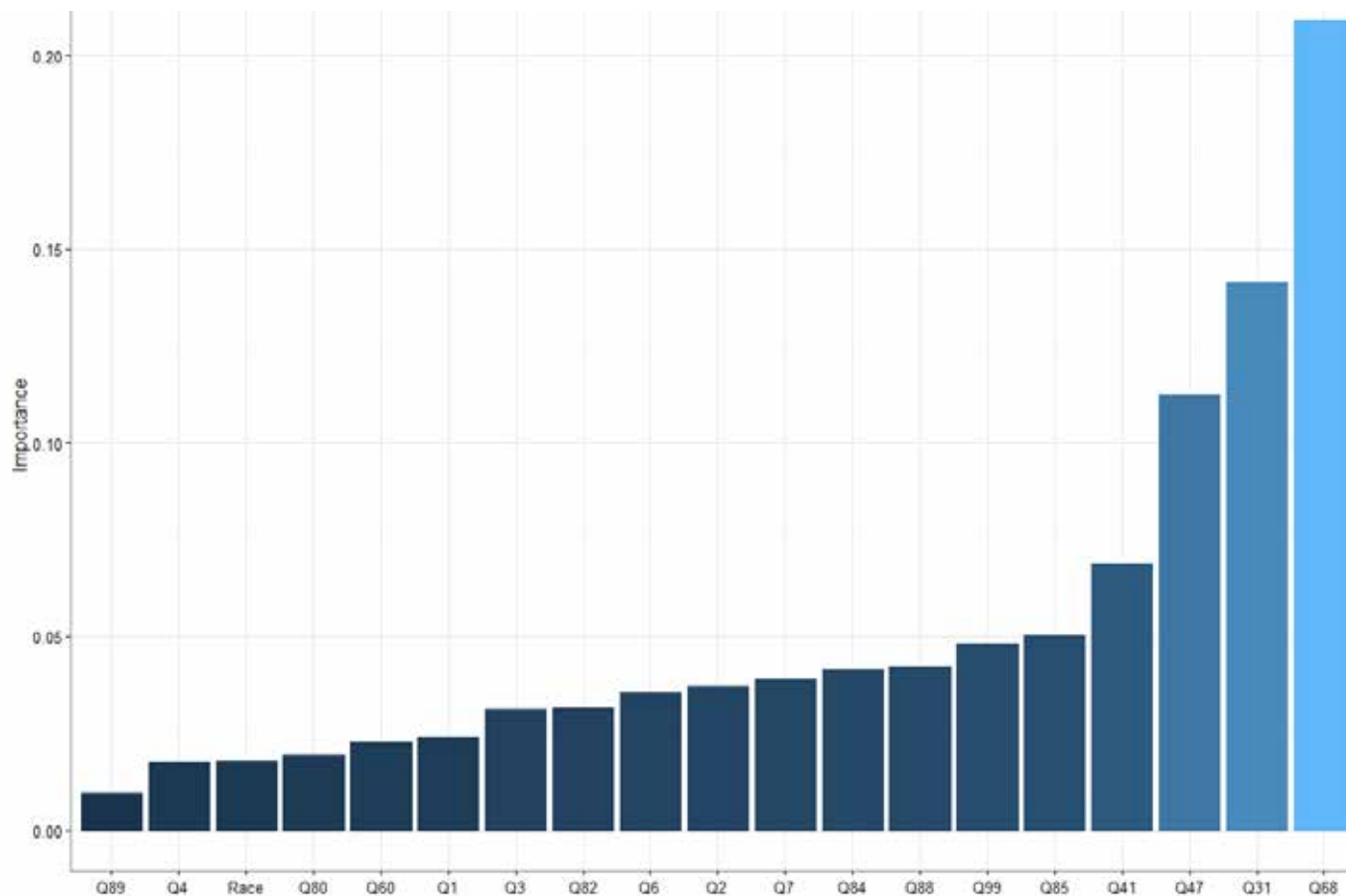


Figure 3. Variable Importance in Artificial Neural Network

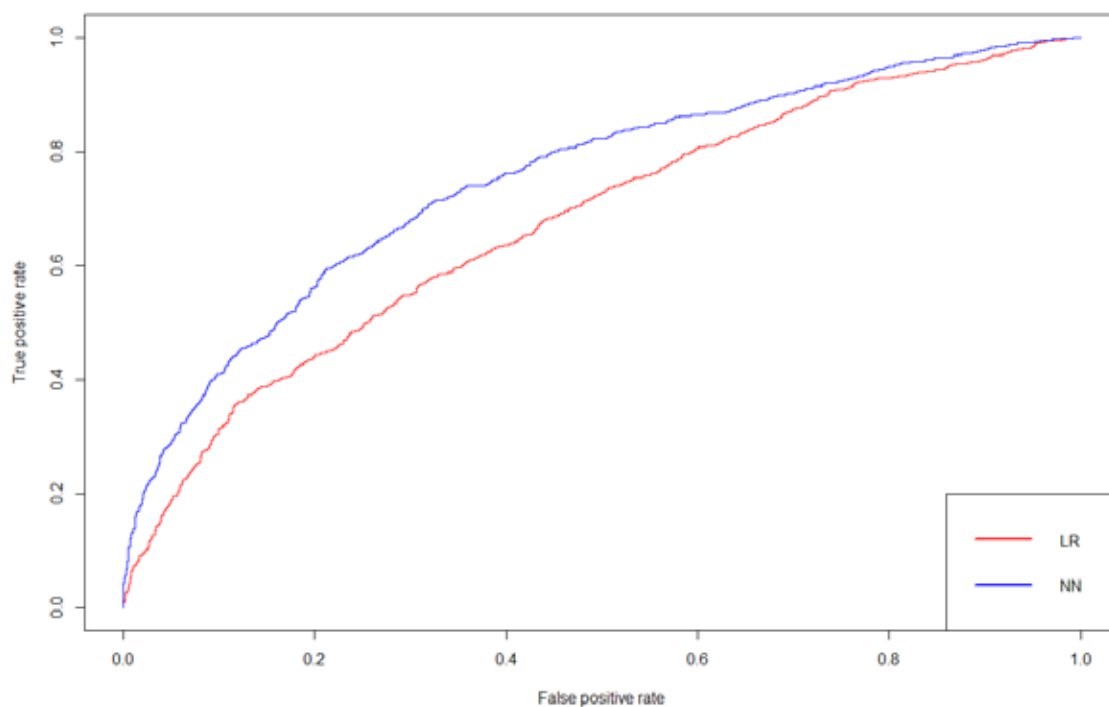


Figure 4. ROC in training sample for Logistic Regression (Red) vs Neural Network (Blue)



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.

According to this neural network, the top 5 most important predictors were Q85 (Have you ever been tested for HIV, the virus that causes AIDS), Q41 (During your life, on how many days have you had

at least one drink of alcohol), Q47 (During your life, how many times have you used marijuana), Q31 (Have you ever tried cigarette smoking, even one or two puffs), Q68 (sexual orientation).

For training sample, the ROC was 0.67 for the Logistic regression and 0.75 for the artificial neural network. Artificial neural network performed better clearly. However in testing sample, the ROC was 0.66 for the Logistic regression and 0.61 for the artificial neural network. Artificial neural network had worse performance.

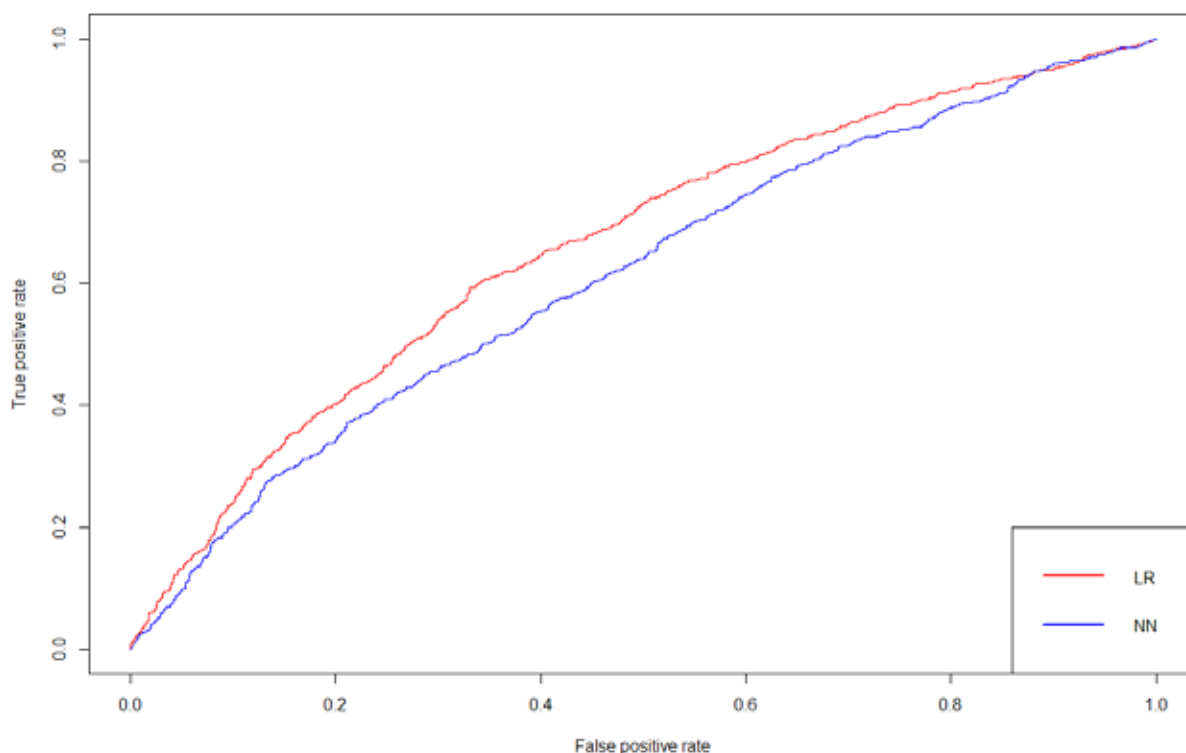


Figure 5. ROC in testing sample for Logistic Regression (Red) vs Neural Network (Blue)

#### 4. Discussions

No single known factor puts a child at risk of being bullied or bullying others. Bullying can happen anywhere—cities, suburbs, or rural towns. Depending on the environment, some groups—such as lesbian, gay, bisexual, or transgender (LGBT) youth, youth with disabilities, and socially isolated youth—may be at an increased risk of being bullied. Kids who are bullied can experience negative physical, school, and mental health issues.

In this study, we identified several important predictors for being a victim of bullying at high school e.g., sex orientation, smoking, drinking, or being Hispanic or Latino. This provided important information for educators as well as parents provide timely intervention. However, solutions to bullying are not simple. Bullying prevention approaches that show the most promise confront the problem from many angles. They involve the entire school community—students, families, administrators, teachers, and staff such as bus drivers, nurses, cafeteria and front office

staff—in creating a culture of respect. Zero tolerance and expulsion are not effective approaches. Studies also have shown that adults, including parents [4], can help prevent bullying by keeping the lines of communication open, talking to their children about bullying, encouraging them to do what they love, modeling kindness and respect, and encouraging them to get help when they are involved in bullying or know others who need help [5]. We believe that the factors we identified here can help the educators and parents to identify the issue early.

To have an open communication and discussion on this matter as soon as possible, we further provide a predictive model using artificial neural network as well as logistic regression as a tool for early detection. As to performance of these two models, logistic regression had a better discriminating capability as well as a better calibration between predicted probability and observed probability.

There are limitations of this study. Some known factors which might predict of being a victim of bully were not available in this study, like low popularity, low self-esteem. Further we did not test the external validity neither for logistic regression nor for the ANN. However, we did a comprehensive split-sample validation with both strategies. Future studies could use outside data and test the performance of the outputs from these two models in this study.

A predictive model would be an extremely useful tool to detect bully victim among high school students. As long as the variables included in our tool are available, the risk to be a victim of bullying could be easily predicted. Early detection and intervention could be made available for the students at high risk being victim of bully. It is worth noting that our proposed model and the specific development method – either logistic regression or neural networks – must be evaluated and validated in an independent population.

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## **PREDICTING ILLICIT DRUG USE WITH ARTIFICIAL NEURAL NETWORK**

**Abstract.** The purpose of this study is to find the significant predictive factors for illegal drug use using an artificial neural network. Here, illegal drugs are defined as heroin, ecstasy, crack, or cocaine. For this study, I used a public database with researcher permission that recorded more than 1885 respondents on illegal drug use and their characteristics. The respondents were separated into a training sample and testing sample. Using the training sample, I built a neural network model using programming language R in RStudio. Finally, I tested and refined the model using the testing sample and found the ROC (Receiver Operating Characteristic). Of the 1885 respondents, 1043 (55%) used illegal drugs. The artificial neural network returned that the most significant predictors were extraversion, age, education, openness, and impulsiveness (From most important to least important). Extraversion, age, and education had a negative correlation with illicit drug use while openness and impulsiveness had positive correlations. The ROC is 0.86 in the training sample and 0.77 in the testing sample. I hope that the results of this research paper will help prevent individuals who are likely to be drug users from becoming one. Educators and researchers can use this profiling framework to identify people with high risk of using illegal drugs, and find ways to help them to reduce such a risk. For example, support groups can be set up and actively reach out to the high risk people.

**Keywords:** Illicit Drugs, artificial neural network, factors.

### **1. Introduction**

Illicit drugs are drugs that are illegal to consume or the abuse of medically prescribed drugs (i.e., use of a medically prescribed drugs outside of its intended purpose). Illicit drug are typically divided into several categories: stimulants, opioids, hallucinogens, and depressants/sedatives [11]. According to a national survey done by the National Institute of Drug Abuse in 2017, 49.5% of people aged 12 years and older have used illicit drugs at least once in their lifetime and 11.2% have used it in the past month [6]. Also in that year, more than 71,000 overdose deaths have been reported in the United States in the International Drug Policy Consortium report [5]. While illicit drug consumption is more popular in some places than others, people

of all classes are susceptible to illicit drug use. Most notably, numerous celebrities have reported the use of illicit drugs. The use of illicit drugs can lead to addiction and permanent changes to the brain [10; 11]. Individuals who are addicted have intense cravings for drugs and even when treated they are very likely to go into relapse [11]. Illicit drugs have also prompted numerous political debates over whether certain drugs should be made legal [12]. Therefore, the issue of illicit drug use is without doubt an important one. This paper explores what the predictive factors are for illicit drug use using an artificial neural network.

### **1.2 Literature Review**

Past studies of illicit drug use have focused on the effects of drug use and predictors of drug use in

adolescents. For example, a study done by David, Laurie, and Kevin examined the dependence on drugs and alcohol of adolescents as they grow up [3]. They studied four different groups of drug users: light, moderate, and heavy drug and alcohol users, and examined the effect of familial alcoholism and personality on this dependence. They found that the group who have had heavy drug and alcohol use in adolescence have a significantly higher chance of drug or alcohol dependence in later years. Furthermore, the group with heavy drug use was more associated with familial alcoholism, negative emotionality, and low constraint. Bertrand et al have studied how socioeconomic factors affect illicit drug use among young adults [7]. Socioeconomic factors among young adults include occupation, education, employment stability, and unemployment. They has found that young adults with a low socioeconomic status have a significantly higher rates of illicit drug abuse. Another study done by David, Judith, and Chenshu examined the relationship between drug use and risk of major depressive disorder, alcohol dependence, and substance use disorders [1]. The results showed that early use of tobacco can lead to higher risk of alcohol dependence and substance use disorders and early use of alcohol and other illicit drugs can lead to extremely high risks of depressive disorders, alcohol dependence, and substance use disorders. Another study done by Fehrman et al explores the personal traits and characteristics that affect drug consumption risk [13]. In their study, they studied an individual's risk of drug consumption using models using numerous predictive models. The data they used was collected through an online survey created in England. For each type of drug, they found the model that best fit to measure its correlation with personal traits. They also found the best predictors for illicit drug use with each type of drug use. A sensitivity of over 70% was achieved for most of the drugs when using the best model. Their results have shown that the most successful model overall was

the decision tree, and linear discriminant analysis and k-nearest neighbors are also successful for several of the drugs.

### **1.3 Objective and Hypothesis**

This study aims to find factors that help predict illicit drug use using an artificial neural network.

Unlike many past studies, this study sample covers age groups beyond adolescence and explores a wide range of personal characteristics besides socioeconomic or environmental factors. For example, the five big personality traits (neuroticism, openness, extraversion, agreeableness, and conscientiousness), gender, ethnicity, education, country of residence, ImpSS, and alcoholism and are the independent variables. Furthermore, this study uses an artificial neural network, a model not yet tested to find the best predictors for illicit drug use in past studies. My study also looks at illicit drugs as a whole instead of individual drugs which could be more helpful when considering that all illicit drugs are banned due to their negative effects. Finding the risk of illicit drug consumption as a whole is more accurate than calculating the risk based off each individual drug.

I hypothesize personal traits can have a significant impact on whether an individual will use drugs.

## **2. Data and Methodology**

### **2.1 Data**

In this study, I used the data that Elaine Fehrman and her research team collected via a survey using the tool Survey Gizmo, over the course of a year between March 2011 and March 2012, in England [6]. In their survey, illicit drugs are defined as cocaine, crack, heroine, and ecstasy.

The database contains records for 1885 respondents. For each respondent, 12 attributes are recorded: Personality measurements which include NEO-FFI-R (neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness), BIS-11 (impulsivity), ImpSS (sensation seeking), level of education, age, gender, country of residence and ethnicity.

Participants were asked about their use of 18 categories of legal (alcohol, amphetamines, amyl nitrite, benzodiazepine, cannabis, chocolate, caffeine, ketamine, legal highs, LSD, methadone, mushrooms, nicotine and volatile substance abuse and one fictitious drug (Semeron) which was introduced to identify over-claimers) and illegal drugs (cocaine, crack, ecstasy, heroin,). For each drug, they were asked to select one of the answers:

- “Never Used”
- “Used over a Decade Ago”
- “Used in Last Decade”
- “Used in Last Year”
- “Used in Last Month”
- “Used in Last Week”
- “Used in Last Day” [4].

In this study, the outcome of illicit drug use is defined as if a person selected any answer than “Never Used” to any of the four illegal drugs. It is a binary variable with 1=ever used illicit drug use and 0=no use of illicit drug.

All the 12 attributes of participants are included in the model to test if they predict illicit drug use.

## 2.2 Methodology

An artificial neural network was created using the open source software R Studio. The artificial neural network is modeled after a biological neural network (a brain), though the human brain is much more sophisticated. An artificial neural network consists of input units, where it takes information from the data it's given, and output units, where the computer decides what the information it takes in means. Between them, there are numerous hidden units, which helps transform the data in the input units into data the output units can use. Hidden units can compose several layers depending on the complexity of the problem, and each level further processes the data in the last one. In this particular study, the input units are the predictive factors and the output unit is whether the individual uses illicit drugs. There is only one hidden layer. Lines are drawn between these units representing the light/

importance of each unit. In this study, black lines represent a positive correlation while grey lines represent negative correlation. When data is fed into the neural network, the network uses a process called backpropagation. The input values are fed into the network, and the network will come to a result based on what it has. The result it comes up with is then compared with the actual result and the network will adjust its weight values accordingly. As more data is fed in, the predictive model becomes more and more likely to predict the correct outcome based on the input values.

The data was split into two random samples: a training sample to build the NN model, and a test sample to test/validate the model.

All of this is done on RStudio with the package `neuralnet` and `Neural Net Tools`.

## 3. Results

Of the 1885 individuals in the survey, 1043 (55%) of them have used one of four illicit drugs: heroine, ecstasy, crack, and cocaine.

I first built a correlogram, a matrix of correlations between different variables (a graphical representation), to see if there are any correlations between the different predictive factors. In the graph, blue represents a positive correlation and red represents a negative correlation. The darker the hue of the colors, the greater the correlation between the two factors.

According to the correlogram, Impulse and ImpSS (Impulsive Sensation Seeking), Openness and ImpSS, Age and Country, Extraversion and Conscientiousness, and Country and NoDrugUse have a strong positive correlation while Neuroticism and Extraversion has a strong negative correlation.

I then proceeded to feed the data into an artificial neural network. The lines between the different variables represent the strength of the factor and whether it has a negative or positive correlation (The thicker the line, the more significant the variable is. Black lines represent a positive correlation and grey lines represent negative correlation)

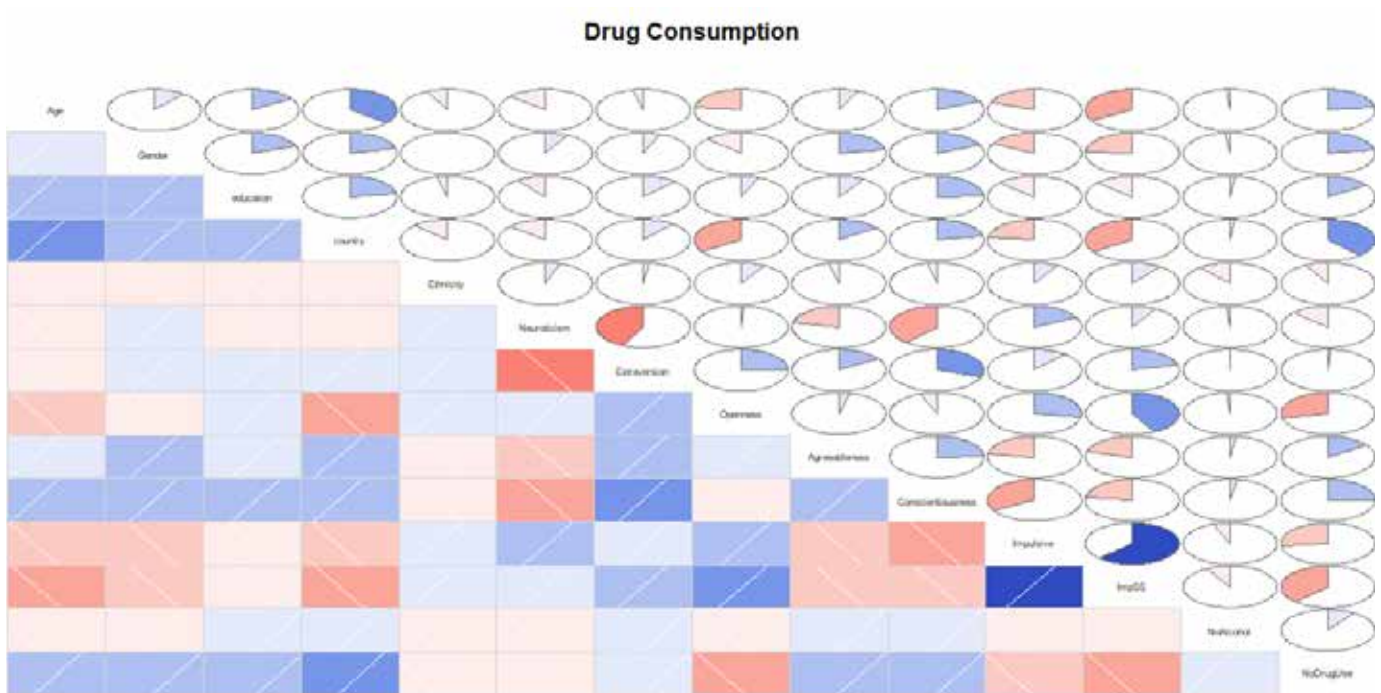


Figure 1. Correlogram of the Predictive Factors

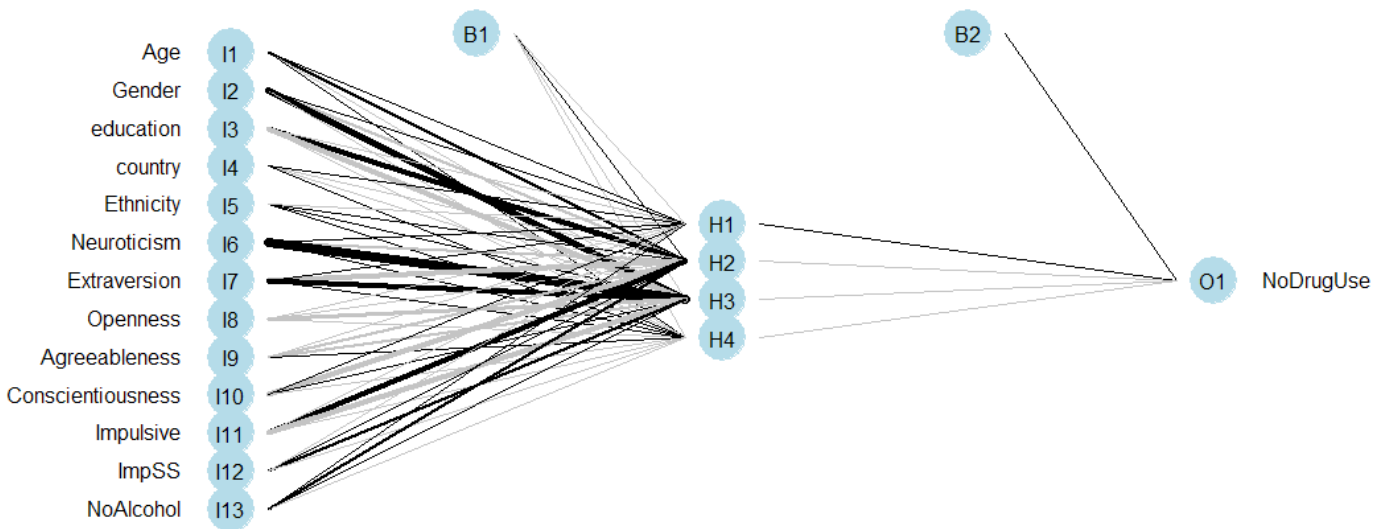


Figure 2: Artificial Neural Network (Training Sample)

As the lines seem like an incomprehensible mess, the strength of each predictor may be difficult to see so I put the data into a bar chart. H1 is the most significant of the hidden units, so only the lines connected to H1 are important. The most significant predictors of illicit drug use according to the artificial neural network are extraversion, age, education, openness, and impulsiveness. To be more specific, an

introverted, young, uneducated, open, and impulsive person is more likely to use illicit drugs.

For the training sample, I found that the Receiver Operating Characteristic (ROC) 0.86 for the artificial neural network. For the testing sample, the Receiver Operating Characteristic 0.77 for the artificial neural network.

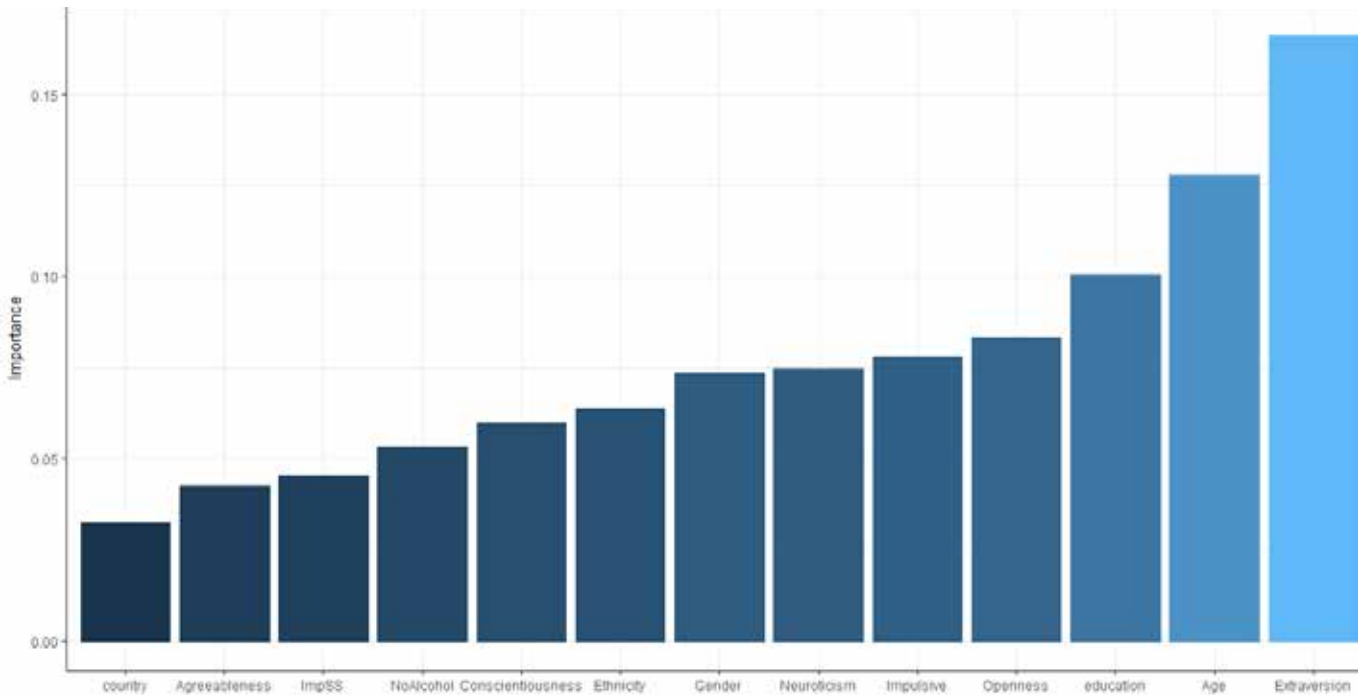


Figure 3. Bar Chart of Most Significant Predictors of Illicit Drug Use

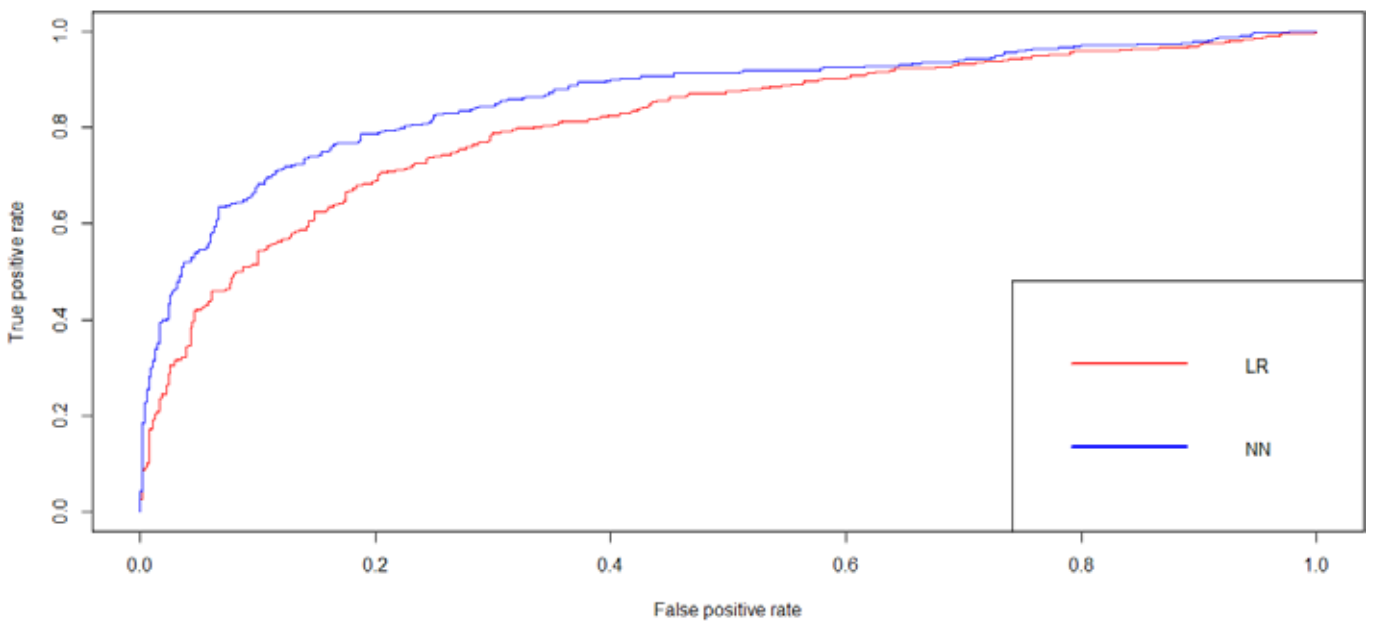


Figure 4. Receiver Operating Characteristic in Training Sample

**4. Discussion**

In this study, we found that the significant predictors the artificial neural network returns are extraversion, age, education, openness, and impulsiveness. The receiver operating characteristic for the artificial neural network in the training and testing samples

were 0.86 and 0.77, respectively, which suggest that the model is a good fit of the data. As such, this model is considered as successful at predicting whether an individual uses illicit drugs.

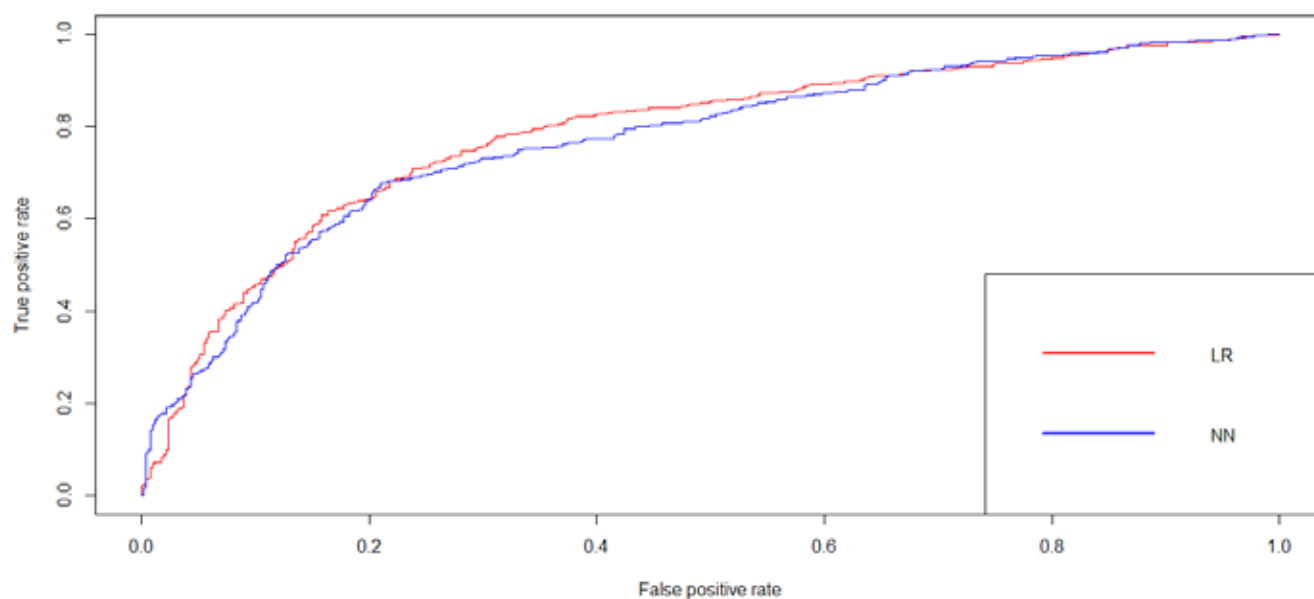


Figure 5. Receiver Operating Characteristic in Testing Sample

The knowledge of which factors are related with higher likelihood of illicit drug use can be used to better identify the high risk population, and to provide any intervention and/or treatment. For example, as extraversion is found to be an important predictor for illicit drug use according to the model, one strategy is to make extroverted individuals more aware of the harmfulness of illicit drug use. Perhaps it's because extroverted individuals are more exposed to peer pressure, and so they are more likely to use illicit

drugs if their friends already do. Meanwhile, education level is found to be another important predictor. Therefore, more health education on the risk of illicit drug can be provided to people with lower levels of education.

Overall, the findings from this study is consistent with previous research. For example, the following is a table of several risk and protective factors in five domains during adolescence from the NIH website (NIH).

Table 1.

<b>Risk Factors</b>	<b>Domain</b>	<b>Protective Factors</b>
Early Aggressive Behavior	Individual	Self-Control
Lack of Parental Supervision	Family	Parental Monitoring
Substance Abuse	Peer	Academic Competence
Drug Availability	School	Anti-drug Use Policies
Poverty	Community	Strong Neighborhood Attachment

Although the generalizability (external validity) of the model is not tested, a split-sample validation has been conducted and showed that this model is a good fit. Other factors, such as income and familial background,

can also help predict illicit drug use. However, information on these factors was not collected in the data. In future studies, more factors can be included in order to further improve the prediction of illicit drug use.



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### **THE PROPAEDEUTIC ROLE OF LEARNING LATIN LANGUAGE TO MASTER STUDENTS' PROFESSIONAL TERMINOLOGY**

**Abstract.** The propaedeutic role of learning Latin language and methods of mastering the terminological apparatus are discussed in this article. Latin is the main language of European culture from antiquity to modern times and its vocabulary is the main source for the formation of terminological units in all spheres of science and technology.

**Keywords:** Latin language, propaedeutic role, terminological apparatus, law, studying, method.

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### **ПРОПЕДЕВТИЧЕСКАЯ РОЛЬ ИЗУЧЕНИЯ ЛАТИНСКОГО ЯЗЫКА В ОВЛАДЕНИИ СТУДЕНТАМИ ПРОФЕССИОНАЛЬНОЙ ТЕРМИНОЛОГИЕЙ**

**Аннотация.** В статье рассматривается пропедевтическая роль изучения латинского языка и методы овладения терминологическим аппаратом. Латинский язык является основным языком

европейской культуры от античности до нового времени, а латинская лексика - основным источником для образования терминологических единиц во всех сферах науки и техники.

**Ключевые слова:** латинский язык, пропедевтическая роль, терминологический аппарат, закон, изучение, метод.

Построение правового государства является приоритетом в развитии нашего общества, и движение в этом направлении невозможно представить без подготовки образованных юристов. Одним из условий образованности и профессионализма правоведа есть овладение общепринятым терминологическим языком права. Формирование профессиональных знаний юриста идет через формирование в его сознании терминологического аппарата права, источником которого является латинский язык.

Как и любая другая наука, юриспруденция имеет свою специальную лексику – юридическую терминологию, без знания которой овладение правовыми знаниями и юридической профессии невозможно. Основой правовой терминологии, которая ведет свое начало от римского права, является латинский язык. Определяя значительную роль латинского языка как терминологического базиса почти всех отраслей знания, следует признать его ведущую роль в образовании правовых терминов.

Терминологический словарь права огромный, а незнание его порождает непреодолимые трудности. Непонимание того, о чем говорит преподаватель, терминологического аппарата права порождает неуверенность учащихся в своих знаниях, потерю интереса к изучению курса правоведения. Поэтому у молодого человека состоит неустойчивая жизненная позиция, незнание своих гражданских прав и обязанностей, а также все то негативное, что из этого незнания возникает. С другой стороны, своевременное успешное овладение языком права, свободное манипулирование ею в процессе обучения стимулирует интерес к рассматриваемым курсов основам правоведения, активизирует умственную деятельность, по-

зволяет учащимся глубже проникнуть в изучаемый материал, прикоснуться к истокам права, изучить современные дисциплины юриспруденции, чтобы в дальнейшем уверенно чувствовать себя в правовом поле государства.

Исходя из сказанного, потребность в мотивации к изучению латинского языка как терминологического базиса юриспруденции становится достаточно высокой, потому что знание этого языка или хотя бы основательное знакомство с ним решают многие учебные проблемы.

Латинский язык в образовании юриста играет важную пропедевтическую роль. Овладение латынью как бы опережает овладение всеми дисциплинами юриспруденции. Именно поэтому в учебных планах юридических факультетов латинский язык всегда ставят на самом раннем этапе обучения – на первом курсе. В связи с этим преподавателю латинского языка необходимо с самого начала четко и предметно определить студентам роль и место предмета в системе специальных дисциплин не только как источника терминологического аппарата права, но и как средства активизации познавательного интереса и познавательной деятельности при овладении этим аппаратом.

Исследователи Бартошек М., Ивакина И., Нисенбаум М., Хомицкая З., Кацман Н., Миленков Р. и другие в своих работах раскрывают ведущую роль латинского языка в формировании терминологического аппарата науки и, прежде всего, юриспруденции.

Предмет «Латинский язык» – одна из древнейших школьных и университетских дисциплин. Методика изучения латинского языка прошла испытание временем и практически мало изменилась за многие века. И хотя латынь считается языком мертвым, однако она оставалась основным

языком науки, дипломатии, юриспруденции Европы до конца XVIII столетия. В силу этой традиции латынь стала прикладной дисциплиной и в классических университетах интенсивное ее изучение было обязательным для всех специальностей. В Украине XVII – XVIII веков изучения латинского языка имело ступенчатый характер. Каждый класс выполнял свою задачу: инфима – знакомство с основами латыни, грамматика – изучение грамматики, синтаксис – полное и совершенное усвоение грамматики и текстов, поэтика – овладение стилем, риторика – совершенное красноречие. На следующий учебный год мог быть переведен только тот, кто овладел курсом на достаточном уровне.

Один из воспитанников Харьковского коллегіума уже в XIX веке вспоминает: «Меня и брата ... определили в Харьковский Коллегиум. Во время моего там ученья в первых трех классах господствовал латинский язык, до того, что переводили из класса в класс единственно по успехам в нем... Кто мог отвечать учителю латинской фразой и при этом вел себя добропорядочно, тот сидел на первой скамье, как прилежный ученик ... и оттого у учеников и вошло в обычай говорить по латыни и между собою, сперва с примесью русских слов, смотря по тому, какого класса был говоривший; но дойдя до риторического, уже каждый объяснялся свободно, без примеси русских слов. В моей памяти осталась жалоба ученика инфимы... на другого: “Его став на камешку; ille пхнув; ego покотываясь, сарут разбиваясь, а sanguis в дырочку дзюр-дзюр”» [3, с. 149].

На обучение дисциплины выделялся объем времени, который соответствовал естественному разделению предмета. Изложение учебного материала имело линейный характер, который обеспечивали принципы научности, последовательности, доступности, системности, основательности и прочности знаний, наглядности, эмоциональности, что поддерживало использование соответствующих методов обучения [4, с. 57].

Самобытность системы обучения латинскому языку обеспечивалось активным использованием методов стимулирования и мотивации познавательной деятельности учащихся (диспуты, декламации, повторение, соревнования между студентами, академии, школьный театр, награды). Эти методы, по нашему мнению, являются перспективными для внедрения в современный образовательный процесс.

В течение XIX в. роль латыни как языка международного научного общения постоянно уменьшалась; появлялось все больше книг на национальных языках. Поэтому с определенного момента возникла необходимость объяснять обществу, в чем роль и значение латыни в системе среднего и высшего образования. Основной задачей данной дисциплины является осознанное освоение и овладение юридической терминологией на базе тщательного изучения основных положений юридического образования, содержащихся в римском праве, которое было принято Европой и до сих пор лежит в основе современных европейских гражданских законодательств.

Будучи пропедевтической дисциплиной, латинский язык непосредственно связан со всеми дисциплинами, изучаемыми на юридических факультетах. Изучая Римское право и латинский язык, его материальную оболочку, будущий юрист имеет возможность проникнуть в суть и дух права. Один из самых известных юристов античности Цельс писал: «Scire leges non est verba tenere, sed vim ac mentem» – знание законов заключается не в том, чтобы помнить слова, а в том, чтобы понимать их силу и ум (сущность). Именно работа с первоисточником помогает понять vim ac mentem права. А яркая образность, выразительность, лаконизм латинского языка делают такое понимание более успешным.

Студенту необходимо запоминать терминологические элементы латинского происхождения, которые лежат в основе терминов юридического значения. Кроме юридической терминологии на занятиях

также уделяется внимание латинским афоризмам и крылатым выражениям, которые помогают не только познавать многовековую мудрость, но и лучше запоминать латинские слова. На каждом занятии студенту предлагается запомнить несколько афоризмов, которые в некотором роде «оживляют» изучения мертвого языка. Некоторые афоризмы латинского языка касаются вопросов права и справедливости (*Ius est ars boni et aequi. Summum ius est suuma iniuria. Dura lex, sed lex*), государственного устройства (*Iustitia regnorum fundmentum est.*), поведения юриста (*Dic, duc, fac, fer! Fide, sed cui, vide! Antequam incipias, consulta. Imperari sibi maximum imperium est.*), представляют собой юридические заповеди (*In dubio pro reo. Pacta servanda sunt. Impuris manibus nemo accedat curiam.*). Таким образом выполняется также задание общекультурного развития студента-юриста.

Специфика изучения латинского языка в юридическом вузе заключается в том, что здесь необходимо запомнить большое количество слов и сочетаний – юридических терминов, сентенций. Механическое заучивание дается студентам тяжело. Если же слова изучать в форме игры, то запомнить их становится легче. Это могут быть игры по запоминанию слов, увеличению словарного запаса, закреплению нового лексического и грамматического материала. Можно закодировать слова или словосочетания, афоризмы, и предложить «расшифровать» закодированное послание. Можно разделить группу на две команды и предложить назвать как можно больше прилагательных с нужным окончанием для написанных на доске существительных. С помощью игры очень легко заставить студентов активно работать на занятии.

Особую роль при изучении латинского языка на юридическом факультете играет повышение мотивации учебно-познавательной деятельности студентов. Преподаватель должен постоянно напоминать студенту, что знания и умения, полу-

ченные при изучении латинского языка, будут широко применяться в ходе изучения специальных дисциплин. Когда студенты на занятиях по другим дисциплинам начинают легко понимать научную терминологию, построенную на уже знакомых им латинских корнях (например, *конкубинат, эксгумация, маниципация, виктимность, нострификация* etc.), они постоянно убеждаются в полезности и необходимости латыни для собственного образования.

По нашему мнению, овладение терминологическим аппаратом права студентов будет успешным, если латинский язык будет рассматриваться ими как источник формирования терминологического аппарата науки, будет сформировано положительное отношение к изучению латыни как источника терминологии языка их будущей профессии, речь студентов обогатится за счет активного употребления юридических терминов, выражений, постулатов, фразеологизмов, имеющих профессиональную и моральную ценность.

И хотя латинский язык официально имеет статус «мертвого языка», сегодня он успешно предоставляет неоценимые услуги в поликультурном образовании, расширении кругозора, повышении интеллекта, воспитания нравственности.

Перспективу дальнейших научных исследований мы видим в том, чтобы спроектировать современные педагогические условия и методы обучения на «седую» латынь, выделить ряд способов качественно изменить подход к изучению материала, значительно его оживить, направить из «узкого» филологического в «широкое» культурологическое русло, показать, как можно оновить старые методики, вдохнуть в них новую жизнь, использовать возможности современной компьютерной техники, новых учебных программ, которые стали неотъемлемым атрибутом современной жизни и учебного процесса. И до сих пор актуальными остаются слова оратора Древнего Рима Марка Туллия Цицерона: *Non tam praeclarum est scire latine, quam turpe nescire.*

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## Section 10. Economics and management

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### THE PROBLEM OF WOMEN'S EMPLOYMENT IN THE REPUBLIC OF UZBEKISTAN IN MODERN CONDITIONS

**Abstract.** The article discusses the issues of women's employment, the use of female labor in a market economy in modern Uzbekistan. Attention is also paid to the economic and social content of women's employment.

**Keywords:** female labor, female employment, market relations.

It has been 27 years since Uzbekistan gained independence. Over the years, the country has achieved great success on the path of transition to market relations in economic, political, social, spiritual and other spheres. And one of the main considerations in such conditions is increasing attention to the issues related to the status of women. The problems of the women of Uzbekistan are being discussed at all levels.

Women of the republic represent a large share of the country's creative potential. They are distinguished by their original thinking, being very active and able to perform in a large diversity activities. Women participate in various sectors of the national economy.

Employment of women has a positive effect on the development of their personality and achieving of actual equality with men. Labor provides women with economic independence, contributes to the improvement of their cultural and educational level, social activity, growth of their self-awareness, and strengthens their spiritual traits.

After Uzbekistan had gained its independence and transitioned to market economy, great attention has been paid in the country to the issues of providing employment to the labor force and rising unemployment. And the issue of women employment in Uzbekistan began to occupy a special place.

Women, as a large socio-demographic group, represent a complex and multifaceted entity. They occupy a special position in the society, associated with their socio-psychological characteristics, social functional traits, specific needs, interests and relationships.

The issue of the use of female labor in our republic is of a peculiar character due to a number of socio-economic, demographic, historical, and ethnic features of the country's development. Solving the problems of women's employment requires a deep, integrated, science-based approach. First of all, it is necessary to take into account that the personality of a modern woman is not limited to just one of her roles, even the most important one. After all, the

structure of personality of a modern person is always multi-role, especially women's personality, with its inherent social and biological role of being a mother.

Restricting the functions of a woman in many respects can lead to deformation of her personality structure. Secondly, when solving this problem one should take into account the presence of a subjective factor, which reflects woman's personal desire to work in social production. In general, today there is the issue of a harmonious combination of motherhood with active participation of women in labor and social and political activities.

When studying the problems of women's employment, it is also necessary to take into account socio-economic, demographic and historical factors. The group of socio-economic factors includes: the level of economic development, the state of scientific and technological progress (the use of modern equipment and technology), the development of the sphere of daily life and services; demographic processes include phenomena of population reproduction, changes in the structure of gender and age. Among historical ones, it is necessary to emphasize national traditions, family customs, etc. In this case, the effect of some factors has a greater influence on the use of female (in certain cases, exclusively female) labor compared to the others. And, of course, in addressing the issue of women's employment, it is necessary to observe more consistently the principle of matching the job specificity with particular physical and psychological profiles of women.

It should be noted here that in general the category of women's employment is not entirely an economic category it is also a social one. The economic content of this category reflects a deep study of employment issues, i.e. it refers to such parameters as labor productivity, productive forces, production relations, labor efficiency, etc. The social aspect of employment concerns such parameters that determine the formation and development of a personality. Generally, in this context economic

aspect has been dominant in the use of female labor resources and little attention has been paid to social aspects of women's employment. Here it should be noted that generally woman's first priority is not being just a worker, but a mother and the keeper of home. Therefore, touching upon the employment issues of women, it is necessary to relate not only to its economic aspects, but also social ones (i.e., creation of necessary working and living conditions, consideration of psycho-physiological features of female body, consideration of the interests of motherhood and childhood, etc.). And just today, in the conditions of independence, all this is given a special attention. Uzbekistan has developed a deeply thought-out, holistic social policy that covers all of the aspects of women's life.

The market dictates strict rules, establishes new market relations in groups. Enterprises, under such conditions, are interested in attracting and maintaining the most sustainable, well-adapted to rapidly changing production environment, capable of producing progressive changes labor force. And women with children, who are the majority, often do not belong to this category of workers. Therefore, market relations endanger the most vulnerable part of the workforce – women with children. As the result, women are the first candidates to become unemployed. In this regard, special attention in Uzbekistan is paid to the implementation of employment policies for socially vulnerable categories of the population, including women. In solving this problem, Uzbekistan relies on a large international document – the UN Sustainable Development Goals, where the fifth goal concerns the issue of gender equality and the empowerment of all women and girls [1].

Based on it, Uzbekistan has adopted its equally important document – “Strategy of Action for the Development of Uzbekistan for 2017–2021”, where in the fourth strategy “Priority Directions for the Development of the Social Sphere” the item “Improving the system of social protection of the



population and protecting health, increasing social and political activity of women «. It talks about increasing the socio-political activity of women, strengthening their role in government and society, ensuring the employment of women, graduates of vocational colleges, their widespread involvement in entrepreneurial activities, and further strengthening the foundations of the family [2].

The transition of the economy to market relations gave a powerful impetus to the development of entrepreneurship. After Sh. Mirziyoyev had become the elected President of the Republic of Uzbekistan, decisive steps began to be taken in the country to increase the level of employment through the creation of new sustainable jobs. At the same time, creation of sustainable and decent jobs for such categories of the population as women is of particular importance. And this problem is one of the most pressing for Uzbekistan.

Nowadays, the number of women doing business, especially in the rural areas, has been increasing significantly. It is known that over half of the total population of the republic lives in rural areas, of which 61% are women. Agriculture itself cannot fully provide them with work. The government of Uzbekistan is closely observing this problem and is working to transfer agricultural labor to the manufacturing sector. In this regard, the main focus in solving this problem is on the development of small and private businesses, the creation of new jobs through the opening in rural areas of mobile small compact enterprises with modern technology. These include agricultural processing enterprises (today there are hundreds private farms, small and private enterprises in the republic), and labor-intensive production enterprises based on home-based labor, traditional folk crafts – such as embroidery, carpet weaving, jewelry, and others. Women themselves are willing to work in such small enterprises that are located directly in rural areas.

Of great importance in addressing the issues of employment of the rural population, including

women, is creation of small private enterprises in the countryside engaged in services and consumer services. After all, agricultural production is seasonal in its nature and depends on agricultural cycles. As the result labor of rural residents is used in this connection unevenly. Therefore, the development of non-production sectors contributes to attracting the unemployed able-bodied rural population, including women, to work.

Creation of small enterprises is associated with the growth of new «flexible» forms of employment, such as partial and temporary, with a lightweight form of contract. And it is precisely these forms of employment that are suitable for women, especially those with children.

In general, development of entrepreneurship makes it possible to ensure employment of women, to improve their economic situation, gives them an opportunity to become active members of society, with concrete actions to take part in the implementation of the reforms.

Recently, the expansion of the private sector in retail trade, private shops, services, catering and tourism has had a great influence on women's employment. However, there are still pressing issues on the agenda to ensure growth of women's economic activity and reduction of informal employment, which widely developed in the early years of independence (they began to actively participate in so-called commercial tours and shuttle trips, which supplied large number of small stores with consumer goods).

Women are almost excluded from business management in managerial positions, from management of registration procedures and taxes, from management in the banking system. However, their entrepreneurial nature and activities do not always match with the required level of education that would satisfy the requirements of the new service sector (in management in the new office technology, in banking, in communication and insurance industries), in which in many countries the majority of work is done by women. All these questions are waiting to be resolved.

The increase in the share of women in the structure of employment depends on a number of factors, such as the presence of the necessary upbringing (training), the influence of the cultural factors in the organization of female labor (age of marriage, attitude to work together with men), the degree of competitiveness for the same categories of work. In general, in solving the problem of employment, a large role should be given to the level of female education and the skills necessary in market conditions.

These days, in addressing the problem of employment of the population, employment services and special funds established at the local level are of great importance; programs of workplaces, their arrangement, training and retraining of released specialists, including women, are being developed. The National Women's Committee of Uzbekistan, a non-governmental organization established after gaining independence in 1991, plays a major role in this regard. Women's committees legally assist women in opening small and private enterprises, create systems of educational and professional courses in the field, which give everyone an opportunity to acquire an occupation or undergo retraining, learn the basics of management and marketing, and, together with foreign partners, organize internships for our women entrepreneurs in the USA, Germany, Italy, South Korea, India and other countries, they also create social rehabilitation centers for women.

The Women's Committee has significantly expanded its international contacts. Among its partners are dozens of international organizations. For example, since 2010, UN Women's activities in

the Republic of Uzbekistan have been carried out by a project office and represented by a Gender Advisor.

The committee annually holds various seminars, conferences, round tables with participation of the women of Uzbekistan and foreign partners, at which various problems related to women are discussed, experience is exchanged, and consultations are held.

After Uzbekistan gained independence, the importance of non-governmental organizations in the life of our society has increased, and there are some among them that are associated with solving women's problems. For example, one of this is the Association of Business Women of Uzbekistan. Its main task is to promote the business and professional skills of women. The Association has its branches in Bukhara, Samarkand, Fergana, develops educational and business programs in the communities. These programs include organization of business training courses, business organization consulting services, assistance to women in setting up small businesses, as well as support for women who have lost their jobs and need assistance. The Association has developed several projects for the development of handicraft production in various regions of the country; cooperates with many women's and other non-governmental organizations on the basis of respect for mutual interests.

Thus, with independence, Uzbekistan has done a lot to solve a number of women's problems, including employment issues. However, there are some that require close attention. It seems that further movement along the path of democracy and market relations will contribute to overcoming them. The state, government, women's organizations are making every effort for this.

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