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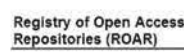
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Section 1. History and archaeology

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The formulation of market economy in Armenia as a decisive factor in the process of establishing an independent statehood

Abstract: The privatization process was a historical necessity for the Republic of Armenia, due to the political and economic features. But it didn't justify people's expectations. No effective markets were created, no broad layers of private enterprises were formed, the number of operating enterprises was reduced, the number of unemployed people was increased, the private plots were reduced, and the number of livestock was cut down.

Yet, despite its shortcomings it was the most significant factor in the process of establishing an independent statehood.

Keywords: privatization, market relations, agriculture, Republic of Armenia, state property, industrial enterprise.

During the period of market reforms some spheres and contents have changed a great deal in the Republic of Armenia. The axis of the structure of market economy has changed in three spheres since 1990 in the accommodation fund, agricultural lands and privatization of state property, thus it was the transformation of the rights of the state property into the private one [1].

After the declaration of independence, the authorities of Armenian Republic started the process of privatization of the state property since 1991, otherwise the transfer of the market relations would fail.

1. One of the first inclined documents after the establishment of the independent state Republic of Armenia adopted some laws: "State property of the Republic of Armenia" and "The law of property of the Republic of Armenia". On February 13, 1991 the Supreme Council of RA passed a resolution "About the thesis of privatization of RA" which was one of the most important decisions in the process of organization and realization [2, 109–114]. Based on this decision and some other judicial documents the Supreme council of the RA passed a law on "Privatization of state enterprises and state incomplete buildings" on the 27th of August, 1992 [3, 4–50]. The process of privatization for "medium" and "big" enterprises in Armenia has begun since 1995. Up to 2015 more than 7309 "small" businesses, 2037 "medium" and "big" ones have passed privatization (Facts about the state property based on the governing administration of RA).

The debits of privatization of the state property and the total expenses of the 9447 enterprises cost 108,5mln. &, 165407, 7 mln. AM and 63788,7 mln. Dram in the form of certificates of the spent property [3]. Armenian Republic formulated its property of economy in all spheres. In the result of privatization more than 725 state organizations were dissolved in 01.01.2015 and more than 212 enterprises stood at the edge of bankruptcy. The results of the privatization were introduced in the table 1.

Based on the results, about 70% of enterprises stood at the edge of bankruptcy [4, 28]. Since the second half of 2000 the government of Armenian Republic began to pay much more attention to the efficient governing of state property, thus reducing the expenses of privatization of the property [5]. Numerous judicial acts were made up to regulate that sphere. The necessity to activate state economy policy is formerly based on the existing social-economic and political problems, changing annually.

It should be mentioned that the state can provide additional budget incomes and workplaces by increasing the efficiency of its own property in the field of market relations. The increase of efficiency of state property describes the relation between the result and quantity of expenses, when the cost of estimated value exceeds the value of expenses. Actually, the monetary inputs of the state property received in 2014, were increased to 200,7% in comparison with 2008. The monetary inputs beginning the 2008–2011 have been decreased

to 37,7%, since 2014 there has been a noticeable increase 100,7% compared with 2008. Nowadays there are 26 compa-

nies within the governing system of RA, 15 of them have got 100% privatization, the rest more or less 50%.

Table 1. – The results of big and medium enterprises privatization. 01.01.2015

N		According to state governing bodies	The type of privatization of enterprises								
			Ministry of economy	ministry of agriculture	ministry of reconstruction	ministry of culture	ministry of energetic and natural resources	ministry of transport and communication	ministry of health	ministry of governing the state property	other structures of state governing
1	direct sale (Renting)	649	168	74	44	30	9	31	20	222	51
		209	84	29	29	12	6	9	7	11	22
2	competition	177	24	27	20	7	10	10	1	68	10
3	auction	63	9	13		1		1		37	2
4		62	26	27	6	2		1			
5	free subscribing of state security	1085	394	337	186	59	15	46	1	27	20
6	sale of state securities in specialized markets	1	–	–	–	–	–	1	–	–	–
	Total	2037	621	478	256	99	34	90	22	354	83

Source: governing authority of state property by the government of RA

In the result of privatization a non–state section was formed in the Republic of Armenia, prior now in both fields of industry and service. Following the example of land and agricultural techniques, the result of state privatization was that it created a kind of new set of trade organizations based on the private–state property instead of the former one, which existed at the time of former Soviet state (collective farms and own property).

In the result of privatization 85% of goods in Armenia are produced in private trade organizations. Though the expectations of people connected with the privatization of state enterprises were not justified, the privatization of state property played a great role during the transformation period, as it was impossible to imagine the market economy without it. At that time there was a lack of competitive economy and the presence of the monopoly forbade the employment of the population. At that time Armenian Republic was a part of the soviet system and naturally couldn't avoid the shortcomings, which were typical to all new–made independent countries that were passing privatization.

The process of privatization also took place in the sphere of agriculture. According to the law “About the privatization of Armenian Republic” adopted on October 31, 1990 (which was the first act), the land was the private property of all Armenian citizens. The main process of the privatization in the field of agriculture started on January 22, 1991 according to the law “About the peasants and peasants' collective farms” [6, 27]. The action was realized by “The central state commission dealing with the farm reform and privatization”. According to the adopted law in 1991–1992 over 865 collective and state farms were dissolved and more than 320 thousand private

farms were formed instead. 66% of lands and 80% of cattle was transferred to them. The privatization of the land put an end to its state monopoly and provided the creation of the new system of land. The majority of the population became the owner of the land [6, 6–9]. There was a perceptible decrease in agricultural products in Armenia at that time. In the second part of the 1990s' the peasants resigned their personal properties. In the result of dissolution of the collective and state estates, the lands with Small Square became even smaller. The cultivated farmlands were cut into pieces (1,2mln. hectare). By handing the lands to the peasants the state didn't support the agricultural sphere. But during the period of privatization and later with the shortcomings existing in the village, it must be pointed out that the country's agriculture wasn't totally destroyed just at the initial stage as it happened with industry, besides there was some progress in it. In 1990–1993 there was a great increase by 8% in the sphere of agricultural products [7]. In 1994 the mixed agricultural product compared with the former year increased by 3,2% [7] and in 1996 by 2% [8, 232]. But the positive perspectives in the fields of industry and agriculture didn't have further development, moreover, they stopped. Thus, in 1997 the total of the agricultural product formed the 94,1% of the produced goods [8].

Due to the influence of several objective and subjective factors in the field of agriculture Armenian Republic had high micro–economic indexes in 1994–1995 but in 1997 it radically decreased.

Now the agricultural production is mainly realized on more than 1200 thousand cultivated farmlands. Therefore, the theoretical weight of the agricultural food which is

produced in the country farms is 97,2%, proves that from the organizational side the farmers haven't had enough input in the agricultural sphere yet.

We consider that the future development of the farmlands and the increase of their practical weight are mainly connected with the state mid-term financing and encouragement of exporting some food products.

Summarizing all this, it is evident that the success of the privatization isn't guaranteed without a political will and good conditions for the economical activity. Without a privatization the transfer to the market relations would have failed. The Republic of Armenia, as a part of a system of the former USSR couldn't avoid the main defaults of the privatization process.

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The military-political sense of the South Caucasus and interests of the great powers in the region on the eve of World War I

Abstract: The article presents detailed information regarding issues of the strategic meaning of the South Caucasus and analyzes the economic and political aspirations of the great powers in the region as at the beginning of the 20th century, as on the eve of World War I.

Keywords: South Caucasus, Russian Empire, natural resources, geographical position, policy of “peaceful invasion”, investment, competition, extraction, mining industry, railway.

The South Caucasus has always had a unique place and meaning in the wide geopolitical space of Euroasian continent.

Being limited by seas from both the West and East, and by a mountain chain from the North, the South Caucasus has always been a peculiar bridge between Europe on one hand and the Middle and Near East on the other hand. As for its geopolitical sense the South Caucasus has a meaning of barrier as well.

Because of the position significance of the region mentioned above, the great states of the world had carried on a struggle with each other for hegemony on the South Caucasus region from the ancient times when the scientific-technological achievements didn't give the opportunity to explore and obtain the natural resources of the region.

“During many centuries this region has been invaded by Asian conquerors, losing its peaceful life and public order of the region. Each of such invasions has certainly destroyed the local cultural sprouts, leaving brutal footsteps of wild instincts behind. Thus, the Caucasus hasn't had peace since initial

times. Its life has always been a subject of contingency and never ending danger from the outside” [1, 2].

The Russian capitalism had a rapid development connected with the development of capitalist relations in the world and starting from 1910 capitalism in the South Caucasus had an unprecedented rise.

On the eve of World War I, the Capitalistic industry created in the South Caucasus was more powerful than in other national peripheries of the Empire [2, 564]. But the main factor identifying the economic and political meaning of the South Caucasus in the beginning of XX century was definitely Baku oil production and refining. The development of other branches of industry, particularly the development of transport, internal and external trade was conditioned by the oil industry branch.

On the eve of World War I, Baku was the biggest center of Russian oil industry sector [3, 14].

Michael Brooks, a famous English publicist has given an interesting definition for oil factor in world economy and

politics: “Oil is an explosive. Wherever it is, wherever it directs to, it not only puts the industry and transport mechanisms into motion, but also represents itself as the spark, from which “very big blazes “burst” [4, 29].

The branch of manganese industry of the region, which is concentrated in Chiatura town (Georgia), has an important role for world economy [5, 55–56]. In order to understand the meaning of the mine it is worthy to mention, that 35–40% of the world manganese industry of 1913–1914 belonged to the South Caucasus [2, 560]. The main consumers of the ore are European countries, particularly England, France and Germany. In its turn, in 1913 the USA imported from the South Caucasus 8,4 mln poods of ore [6, 21], which is important not only for high economic index, but also for the fact, that the South Caucasian manganese doesn't have its equal in the world by quality and composition. That is why the USA preferred to import it from Russia having the opportunity to import it from neighbouring countries — Canada or Brazil.

In the South Caucasus significant amount of copper mines and cooper foundries (Artvin, Alaverdi, Gedabek and so on) were explored. In the beginning of XX century they were giving about 14% of all extracted copper in the Russian Empire [2, 561].

Two coal mines of South Caucasus in Tkibuli and Tkvarcheli regions have also an important role in strategic sense. The main consumer of extracted coal in the region is the railway [3, 16].

It is worthy to mention, that natural and climate opportunities of the South Caucasus allowed to deal with strategical crops (grain, cotton, essential oils and so on) production and animal husbandry. The received production was not only satisfying South Caucasian people, but was also enough for exporting.

The region's railway net also had an important strategic and economic role, through which the connection of South Caucasus with the central regions of Russia was realized. It linked ports of the Black and the Caspian seas to each other and reached to the borders of Turkey and Iran. Turkey's and Iran's borders. In their turn, the waterways of the Caspian Sea linked the South Caucasus to Volga region, Middle East and Iran. The waterways of the Black sea linked the region with ports of Russia, Ukraine and other foreign ports.

It is necessary to mention, that besides great economic opportunities, the South Caucasus was also able to provide wide military opportunities. Any country, which possesses the region's industrial potential and natural resources may be involved into a prolonged conflict. The region has favorable location and relief in the sense of military defense.

A. P. Liprandi, a Russian national ideology supporter, who had an emphasized negative attitude towards the people of the South Caucasus also addressed the issue of strategic meaning of the South Caucasus. “There is no other region in the Russian kingdom than the Caucasus containing more richness and purchased by the Russians that expensively” [7, 74].

The military and military-political role of the South Caucasus is identified not only by availability of various natural

resources, mobilization opportunities and human resources, but also by advantageous geographical position. The region's mixed weather conditions, relief and access to sea have often been decisive factors during the war.

The South Caucasus, as an important military-political region being located at the crossroads of international transport and energy resources routes, has always been affected by the major international political factors. Moreover, the political influence very often was from non-regional states, such as Germany, the USA, France, The Great Britain. Despite the fact that the South Caucasus region nearly always was in the center of geopolitical interests of great powers, the region has been part of tsarist Russia since XIX century. Thus, at the end of XIX century and at the beginning of XX century the great powers choose the policy of “peaceful invasion”.

England and France were in strong economic struggle with Germany in the South Caucasus. That struggle may be divided into to phases: before Russian joined Entente and after that. During the first stage, Germany realized the policy of “peaceful invasion”, during the second stage it realized exploratory-undermining policy and in 1914–1918 conducted military operations through Turkey.

Touching upon Germany's policy of “peaceful invasion”, it is worthy to mention, that once the famous pangermanist Hugo Grothe wrote: “What kind of ways exist for “peaceful invasion” to Eastern countries in order to achieve our cultural, economic and political influence there. First of all it is the realization of scientific-searching and exploratory operations in those countries” [8, 431]. These words of Grothe equally refer to the South Caucasus as a trick of Germany's expansionist policy.

At the end of XX century the owners of German company “Siemens” realized 3 trip in the South Caucasus. As a result of these exploratory, the company of Siemens brothers purchased Gedabek mines and built a new copper smelting plant, which provided up to 70% of all copper production in the South Caucasus and was one of the biggest plants of Russia [9, 218–219].

The capital of Germany was represented in the region not only due to the “Siemens” company. Several German companies were operating in copper mining sector of the region.

German capital was present in oil extraction industry of the South Caucasus, too. The major players in this sector were “The Nobel Brothers company”, “The company of Lianozov”, and also several enterprises, where the main shareholders were German banks.

The other important branch of the South Caucasian economy, where the German capital plays a meaningful role, is manganese mining. The reason of Germany's deep interest on the eve of World War I more clearly explained Tissen — the leader of Concern “German Emperor”. In his memorandum to the imperial economic authority he wrote: “Taking possession of natural resources into account, Germany needs just the Caucasus...”

The Caucasus is a region, which gives most of the world export of manganese, and without manganese it is impossible to produce steel. Who will take possession of manganese

extraction, way influence over prices of steel production even in the USA, which is already exporting the significant part of ferro-mouldings from Germany and England" [10, 31].

German interests in Chiatura region were represented by "Caucasian Mining Union" and the branch of "Helzenkirkhex Mining Stock Company". These two companies were exporting manganese from the South Caucasus to Germany and other European countries.

On the eve of World War I up to 70% of manganese imported to Germany was consumed by two major monopolistic companies of metallurgical sector – "German Emperor" concern of Tissen and "Helzenkirkhex Mining Stock Company". Metallurgical enterprises of these two companies were totally working on manganese exported from the South Caucasus [10, 32].

Not being satisfied with the status of the ore purchaser, on the eve of World War I the above mentioned companies were making active efforts to buy lands in Chiatura-Sachkhere region, considering, that in future they would be able to extract ore on their own.

In 1914 total property of these two German enterprises in the South Caucasus was 4,8 mln rubles, which was a quite significant capital for that times. Once the war began, German owners tried to save their properties formulating as sale on behalf of Swedish Company "Vintervikens", but everything was revealed. The purchase certificate, represented to Tsarist government was considered suspicious [10, 32].

In the South Caucasus the German policy of "peaceful invasion" met the Anglo-French identical policy. British and French capitals feel comfortable in oil industry [11, 13, 507–511, 700–701] and transport [12, 722–723] sectors.

Frenchmen were investing their capitals mainly in Armenia, particularly in Lori, where a powerful electric power station and the first internal railway were built. Yet in the late XIX century French acquired all famous Akhtala silver and non-ferrous metal mines. An organization "French company of Akhtala mines" was created, which spared no effort for developing metal industry sector in Lori.

It's important to mention, that all copper extracted in Akhtala by French was transferred to France.

The French "Caucasian industrial and iron company" organization had a great role in the mining sector of the South Caucasus. It possessed several ironmines in Tbilisi region, Alaverdi and Shamlugh [7, 99].

Due to the French consistent investments and appropriate policy conducted by Tsarist Russia the volumes of copper industry were nearly doubled within 6–7 years. During a short period of time the French started to exploit even the mines, which were not connected to industrial centers and ports of the country by railway (Zangezur). Copper raw material and copper transfer required big expenses, too [13, 5].

Yet in the late XIX century the "Rothschild brothers" company — French bank owners' house, which had bought stocks of Caspian-Black sea oil industry and trade union, had an active role in the oil industry sector. Due to sector's profitability, the activity of the company in the South Caucasus was

expanded during a short period of time. Particularly, at the end of XIX century the Rothschilds possessed half of wagons of the South Caucasian Railway, the company was controlling the process of oil export from the region and put a number of companies into dependency.

It is worthy to mention, that the Rothschilds was cooperating with England companies and, in general, the capital of England was interlinked to the French capital. The Rothschilds was cooperating with "Lain and Mc Andrew", "Samuel and Company" and other companies. As a result of that cooperation Russian oil became available for Eastern markets [11, 9].

The English appeared in the South Caucasus in 1897. At that time they acquired the Bibi-Eibat Petroleum Mine by a prominent oil miner Tagiev. Since that time Baku's "siege" by the Englishmen started [7, 93].

Gradually possessing numerous mines, in the early XX century they were controlling 35 oil extracting companies in Russia [7, 94]. Three biggest of them were "Russian oil and liquid fuel extracting company", which was working on oil mines acquired from Tagiev and was also known as "Oleum" [7, 93]; "Baku Company of Russian Oil", which had acquired the enterprise of Arafelov; and "Shibaev oil extraction company".

British direct investment policy was sponsored by Russian Finance minister (then Chairman of the Council of Ministers) S. Yu. Vitte. During one of special consultations Vitte even declared, that "our (Russian) oil products' competition is meaningless in the world market without foreign, and particularly British entrepreneurs' and their capitals' involvement" [14, 58].

The situation in the world market forced England to make the extraction of Russian oil a component of its state policy. Even Oil institute was opened in London, despite the fact, that there was not oil in the Great Britain. Moreover, the magazine "Petroleum Review" started to be published in London, representing Russian and particularly South Caucasian oil industry, and offered lands and mines in the South Caucasus for sale [7, 95].

On the eve of World War I, when the role of Germany in the South Caucasus decreased due to the fact, that Russian joined Entente, American "Standard Oil" company and Anglo-Dutch "Royal Dutch Shell" company started a strong struggle for the South Caucasian oil. Actively using dumping policy each of them was trying to achieve monopoly in Baku's oil industry sector. In such conditions French Rothschild family, famous in Russian oil industry sector, wasn't able to bear dumping policy held by capable competitor and decided to waive its oil interests in Russia to Anglo-Dutch "Royal Dutch Shell" company. Selling the company, the Rothschilds anyway kept their presence in oil business receiving 20% of stocks of "Royal Dutch Shell" company [15, 32–40].

In parallel to that a new Russian corporation of oil producer was created in 1912, which was also supported by the state. The corporation was a giant holding, which included a number of big and small companies. This new union, created under Russian auspices was registered in London as British company called "Russian Gentlemen Oil Corporation". British senior officials also were included in the company's management staff.

The necessity for the “English cover” of new Russian great company was meant to maintain new foreign investments in the Russian economy and specifically in oil industry sector. Analyzing the South Caucasian situation of 1912–1913, Tugan-Baranovski mentioned: “our industry depends on the West due to the fact, that our own capital is not enough and our industry needs foreign capital flows for development. Without those flows continuity of industrial rise in Russia is meaningless. Western European financial market is also suffering from lack of capital for years and in all probability such situation will continue for a long time ...” [16, 527].

It is worthy to mention, that in the South Caucasus the English kept their focus not only on oil industry sector, but also Kutaisi manganese mines. Generally, the South caucasian manganese was 85% of Russian manganese production. On the eve of World War I an active competition between the British and the Germans evolved in this sector, too [7, 96]. The British were able to acquire lands in Darkvet locality of Kutaisi province, Zangezur locality of Yelizavetpol province. The first was famous for manganese ore, the second — for copper ore [7, 97]. Gradually at the expense of new acquisitions the English were able to have great role in mining industry sector of the region. Possessing forest areas of Borchalu district of Tbilisi province, the English entered the wood processing sector devastating considerable amount of settlements in a short period of time [7, 98].

It's impossible to skip the policy conducted by the Russian government towards the American capital. It should be noted that, the Russians did their best in governmental level in order to make Baku's oil industry sector unavailable

for Americans. Particularly, for American “Standard Oil” company, which is one of the greatest, the road to the South Caucasion oil regions was closed. The Russian government had a concern, that if Russian oil was available for Americans, Americans would maintain global monopoly and would act against Russian economic development. Practically a unique representation of American Capital took place in 1907, when an Anglo-American joint company named “Vacuum Oil C” was established [17, 126].

Thus, conditioned by the strategical role of the South Caucasus at the end of XIX century and the beginning of XX century the great powers of the world launched an intense competition to each other for possessing natural resources of the South Caucasus. As we have mentioned above, chronologically the aspirations of the great powers in the region were divided into two stages- before Russia's accession to the Entente and after that. At both stages Russian appeared with a balanced control over foreign investments and representations in the region sometimes giving preference to Germany, sometimes — France and England. As a result, on the eve of World War I in the Russian companies, which had connection with the South Caucasus economy the amount of foreign financial investments reached to 325 mln rubles. 34.1% of this amount were German resources, 28% were French, and 14% were English resources [18, 18–19].

Aspirations of foreign countries to increase their profits at the expense of the South Caucasian natural resources passed positive signals to the region. Particularly, on the eve of World War I there were a developed railway [18, 14] system and developed industry in the region.

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Orbulak – Thermopylae: historical analogies of battles

Abstract: Act of bravery of the 300 Spartans is familiar to all of us today. However, few in the world are aware of the analogous feat accomplished by the Kazakh batyrs in the period of Kazakh-Dzungarian wars, when 600 Kazakh soldiers not only held back the progress of 50-thousand army of the Dzungars, but also inflicted them a smashing defeat in the Orbulak region. The article presents the analogy of these great battles.

Keywords: Orbulak battle, the Battle of Thermopylae, the Dzungar Khanate, Zangir Khan, Zhalantos Bakhadur.

Throughout the human community history, war was an inseparable companion of its evolution, in the course of which an origin of states and civilizations, their development, rise and fall, and change of historical eras took place. War evolves together with the development of society acquiring new forms, more developed means, and other scopes. However, the essence of war mostly remains the same [1-5]. With all variety of war definitions, the clearest one was probably expressed by a prominent military theorist of the last century C. Clausewitz: “War is nothing but a more extensive single combat ... Its immediate aim is to pulverize an opponent and make it incapable of any further resistance ... War is an act of violence intended to lead the opponent to follow our will” [6].

War and art of war were of a particular importance and played a huge historical role in history of early and medieval Kazakh nomads of the vast Eurasia region and in formation and evolution of Kazakh nomadic society. Kazakh nomads, like any other nomads, were creators of a distinctive military system, by dint of which they gained an indisputable military and political superiority over their enemies beyond the Great Steppe during a number of centuries [7-11].

Act of bravery of the 300 Spartans is familiar to all of us today. According to the famous historical event of time of the Greco-Persian Wars, 300 hoplites of the Greek city-state of Sparta headed by their warrior king Leonidas mortally held back the progress of 80-thousand army of the Persian king Xerxes several days, but were eventually defeated. Their act of bravery went down in the world history for ever, and the king Leonidas became a national hero [12-14]. However, few in the world are aware of the analogous feat accomplished by the Kazakh batyrs in the period of Kazakh-Dzungarian wars, when 600 Kazakh soldiers not only held back the progress of 50-thousand army of the Dzungars, but also inflicted them a smashing defeat in the Orbulak region.

Purpose of this work is a reproduction of conditions precedent the Battle of Orbulak, studying the strategy, tactics and course of the battle, level and degree of soldier armament, as well as making a comparison with the Battle of Thermopylae and comparison of values of these two battles.

In 1635, early isolated West Mongolian tribes such as Khoshout, Torgout, Choros, Derbet united and created a single centralized state – the Dzungar Khanate [15]. Kalmak tribes (as they were called by the Kazakhs) laid down ambitious targets and sights pertaining to the time of Genghis Khan into the state name. As we know, Genghis Khan divided his troop, just as his empire, in three wings: “gol” – a central part, “barungar” – a right (East) wing, and “zhongar” – a left (West) wing, in his time [16]. Therefore, while creating their state, the Dzungars established their foreign political line oriented on an occupation of territory of neighboring nations for a long time. Throughout their existence from 1635 to 1756 the Dzungars had been in war with the Chinese, nations of Siberia and Altai, attacked the Russian boundary squads, carried on aggressive wars with the Kazakhs and Kyrgyz. Successful military activities of the Dzungars against the Kazakhs were stipulated by the fact that the Dzungarian army represented a well-armed troop with a severe discipline. The Dzungarian troops consisted of a light horse cavalry armed with lances and bows and a striking force representing a heavy-armed horse cavalry put into steel chain mail and consisting of skilled soldiers (batyrs). High mobile characteristics of the Dzungarian horse cavalry enabled forces to be quickly deployed to various theaters of war [17, 18].

At that time, the Kazakh Khanate experienced its hard times. Centrifugal forces of various Kazakh sultans, each of whom pretended to the general Kazakh throne, split the Kazakh people into several independently existing uluses (nomad camps), between which the internecine and inter-tribe conflicts were not infrequent. However, Esim Khan, who was a general Kazakh Khan at that time, managed to suppress secessionist sentiments of tribe sultans.

In the same 1635, Erdeni Batur undertook the first big crusade against the Kazakhs in order to strengthen his authority among Dzungarian taishis and noyons. Kazakh territories attracted the Dzungars for a couple of main reasons. Firstly, Dzungarian bigwigs were interested in the increase in grazing lands. Secondly, the Dzungars strived to control rich trade routes running through the territory of South Kazakhstan,

Semirechye, and Central Asia, and therefore, they wished to annex that territories. The crusade success was facilitated by a challenging internal situation in the Kazakh Khanate, and the Dzungars were aware of that. The crusade of 1635 was successful for the Dzungars. They managed to seize not only plentiful loot, but also institute control over the most part of East Kazakhstan, Semirechye, and South Kazakhstan. Zangir Khan, a son of Kazakh Esim Khan became the most valuable loot of the Dzungars. Having seized plentiful loots, the Dzungars trooped off to their state [19, 20].

Being captured over a period of 7 years (1635-1642), Zangir Khan was able to study strategy and tactics of the Dzungarian army from inside, learned its weaknesses and advantages, and became closely acquainted with armament. Having stroke the right moment, Zangir Khan managed to escape (another theory is that he was bought back). On arrival at his motherland, Zangir Khan became the most implacable enemy of the Dzungars. After death of his father, Zhangir became the general Kazakh Khan by right of inheriting, however, the derogatory capture undermined Zhangir authority and he had to prove his right to the general Kazakh throne in practice [21]. Having borrowed a talent in diplomacy and generalship from his father, Zangir Khan started to strengthen allied relations with the Central Asian rulers. Zhalantos Bakhadur, a ruler of Samarkand, ethnic Kazakh of alshyn tribe, and a friend of Zhangir father – Esim Khan was among those Central Asian rulers and actively helped Zhangir Khan.

Being a free sultan, Zhangir passed the most of time in the Ili Valley located in the territory of Moghulistan like his father. It seemed that he was invited by his godfather – Abdallah, the Moghul Khan – as a specialist in the Dzungars. Khan himself was engaged in internal conflicts with his relative, the Yarkent Khan, and he was not interested in the Dzungars, there were more important things to think about. Reached agreements were nailed down by dynastic marriages. One daughter of Zhangir from his elder wife became a wife of Abdallah's son – Zholbarys sultan, the other one became a wife of Abdulaziz, the Bokharan Sultan. Besides, Zhangir's father – Esim Khan – was a coeval and compatriot of Zhalantos, the Samarkand Emir, and a little sister of Zhalantos was a wife of one of Zhangir's confidants. Thus, using his links to relatives and friends, Zhangir created an anti-Dzungarian coalition, introduced changes into the traditional battle tactics with the help of the fugitive Don Cossacks, purchase firing arms, lead, and gunpowder at markets of Samarkand and Bukhara, and formed a "special purpose squadron" from his personal guard – the Tolenguts – armed with the most up-to-date weapon – matchlock guns [22, 23].

After receipt of Erdeni Batur's notice of crusade, a direct preparation for the Battle of Orbulak started. Zhangir dispatched a courier to Zhalantos Emir, drummed up a local volunteer army, negotiated the assistance of Kyrgyz Ties bi. Close companions of the Sultan – batyrs Shaprashty Karasay, Argyny Kerney, Agyntay, Naiman Kokserek, Tortkara Zhiyembet, Kanly Sarbuka, and Suan Yeltindy – selected an ambush point, studied secret mountain paths, dug trenches, and pre-

pared gunpowder and bullets. Special purpose squadron of the Sultan consisting of 600 Sarbazes armed with guns headed by Dulat Zhaksygyul Mergen conducted intensive shooting exercises. In spring of 1643, the Dzungarian army under the command of skilled commander, Erdeni Batur, invaded our steppe. The army of Erdeni Batur was sided with Ombo-Erdeni (son of Altyn Khan, the Khakass Khan), Ogirtu (son-in-law of Erdeni Batur), Tsatsen-an (little brother of Ogirtu), Taishi Chokur, Taishi Soltan, and a leader of the Siberian people – the Kholts. The Dzungarian army totaled about 50 thousand of people. Seizure of Semirechye was a task of its prime importance [24-26].

Zhangir Khan sent out couriers along nomadic camps convening the all-Kazakh militia. However, sultans and biys didn't hurry to help having left Zhangir Khan to battle alone. The only one, who rose to the call, was Zhalantos, the Samarkand Emir moving out to help Zhangir Khan with his 20-thousand army consisting of the Uzbeks, Kyrgyz, and Kara-Kalpaks. Zhangir Khan commanded only his own squad of the Tolenguts and several troops of batyrs joined Zhangir Khan. Troop of Zhangir Khan counted 600 people in total. Of course, they were real professional fighters, but they were countered by much greater forces.

At that time, Erdeni Batur conquered the Alatau and Tokmak Kyrgyz. Fearing an attack of the Dzungars against his boundaries, the Bokharan ruler sent 20-thousand troop with Zhalantos Bakhadur, the Samarkand Emir, to protect boundaries of his territory. However, Erdeni Batur dropped back, and Zhalantos delayed. Suddenly, Zhalantos received a notice from Zhangir concerning the assistance, and the Samarkand Emir decided to come to the help of a son of his friend and compatriot, Esim Khan, and not to return empty-handed.

On his way back along the old road, having reached the Koksui river, Erdeni Batur decided to turn to Belzhailau (present territory of Panfilov district of Almaty region). It was probably included in plans on reconnoitering ingresses to the Ili Valley and searching convenient grazing lands, or the Khong Tayiji just wanted to find and punish Zhangir, or Zhangir allured the Dzungars into prepared ambush. In any case, having sent pack trains with loots ahead, the Dzungarian troop was drawn into a gorge.

Understanding the fact that enemy would suppress with its effective strength in a showdown fight, Zhangir adopted tactics that is non-standard for nomads. None did that before him in steppe. A rock-solid fortified structure resembling European redoubts and sconces was erected in Belzhailau area on the Or river. A deep three kilometer trench was dug across the gorge, and an earth bank as tall as a man raised behind the trench. One half of the Kazakh squad armed with guns headed by Zhaksygyul Mergen ensconced in trenches, the other one headed by Zhangir himself hid in ambush on mountain slopes on both sides of the gorge.

The unsuspecting Dzungars drawn into the gorge filling its valley, while the Kazakh shooters were waiting for them in ambush not giving themselves away. When the first troop of the Dzungars approached at a distance of shot, Zhaksygyul

Mergen commanded: “Attan!”. Salvo of 300 guns flew apart throughout the gorge with deafening echo. Shooters changed their guns, and sound of the second salvo caught up and surpassed the first one. Dead and wounded horsemen fell to the ground. The gorge was filled with the bark of guns, whizz of bullets, neigh of horses, shouts and groans of the wounded. The Dzungars were in panics facing with the use of firing arms for the first time ever. Some of them tried to climb on a bald peak defended by the Kazakh, but rolled down having never reached the top, slain by bullets or long lances ...

A day later, have coming to themselves, the Dzungars went round the Orbulak bald peak on the narrow path along the Kes-kenteren river bed and entered the Ushkuigan valley. There was a confluence of three rivers and the valley had relatively plain profile several kilometers in length. The Dzungars tried to turn back their heavy-armed horse cavalry, but they were surprised. They were invited by the Moghul-Kyrgyz militia of batyrs of Tabay and Koten, and the battle continued for several more days. Of course, forces were not equal, and the Dzungars began to overcome. Suddenly, Zhangir held the next surprise to the Dzungars – having passed over the valley along the mountain trail, a troop of the Zhalantos Emir outflanked them from the left. Fearing entrapment and new surprises, the Dzungars withdrew in a rush. Then, having estimated losses, which were equal about 10 thousand, and understood that victory gates were closed for them, they run back to Tarbagatay [27-28].

Johann Eberhard Fischer, historian, who wrote about the Battle of Orbulak for the first time in 1774 in his book “Siberian History ...”, [29] has noted: “Zhangir ordered one part of troop to dig themselves in a narrow intermountain gorge, while the other one should hide behind the mountain until the Kalmaks reached a trap in a narrow neck. Everything had been done as he designed: Khong Tayiji attacked the trap fortress with confidence, while Zhangir Sultan ganged up on the enemy sideways, took it under the storm of arrows and fire of

matchlock guns, and laid down about ten thousand of enemy fighters on the battlefield. At that time, Zhalantos Bakhadur came for help with his 20-thousand troop, and enemy retired”.

In 1876 in London, Henry Hoyle Howorth, English scholar and publicist, published his multivolume work “History of the Mongols” [30], where it was specified: “I have noticed about how Zhangir Khan became a prisoner of Baatur. It is known that having gained liberty he annoyed the Kalmyks with continuous attacks and eventually Baatur, a leader of the Dzungars, opposed him with 50,000 people and two tribes of the Alat Kirgiz and Tokmani. As to Zhangir, he had only 600 people, however, he disposed them with masterly skill, dug trenches, and took the Kalmyks in the rear, when they had attacked him, and his firing arm touched off a such panic that the Kalmyks lost 10,000 people!”.

There is no accurate information about place of the Battle of Orbulak. However, pursuant to indirect facts, one might say that the battle took place in a region of Belzhailau of the present Panfilov district of Almaty region of the Republic of Kazakhstan in a narrow gorge between Altyn-Emel and Dzhungarian Alatau, where today a monument is erected in honor of that Great Battle (Fig. 1). At the present time, many domestic historians and researchers such as M. Uali, M. Tompiyev, A.B. Tasbolatov, D.K. Maikhiyev, B. Ismailov, E. Aubakirov, M. Orazalin et al. study and remodel the Battle of Orbulak [31-41].

A battle, in which Kazakh warriors headed by Zhangir in the Orbulak place fought against Dzungarian conquerors is only one of many episodes of more-than-bicentennial war of the Kazakhs with the Dzungars, Oirots, and Kalmyks. And that war was observed not only by Russia and China, but also by West specialists of military art. The Battle of Orbulak became an example of bravery, heroism, and incredible fortitude of the Kazakhs. Success in the battle became possible first of all thanks to a generalship of Zhangir.



A



B

Figure 1. Place of the Battle of Orbulak (A) and monument in honor of the Battle of Orbulak (B)

Success of the Battle of Orbulak can hardly be overestimated. Plans of the Dzungars for seizure of Semirechye were suspended for several years. The Dzungars didn't bother the Kazakhs during almost 10 years, and within that period Zhan-

gir Khan managed to strengthen his south boundaries, overcome a disunity of the Kazakh Khanate at the major part of its territory, and consolidate people in fight against the Dzungars, since just the Dzungars were considered by Zhangir Khan as

the most dangerous enemy of the Kazakhs. Events of the first half of the XVIII century confirmed concerns of Zhangir, as it was that moment when the Kazakhs were on the edge of physical extirpation, and only dynamic actions of his son Tauke (subsequently the general Kazakh Khan), Abulkhair Khan, and Ablai Khan saved the Kazakh people from loss of its land and independence.

Victory in the Battle of Orbulak also facilitated a cohesion of three zhuzes and consolidation of the Kazakh people in the face of danger. Zhangir Khan himself, who received a name Salkam that meant “furious”, played a crucial role in victory of the Kazakhs in the battle.

King Leonidas retained the Pass of Thermopylae of several tens of meters in width. Zhangir Khan – from 2.5 to 3 kilometers.

Leonidas’ troop consisted of several thousands of warriors. Zhangir’s troop is only 600 batyrs, but of what a sort! Battling unselfishly, King Leonidas nevertheless lost and died. Zhangir Khan won and survived in that battle. A lot of films about Leonidas were made, a lot of books wrote, his feat was described in all history books, his name was perpetuate in the world history. However, only a few, even among the Kazakh people, are aware of Zhangir. There is only one book about Zhangir - V. Galiyev “Zhangir Khan and the Battle of Orbulak”; there are only few lines in books of history of Kazakhstan; in 2003, a monument was installed at the place of the battle [42]. But anyway this is not enough! Nevertheless, as we can see, feat of Zhangir and his 600 shooters can be easily included in the world history annals as an example of bravery, courage, generalship, and devotion to the Motherland!

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Protection of motherhood and childhood in the USSR during the Great Patriotic War: a regional aspect

Abstract: On the example of Bashkiria in the years of the Great Patriotic War in the Soviet article discusses the host state social health measures of mothers and children. It is shown how in spite of wartime difficulties, supported by the children in the country. Attention is paid to the situation of children in children's homes, one of them got into the country to evacuate.

Keywords: The Great Patriotic war of 1941–1945, region, motherhood, childhood, social measures.

Discussed in the article problem, undoubtedly, is relevant and important from scientific and social point of view. Primarily, it is dedicated to one of the least studied in the regional historiography of the history of the Great Patriotic War of 1941–1945. In addition, its social importance connected with to modern realities in a world, where there are complex processes and military conflicts, as well as the most vulnerable and unprotected part of the population are women and children. In order to determine the necessary measures to protect their health and social support is important to use the accumulated historical experience in the field of health motherhood and childhood in the Soviet state and its regions during the war.

The Great Patriotic War brought about changes in the natural course of demographic processes in Bashkiria, and in general in the USSR, expressed in the deepest anomalies and irreplaceable loss. Reduced the total population of the Republic, especially men, the birth rate has fallen, increased mortality, accelerated migration processes, to have been mostly forced, the decreased rate of natural population growth. If in the beginning of the war were born more than 104 thousand children, at the end of the war three times less [3, P. 262, 264]. The proportion of child mortality has decreased, but the reason for this lies in the decline in the birth rate. Dramatically increased the incidence of the population, including children, etcetera. All of these trends pointed to a serious deterioration in the living conditions of people in these extreme conditions.

During the war years to the first and urgent tasks, that were solved in the party and state authorities of Bashkiria, was added the tasks of protecting the health of children and mothers, for their protection and support. Due to the fact that the national economy is experiencing a tense situation with the manpower, for the solution to this problem was attracted by women, who have become great and decisive force, the state took over the responsibility for the concern for the care and education of children. In the Republic opened a new nursery and kindergartens. This was also due to the fact that they arrived in the evacuation of the population came from the Western and Central regions of the country with

children of preschool institutions. All in 1941–1942 arrived from Moscow, Leningrad, Minsk, Smolensk, Zhitomir, Orjonikidzeabad Orel region, Rostov region 43 kindergartens, orphanages and boarding school with enrollment of about 5 thousand children, and 4 orphanage for Spanish children [6, P. 16, 17].

During these years, a problem exacerbated by the support of children of soldiers, orphans and children who lost their parents that put before the public authorities the question of opening new orphanages and boarding schools.

To solve this important problem, leadership of the republic has attracted public organizations, enterprises, collective farms and institutions.

In 1942–1944 were open 60 orphanages for 1.8 million children. At the end of the war in 128 orphanages and boarding schools was brought up to 13.7 thousand children [1, P. 254].

Orphanages and summer camps, which were organized on the initiative and at the expense of collective farms and collective farmers, have provided substantial assistance in support of children, especially orphans.

In the summer of 1944 on the funds of enterprises of the Republic were opened 62 children's camp for 10 thousand children and 2 of the health resort for 500 children. Republic young people collected money, which was opened the first sanatorium for children from Leningrad [4].

In providing possible assistance to children in the Republic attention was paid to supply the necessary clothing and footwear, textbooks and school supplies students, providing them with food. The relevant government authorities have developed arrangements for supplementary feeding of children.

In nurseries and kindergartens number of products in the diet of children was greater than was supposed in children's cards. In the schools of cities and villages, the students received a hot Breakfast, without regard to ration cards.

Thousands of children have visited dairy kitchens and dining rooms to enhance food.

July 14, 1942 was published the order of people's Commissariat of trade of the USSR to supply their above normal in

July and August of this year from the state funds were released for Bashkiria 40 tons of groats and egg powder.

In April 1943, in the cities of the Republic by order of the People's Commissariat of the Bashkir SSR was organized additional food for weakened children aged 3 to 13 years [2, P. 325].

During the war the attention of the state has been especially significant to the protection of motherhood and childhood. Published in the July 1944 decree of the Presidium of the Supreme Soviet of the USSR to support large families, mother and child was a confirmation of this. It is possible to increase the number of women who provided financial assistance for the maintenance and education of children. In Bashkortostan on 1 January 1945 the departments of state allowances was received 3828 applications from mothers of large families, of which 2093 were assigned and issued allowance for 2093,4 thousand rubles.

At the same time, 211 mothers of large families were awarded orders «Maternal Glory», 277 mothers with medals «Medal of motherhood» [5].

In accordance with this decree expanded the network of nurseries and kindergartens, half-reduced fee for their use, increased the production of children's clothing and shoes. All these measures contributed to a radical improvement of protection of motherhood and childhood in the Republic [6, P. 20].

Serious attention was paid to the health of women, especially in the production during the war years. In the Decree of the Presidium of the Supreme Soviet of the USSR "On the working hours of workers and employees in wartime" on June 26, 1941 it was stated that mandatory overtime work can not be attracted pregnant women from 6 months of pregnancy, and women who are breastfeeding, within 6 months of feeding [8, P. 38].

In another Decree in February 1942 on the mobilization in time of war the working population of the cities to work in manufacturing and construction stipulates that com-

pulsory labor mobilization freed women with infants, as well as those who have children under the age of 8 years, but not having other family members who could provide care for them [8, P. 64].

In the granting of maternity leave, the authorities have adhered to article 14 of the resolution the Council of people's Commissars USSR, the The Central Committee of the Communist party of the Soviet Union and the all from December 28, 1938, on which women were given the vacation of 35 calendar days before birth and 28 days after birth with results during this period, benefits in previously determined amounts [7, P. 669].

In accordance with the Decree of 8 July 1944 the decree was granted maternity leave, which is paid, supplementary feeding of pregnant and lactating women, easy schedule for the production, the expansion of the network of medical service for women. However, as shown by documentary evidence, state aid to parturient women has been insufficient in the republic.

In the Republic paid attention to the health of children. Decisions were made to improve the provision of healthcare, supplying medicines, the provision of qualified personnel. These measures contributed to improving medical care and treatment, which, played an important role in substantially reducing child mortality. However, this was not enough, which was manifested in the emergence of mass diseases, which claimed the lives of children and adults [6, P. 22, 24, 25].

Despite the difficult conditions and hardships of war, the task of protection of motherhood and childhood has been important. The republic carried out considerable work on the adoption of measures of social support and protection of women's health, mothers and children, mostly bearing the targeted character. After the adoption of the Decree of 1944 attention to this issue has significantly increased.

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Section 2. Philology and linguistics

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How to build relationships-both orally and in writing

Abstract: The key to our success in our career will not be gaining more paper qualifications. Our success will depend on our ability to develop relationships. But we aren't born writers or speakers. The more we write and the more we speak, the more our skills will improve. And it is a fact that developing our communication skills will help us to build successful relationships both personally and professionally. We have to make it an on-going process to work on our communication skills. It's better to start now rather than wait until something goes wrong.

Keywords: communication skill, team work, to build relationships, key factors, international boundaries, to enhance credibility, appropriate language.

I. Introduction

Some things can go wrong when we don't work on our communication skills:

- Misunderstanding;
- No action taken;
- Wrong action taken;
- Time wasted;
- Trust lost;
- Conflict;
- Confusion;
- Business lost;
- Results not achieved;
- Reputation damaged;
- Relationship ruined;
- Tense atmosphere.

When communication breaks down, it has not only an immediate effect on us and the other person, but also on our whole team. But we have to pay our attention to the importance of team working. In fast-paced business world, team work is in vogue. Learning more about effective communication will help us all adapt to changing environments, and will increase chances of success in this highly competitive world. A breakdown in communication means a link in the chain is broken. There can be far-reaching effects throughout the department and even the organisation.

2. Seven key factors to building great relationships

If you want to build better relationships, at home and at work, orally and in writing, you have to be informed about seven key factors you need to work on. They are common interests, building credibility, making others feel important, showing humility, listening actively, being courteous and being empathic.

We have to think about one of our relationships at work. Why is it successful? Is it because of one or more of these seven factors?

Most people would agree that their satisfaction at work is largely derived from the way they, their colleagues communicate. As with any other endeavour, the more we put into it, the more we'll get back. When we start practising these basic success tools for making great connections, we'll see the massive rewards they can bring, both personally and professionally.

And what about good writing? If we want to give ourselves an edge in this very competitive world, we must get to grips with effective writing now. Good writing is an essential business skill. It will give us a huge advantage in today's business world. Good writing can help us work more efficiently, build credibility, improve relationships, influence other people, win more clients and achieve our goals.

Let us consider the seven key factors to build great relationships.

3. a. Find common interests

To know people in our office, department isn't a bad idea. Sometimes we walk past co-workers' desks and never nod our head or say hi. What a sad way to work. Without making an effort to get to know our colleagues, it will be impossible to build commonalities. We can always find a story to share. Making an effort to gain eye contact, spark up a conversation, smile, even just nod and say 'hello' is also a much more enjoyable and rewarding way to spend your day.

b. Build credibility

Very often at work we will have to convince people of our point of view. We need credibility for this. We'll gain a certain amount of credibility from our experience. However, if we are to build strong connections-connections that we can count on

when we have new ideas and goals- we need to gain respect, create trust and build rapport. We can do this only through being credible. Credibility comes with transparency, engagement and honest hard work.

c. Make others feel important

One of the most fundamental rules of developing relationships is to respect other people's feelings. We all like to be recognised and appreciated. Feeling unimportant or unappreciated is extremely demotivating. Make an effort to talk to your colleagues about something other than business from time to time. Ask them about their families, their upcoming holiday, their weekend. Listen to them. Show you are approachable. By doing this we'll win their respect, and at the same time we'll learn more about them. And it is so important to work in a friendly atmosphere. If we want to make friends and enhance our reputation as a great communicator, we have to learn how to make others feel important.

d. Show humility

There's nothing worse than someone who brags and boasts about themselves, with their nose in the air and an air of arrogance. These people will have others running away from them rather than wanting to get closer. Humility involves maintaining our pride about who we are and about our achievements, but without arrogance. Humility means having a quiet confidence and being content to let others discover our talents without having to brag about them. Interestingly, very often the higher people rise and the more accomplishments they have, the higher their humility index. If we want to improve our relationships, we must practise humility. It's a strength, not a weakness.

e. Listen actively

We have to take an interest in other people by listening to them. It is so useful to learn some information and then we can use it to create value in the future. We never know when the information may be useful. And very often it is useful to know people's likes and dislikes. Flatter someone today by getting to know them better through active listening.

f. Be courteous

We often see and hear of people who walk into the office each morning with their eyes down, headphones in the ears. They don't even glance at others, let alone offer a simple, 'Good morning!' Others can be downright abrupt and disrespectful to colleagues and subordinates. It's no excuse to justify this by complaining of pressures of work. We are all busy! Everyone has a right to work in a cordial environment, and work flows more smoothly when the atmosphere and the people in it are pleasant. Courtesy is the oil that keeps the engine of any relationship running smoothly.

g. Be empathic

Empathy is all about getting to know people and understanding how they feel. The need to be understood is one of the highest human needs, but many people don't care or just don't make an effort to find out how we really feel. People have a lot of difficulty with empathy or expressing real feelings. But just imagine the difference we can make if we really get to know people and understand how they feel. It could really set

us apart from the rest and we'd start giving great value that many others don't give.

Most people would agree that their satisfaction at work is largely derived from the way they, their colleagues communicate.

4. Communicating across cultures

Different cultures communicate differently. In today's offices we are all communicating much more not just with different countries, but with different nationalities within our own country.

It is very important to appreciate and try to understand each other's differences, recognising that not everyone thinks the same way that we do.

No matter what your nationality, communication is always a challenge-that of conveying your meaning successfully to another person or persons. When we have to convey our meaning in writing, the challenge is even greater.

For non-native English speakers, there are even more challenges. They also have an extra step in the process- they have to translate their words from their native language into English before they write them down. The danger here is that simple translations could become:

- overcomplicated or wordy;
- focused on specific words rather than on the whole meaning;
- lacking in any action needed

As such, here's a systematic sequence for you to use in your approach:

- Identify the thought in your own language;
- Translate it into English;
- Convert the thought in English into the correct written English words;
- Consider if your reader is likely to interpret these words accurately;
- Reflect on any changes that could be clarified before finalising.

If you are to avoid or minimise distortions, it's important to go through this sequence carefully and ask yourself such questions as:

- Will my readers know and understand the words I use?
- Are the words the right words?
- Have I stated the response I expect?
- Will my message achieve the desired results?

5. Keep it simple

Short, simple sentences are much easier to understand by someone who is hearing or reading messages in a language other than their mother tongue. Keep your writing as short as possible without letting the meaning suffer.

When crossing international boundaries in our email messages, it is better to err on the side of caution and use a more formal tone for our messages at first. It will then be easy to progress from formal to friendly as you get to know our recipient better. It would certainly weaken our position if we have to step backwards from friendly to formal.

Good communication, both oral and written, results when you say exactly what you want to say using an appropriate tone. We have always ask ourselves if our message meets these essential requirements:

• **Accurate** — we have to check facts carefully, include all relevant details, proofread thoroughly;

• **Brief** — we have to keep sentences short, use simple expressions, use non-technical language. Use active voice;

• **Clear** — we have to use plain, simple English, write in an easy, natural style, avoid formality.

6. Ten steps to brilliant business writing are: natural and sincere writing, being considerate, using appropriate tone, using simple words and short sentences, using modern language, using active not passive voice, avoiding nominalisations, using positive language, using 'you' and 'we', being consistent.

Successful people develop great relationships and use them to build a foundation for success. Every day we interact with dozens of people. All outcomes are determined as a result of interaction with others. If people don't want to communicate with us, it will be impossible to get work done. Our professional effectiveness at work will largely depend on whether our colleagues wish to interact with us.

Successful people consider relationships not as means to an end, ie to get a job done. They understand that strong relationships create loyalty, build trust and instil confidence, and are ultimately the key to success.

We can also build relationships online.

7. Building relationships online

Unlike face-to-face communication, with email we can't see the writer, so we can't read any clues that may help us to interpret the message, eg tone of voice, gestures, body language. Therefore, email holds a great potential for misunderstanding and misinterpretation-as many of us have already found out when an email sent or received has clearly made the wrong impression to what we intended.

One of the main uses of email is to keep in touch with customers, answer any queries, resolve any problems, etc. So here we will take an important look at some general principles of using email to enhance our relationships with our customers and co-workers.

Of course, in email we don't have the benefit of body language. All we have are words, so it's important to learn how to use only our words very carefully to create our own email body language. Sometimes it's not *what* to say that's most important. It's *how* to say it. This is the case in email too. In our emails we have to use a natural language, in a conversational style, just like we would if we were speaking.

It's not just important to get a result, to get the job done. A key aim in any communication must be to create an im-

portant connection with all our contacts-a special bond. This applies whether we are dealing with a person face-to-face, on the telephone, in meetings or by email. We can create a special bond if we remember the following tips:

• Use the person's name.

Everyone likes to hear their name, so use it. Begin your writing with a greeting and finish off with your name.

• Avoid jargon.

Try not to use words that people may not understand. Explain clearly and simply, in everyday language.

• Be friendly.

You don't want to come across as apathetic or indifferent. Smile and show warmth- it will make a difference. Yes, you can put a smile in your email writing too!

• Be confident and competent.

You must come over as knowledgeable instead of hesitant and unsure. Don't beat about the bush in your email. Be clear but courteous.

• Show empathy.

This is not the same as agreement. You must show that you appreciate the other person's point of view of the problems, and a clear understanding of their feelings.

8. Conclusions

We could get our job done by just going through the motions without giving any extra. But giving a little extra in our day-to-day work, our contacts will feel better and we feel better too. These principles prove an enjoyable and satisfying way to work.

Remember that effective communication gives a professional impression of you and of your organisation. Effective communication helps to get things done.

If we want to improve our electronic rapport with colleagues and other people, if we want to enhance our credibility and our reputation as well as our productivity, we have to remember-it's not a computer we are talking to. It's a real live human being.

We have also to remember that our reader is number one! We must picture them when we write; must write with them in mind; must write from their point of view. We must ask ourselves some questions about readers:

- Who are they?
- What is our relationship with them?
- What do we know already?
- What do they want to know now?
- Is our language and tone appropriate.

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The forms of implicit politeness in the Japanese linguistic culture: ways of expression

Abstract: This article analyzes the ways of expressing implicit politeness based on material of the Japanese linguistic culture. The article identified communication ways of representation implicit politeness which are using in the negative politeness strategies. They constitute mitigation strategies such as using of apology and gratitude, regret over trouble, the double indirect expression of the requests, doubts about the possibility of an action, politely pessimism, semantic minimization of imposition, reducing the threat by emphasizing of low interference, impersonalize, an expression of respect which is provided with special care strategies through the belittling of own position and the rising of position of the interlocutor.

Keywords: Japanese, implicit politeness, communicative strategy, request, apology, “the positive and negative face”, speech act.

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Имплицитная форма вежливости в Японской лингвокультуре: способы выражения

Аннотация: В настоящей статье проанализированы способы выражения имплицитной вежливости на материале японской лингвокультуры.

В статье были определены прагмалингвистические способы репрезентации имплицитной вежливости в качестве стратегии негативной вежливости, представляющих собой стратегии смягчения в речевых актах извинения и просьбы. Такие как использование извинение, сожаление по поводу причиняемого беспокойства,

удвоенное косвенное выражение просьбы, сомнение в возможности совершения действия, вежливый пессимизм, минимизация импозиции, уменьшение угрозы через акцентирование незначительности вмешательства, имперсонализация, выражение уважения которая обеспечивается с специальными стратегиями заботы путем принижения собственного положения и возвышения положения собеседника.

Ключевые слова: японский язык, имплицитная вежливость, коммуникативная стратегия, просьба, извинения, «позитивное и негативное лицо», речевой акт.

В настоящее время растет интерес лингвистов к проблемам межличностного вербального взаимодействия и прагматике речевого поведения народов разных культур. Имплицитная или индивидуальная вежливость в японском языке, состоящая в соблюдении позитивной и негативной вежливости, реализуемых различными стратегиями предупредительности и заботы адресанта относительно адресата, еще недостаточно изучена и она должна стать объектом более пристального внимания лингвистов.

Дихотомия эксплицитной и имплицитной вежливости была впервые предложена австрийским ученым Р. Ратмайр [1]. Эксплицитная, или конвенциональная вежливость выражается посредством речевых стереотипов, употребляемых в ситуациях коммуникативного этикета. В свою очередь, репрезентация имплицитной, или индивидуальной вежливости связана с реализацией коммуникативных стратегий позитивной и негативной вежливости.

В нашем исследовании имплицитная (скрытая) вежливость рассматривается как вежливость, проявляющаяся при межличностном взаимодействии с учетом «сохранения лица» адресата (слушающего) и адресанта (говорящего), в отличие от эксплицитной вежливости, которая ситуативно обусловлена и зависима от устоявшихся конвенций.

Согласно теории «сохранения лица» [2], в речевом общении коммуниканты прибегают к определенным стратегиям вежливости в целях сохранения как позитивного, так и негативного лица.

Обобщая стратегии негативной вежливости, рассмотрим основные из них: 1) использование конвенциональных косвенных высказываний; 2) выражение извинения и благодарности; 3) семантическая минимизация импозиции; 4) имперсонализация; 5) демонстрация вежливого пессимизма; 6) выражение уважения и др. [2, 51].

С.С. Тахтарова определяет стратегии негативной вежливости как стратегии директивного смягчения, используемые, как правило, в ситуациях, осложненных коммуникативными рисками, и направленные на сохранение позитивной тональности общения и, тем самым, на обеспечение эффективности коммуникативного контакта [3, С. 1810].

Следует подчеркнуть, что переключение модальной характеристики высказывания из прямых в косвенные, из действительной в предположительные является наиболее распространенным способом смягчения категоричности высказывания в речевых актах просьбы. Например (В данной статье переводы всех примеров с японского языка на русский язык сделаны самим автором):

1. お願いがあるのですが、塩を回していただけませんか
Имеется просьба, сможете передать соль.
2. 窓を開けられますか。 Не могли бы открыть окно.
3. もし可能なら窓を開けてください。 Если возможно, откройте, пожалуйста, окно (более вежливый стиль) [6, С. 139].

Однако в сослагательном наклонении могут употребляться не только модальные глаголы. Имплицитная вежливость может выражаться также при помощи устойчивых вопросительных конструкций, например, в речевых актах просьбы, совета, приглашения и предложения, выраженные неназойливостью, деликатностью и высокой степенью вежливости. При выражении косвенных просьб, имплицитных негативную вежливость, часто используются конструкции с оборотами、できれば、もしよろしかつたら、よろしければ、折入って представляющие собой некатегорические, ненастойчивые вежливые выражения, например, в речевых актах просьбы:

1. 図々しいお願いだけど、もしよかつたら、司会をやってくれないかな。 [6, С. 146]. Возможно настойчивая просьба, но если не возражаешь, будешь ведущим.
2. 折入ってお願いがあるのですが、いいでしょうか
Есть просьба, позвольте обратиться. [5, С. 84]
3. できれば、このじゃがいもの皮をむいていただけませんか。 [6, С. 139].

Не могли бы почистить кожуру этого картофеля.

Условием реализации стратегии вежливого пессимизма помимо вопросительной формы является также отрицательная форма, при которой адресату предоставляется выбор совершить то или иное действие или отказаться от него. Например:

1. 今日の午後は車を貸してくだらないでしょうね。 [6, С. 81].
Сегодня после обеда не сможете да одолжить машину.
2. 悪いけど、傘を持ってきてほしいんだ。いいかな。 [6, С. 146].

Мне жаль, но я хочу, чтобы ты принес зонтик. Возможно ли?

3. たぶん、だめかも分かりませんが、一つお願いがあるんです。 [8, С. 85].

Вероятно, невыполнимо, но есть одна просьба.

Данное утверждение, на наш взгляд, имеет особую силу в тех случаях, когда вопрос затрагивает неприятные темы для адресата. Что касается вопросительной формы побудительных речевых актов, то она является средством смягчения импозиции.

Следующим способом реализации имплицитной вежливости в японском языке является, использование пас-

сивных и безличных конструкций, неопределенно-личных местоимений при помощи, которой актуализируется стратегия имперсонализации в речевых актах просьбы и предложения. Например:

1. この原稿を見ていただけませんか。 Не могли Вы посмотреть эту рукопись?

2. 会議にご出席してほしいんですが。 Мне хотелось бы, чтобы ты был на совещании.

3. このじゃがいもの皮をむいてほしいのですが。 [6, С. 139]. Хотелось бы, чтобы ты почистил кожуру этого картофеля.

П. Браун и С. Левинсон рассматривают извинение как стратегию негативной вежливости [2, С. 186–189], что, безусловно, оправдано, поскольку, принося извинение, мы признаем факт вторжения в запретную зону, зону независимости собеседника, и выражаем сожаление по этому поводу). Однако, на наш взгляд, извинение в форме имплицитной вежливости в некоторых случаях является стратегией и позитивной вежливости. Поскольку ситуации, в которых приносятся извинения в той или иной культуре, их частотность и экспрессивность зависят от того, насколько члены лингво-культурной общности обращают внимание друг на друга, демонстрируют свое взаимное расположение и заботу для поддержания межличностных отношений. Понятие «Вежливость» 「ポライトネス」 и понятие «Выражения заботы» 「配慮表現」 схожи в некоторых аспектах, но имеют различия. Ямаоко Масаки, Макихара Исао, Оно Масаки внесли понятие «Выражения заботы» четко разделив от понятия Вежливости, определили понятие «Выражения заботы» относительно лексической вежливости. «Вежливость» является теорией касательно стратегии о выборе языковых действий, «Выражения заботы» является теорией касательно выбора выражений определенных языковых действий [6, С. 84].

В японской культуре существует тенденция принятия получения пользы как психологическое бремя. Из-за этого даже если собеседник получает пользу, необходимо заботиться, о том чтобы облегчить собеседнику душевное бремя. Например:

1. ご面倒で恐縮ですが、このじゃがいもの皮をむいていただけないでしょうか。 [6, С.139]. Извините за беспокорство, пожалуйста, не могли бы почистить кожуру картофеля (более вежливый стиль).

2. お手間を取らせて申し訳ありません。 [7, С. 104]. Мне очень жаль за то, что затруднил Вас.

3. ご注文の品と違うものが届きました由、大変失礼いたしました。 [7, С. 110]. Мы совершили большую оплошность, перепутав Ваш заказ.

Думается, что извинение является стратегией негативной вежливости прежде всего в тех ситуациях, когда говорящий предвидит, что его действие будет покушением на независимость адресата, но в силу различных причин вынужден идти на это. Чтобы сохранить при этом лицо, он должен принести извинение за совершение оплошности или из-за вины.

Например:

1. 申し訳ございませんでした。二度とこのようなことのないよう、注意いたします。 [9, С. 82]. Извините, пожалуйста, буду внимательным чтобы, так больше не повторилось.

2. 大変申し訳ございません。今後とも、お気づきの点がございましたらご指摘いただけますようお願い申し上げます。 [9, С. 82].

Мне очень жаль. И в дальнейшем, если обнаружите мои какие-либо оплошности, прошу Вас, укажите их пожалуйста.

Выражение весомости уважения в формах имплицитной вежливости определяется следующими факторами: избеганием прямых просьб и использованием косвенных речевых актов, получаемой прибыли от действия говорящим и слушающим, трудоемкостью выполнения действия, предоставлением право решения совершать или не совершать действие в речевых актах просьбы.

Например: 1. アンケートにご協力いただければ助かります。 [6, С. 158].

Вы нам очень можете, если будете сотрудничать на счет анкеты.

2. アンケートに答えてもらってもいい? [6, С. 155].

Не смог бы ответить на анкету?

3. アンケートに答えていただいてもよろしいでしょうか。 [6, С. 155]. Не смогли бы Вы нам ответить на анкету?

На 1-м и 3-м примерах можем определить весомость уважения + 2 так как используется косвенная просьба, трудоемкость выполнения действия измеряется +1 в зависимости от обязанностей слушающего, употребляется более уважительная форма+2.

На 2-м примере можем определить весомость уважения 1, так как используется косвенная просьба, трудоемкость выполнения действия измеряется +1 в зависимости от обязанностей слушающего, употребляется менее уважительная форма 1.

И так, анализ примеров на японском языке определил следующие способы проявления форм имплицитной вежливости в японском языке.

В японском языке для выражения имплицитной вежливости с целью смягчения негативной вежливости используются следующие прагматические способы, такие как конвенциональные косвенные высказывания, избегание прямых просьб, семантическая минимизация вмешательства, предоставление право решения совершать или не совершать действие, имперсонализация, демонстрация вежливого пессимизма, выражение извинения и благодарности, а также выражение уважения, которая обеспечивается с специальными стратегиями заботы путем принижения собственного положения и возвышения положения собеседника, а также определение получаемой прибыли от действия говорящим и слушающим, трудоемкости выполнения действия, в речевых актах.

Мы определили также, что речевые акты извинения и просьбы является стратегией не только негативной вежливости, но и позитивной вежливости, поскольку в определенных ситуациях, в которых приносятся извинения

в японской культуре, реализуются различными стратегиями предупредительности и заботы адресанта относительно адресата, направляется на поддержание межличностных отношений и ведения бесконфликтной коммуникации.

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Zu der Frage über den Status der Partizipien in der Sprachen mit verschiedenen Strukturen: Russische, Lezgin und Deutsche

Abstrakt: In diesem Artikel hält der Autor die Sicht der inländischen und ausländischen Linguisten auf Partizipien Status in der Sprachen mit verschiedenen Strukturen. Die Autorin hat die grundlegende Sichten der Linguisten seit der Antike und bis die Gegenwart analysiert. Es wurde festgestellt, dass erst das Partizip wie ein Inhaltswort der Sprache betrachtet wurde, und später Linguisten gekommen sind, es als eineinfinite (nicht-persönliche) Form des Verbs zu definieren auf einer Seite und wie der Name — auf die andere. Auf der Grundlage der Erforschungen der Autorin es enthüllt geworden ist, dass die Frage über die wortklasse Angehörigkeit der Partizipien ist noch nicht klar definiert, aber die meisten Forscher isolieren das Partizip in einer unabhängiger Form des Verbes mit den inhärenten Eigenschaften des Adjektivs.

Stichwort: das Partizip, Sprachen mit verschiedenen Strukturen, das Verb, das Adjektiv, wortklasse Angehörigkeit, eine unabhängige Form des Verbes, nicht-persönliche Verbform, Status.

Unter Linguisten gibt es keinen Konsens über die semantisch-grammatische Status der Partizipien. Eine wachsende Zahl von Linguisten gehören das Partizip zur Verbformen.

Das Partizip, wie ein unabhängiger Teil der Rede, wurde zum ersten Mal in grammatische Schriften von Aristarch von Samothrake, Dionysios Thrax, Varron und später auch in den Werken von Priscian, MV Lomonosov isoliert. Aber schon in der ersten Hälfte des XIX Jahrhunderts A. H. Vostokov und später VA Bogoroditskiy und andere Autoren haben das Partizip zur Adjektiven enthalten [4, 252].

In diesem Sinne ist es interessant, dass das Partizip für einige Zeit “in den Abschnitten über Bildung und Namedeklination berücksichtigt werden” [2, S. 342]. Aber später wurde der

Status des Partizipes mit der beiden Teile der Rede — Verben und Namen bestimmt.

O. S. Akhmanova schrieb, dass das Partizip ein “*verbnachgebildet Form, grammatisch änderlich (in der Russische Sprache) wie Adjektive und bezeichnet der Aktion (ein Zustand, ein Prozess), der Person oder das Objekt als Attribut zugeschrieben (Eigentum), die sich in der Zeit äußert*” ist [1, S. 576]. S. E. Nikitina: “*abänderliche Verbform*”, [5, S. 144]. Die LEW “*non-finite Formen des Verbs*” [4, 443]. A. Meillet: “*Es ist die Form die vom Verb gestammt ist*”, “*Adjektiv*” [7, 168, 336]. In “*Grundlagen der iranischen Linguistik*”: “*nicht-personenbezogene Formen des Verbs*” [4, 578].

Um ein objektives Kriterium zu benennen für die morphologische Status der Sakramente Bestimmung ist es notwendig,

um die Geschichte des Partizips sich zu drehen, und daran erinnern sich, wo, warum und wie die Partizipien aufgetreten sind. Dafür betrachten wir uns die indogermanische Ursprache.

In der indoeuropäische Sprache sind *dyx* Name und das Verbergegnerisch gegenüberstehen, und unter ihnen waren die Namen einer verbalen Basis, dh Partizip (siehe dazu: der Name — Namen mit einem verbalen Basis, also Partizipien — Verben). Es gab Namen mit unverbale Basis, aber sie, nach der Meinung von A. Meillet, sind von indoeuropäischen Ursprungs [7].

Er stellt ferner fest, dass “das Partizip in den indoeuropäischen Texte, sowie jedes Adjektiv, kann zu jedem Satzteil, zu dem Satzgegenstand, zum Verbergängerung und auch zu dem Namenergängerung gehören”. Große funktionelle Beweglichkeit der Partizipien, von A. Meillet, kann man aufgrund ihrer morphologischen doppel Naturbelassenheit oder sogar viel Naturbelassenheit erklären [7].

A. H. Vostokov, einer der Gründer der russischen Vergleichs — historische Linguistik, hat enthalten das Partizip zum Adjektiv System anstellt; zum Partizip hat man zum ersten Mal in der russischen Linguistik in seiner Klassifizierung den Status eines unabhängigen Teil der Rede gegeben.

Bei Studierung den Status der Partizipien in Russisch, K. M. Roeva stellt fest, dass in dieser Sprache in der Gemeinschaft ihre grundlegenden semantischen Wortzeichen erhalten sich, dh die Aktionsart, Zeit und Aktionsform des Verbes, von Adjektiven — Genuskongruenz, Numeruskongruenz und Kasuskongruenz. In Englisch und Deutsch kombinieren sich in den Partizipien verbalen und nominalen Eigenschaften. Natürlich dieser Form der lateinische Name bedeutet seine “Beteiligung” zu zwei Kategorien — das Verb und das Adjektiv, im Zusammenhang mit diesem die Partizipien rangiert man wie eine Zwischenform zwischen einem Adjektiv und Verb [8].

Wenn wir uns zu den dagestanischen Sprachen drehen, insbesondere die Lezginische Sprache, sollte beachtet werden, dass die Frage nach dem Status des Partizips zu bestimmen für eine lange Zeit war sehr gespannt. Russische Forscher der Lezginische Sprache (z. B. M. E. Alekseev, R. I. Gaidarov, K. R. Kerimov, N. S. Mutalibov) haben viele Versuche unternommen um die Aufnahme oder Nichtaufnahme die lezginische Partizipien in einem separaten Teil der Rede. Die letzte Studien zu diesem Thema vom berühmten Linguisten K. R. Kerimov beweisen, dass lezginische Verbalformen die in den Partizip Funktionen verwendet werden, nicht die Adjektiven im vollen Sinne sind. Diese Annahme wird durch die Tatsache bestätigt, dass diese Formen die als Partizipien betrachtet wurden, in der Ursprachezeiten brauchten

und brauchen nicht in der modernen Sprache besondere morphologische Mittel für Adjektivierung für eine qualitative und effektive Definitionen [3, 95].

Was für deutsche Partizipien — da haben die Meinungen der Grammatikern auch nicht die Einheit gefunden. Es ist bekannt, dass seit vielen Jahren ein Problem war, den Status der Partizipien in dem System von Sprachteilen zu bestimmen. Es ist notwendig zu sagen, dass die meisten Autoren der deutschen Grammatiken das Partizip als nicht-endlichen Formen der Klasse des “Verbes” (G. Paul, V. Vilmans, O. Behagel, B. Young, G. Helbig, J. Bush, VG Admony) definieren.

Auf der anderen Seite wird das Partizip als integraler Bestandteil der Klasse des “Verbes” zu jenen Autoren von Grammatikern (Eisenberg, Moskalskaya, Shendels et al.) definiert, die sich auf die inhärenten Partizipien deutschen grammatische Semantik anlehnen: die Expression der Aspekt- und Genusbedeutungen, Zeitverhältnisse, die Anwesenheit von übereinstimm motivierende Verben mit syntaktischen Bindungen (Valenzen).

Die Partizipien sind wie einer integrale Bestandteil der Klasse “Adjektive” angesehen. Die Bekenner dieser Ansicht (Heise, Zutterlin) basierend sich auf der Anwesenheit von Partizipien einiger allgemeine mit den Adjektiven syntaktischen und morphologischen und Wortbildung Funktionen.

Insbesondere beziehen sie sich auf Charakteristiken wie z. B.: die Verwendung der Partizipien in der attributive, prädikative und adverbiale Funktionen, Änderung nach Geschlecht, Numerus, Kasus und nach Steigerungsstufe, die Fähigkeit zu der Wortbildung mit der entgegengesetzten Bedeutung, Kompositum und andere Partizipkonstruktionen.

Es ist interessant zu beachten, dass das Partizip in anderen indoeuropäischen (wie z. B. in Russisch) und nicht indoeuropäischen Sprachen haben nicht nur eindeutig Formen des Verbes (verbale Kategorien), aber auch bestimmte grammatische Indikatoren (Geschlecht, Anzahl, Todesfälle) des Adjektives.

So sehen wir, dass das Partizip als Link ausbildet sich, der den Namen und das Verb verbinden.

Auf diese Weise, gibt es verschiedene Ansichten auf das Problem der Wortart Zugehörigkeit der Partizipien. Die meisten Forscher teilen die Partizipien in einem separaten (unabhängigen) nicht persönliche Form des Verbs ab, die Charakteristiken des Verbes und Adjektives kombinieren. Der Grund dafür ist die eigene Paradigma und grammatische Kategorien [8]. Mit anderen Worten, kann das Potential der Funktionsweise des Partizips zum Bereich eines Verbs und ein Adjektiv gehören mit der Möglichkeit der Kombination.

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Section 3. Literature

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Toni Morrison's the Bluest Eye and the treatment of Liberal Feminism

Abstract: Winner of 1993 Nobel Prize Toni Morrison began writing fiction as part of an informal group of poets and writers at Howard University who met to discuss their work. She attended one meeting with a short story about a black girl who longed to have blue eyes. She later developed the story as her first novel, *The Bluest Eye* (1970). Black women have been victimized not only by racist, sexist and class bias, but also by scholarly neglect. Yet, over the centuries they have tried to present their case, their quest for freedom and attempts at self-assertion through literature. Race, class and gender have been figured prominently as themes in black women's writing over the years. In *The Bluest Eye*, Toni Morrison challenges America's complacent belief in its benevolent self-image through representation of children who experience race, class, and gender oppressions. Black women in America being black, female and poor have been victimized by racism, sexism, and classism, not only from the white world, but also from their own men. The place where racial equality and gender equality meet, called intersectionality, is an area often overlooked by many. Throughout the plight of African Americans, from post slavery oppression until modern inequality disputes, African American women have experienced this intersection of racial and gender inequality. This article aims at exploring *The Bluest Eye* by Toni Morrison¹ from the perspective of Liberal Feminism [2].

Keywords: Toni Morrison, Liberal Feminism, racial inequality, gender inequality.

The protagonist in *The Bluest Eye* is Pecola Breedlove. By society's standards, Pecola is ugly. Morrison takes this poor, innocent, ugly, little black girl and shows the devastating effects of daily events. Morrison tries to show a little girl as a total and complete victim of whatever was around her. People, in many cases whites, would comment and say things without even thinking twice about their effects. For example, at one part of the book, Pecola has three pennies in her shoe which she has been saving to buy Mary Jane candy. In the store, the owner, Mr. "Yacobowski looms up over the counter... Somewhere between retina and object, between vision and view, his eyes draw back, hesitate, and hover" [1, 36]. When she leaves the store "Pecola feels the inexplicable shame ebb [1, 37]. She is then filled with anger. An innocent act of going to the store and buying candy, an act usually filled with happiness and anticipation, has turned into one of shame and anger. All of these horrible feelings because Pecola is an ugly black girl who does not meet society's standards. Pecola, certainly, is expunged from human society even before she has awakened to a consciousness of self. Pecola stands for the triple indemnity of the female Black child: children, Blacks, and females are devalued in American culture.

For Pecola, constant abuse by society and her family had made her so utterly alone. Her brother had run away from home by encouragement from his mother, who had rejected the family and gone to work for a white family. By working for the white family, she got everything that she wanted and

was needed. In doing so, she rejected the needs of her family entirely, not even her own daughter could call her "mother" instead she was forced to call her "Mrs. Breedlove", a symbol of hatred and rejection. This increased when Pecola was raped by her father, followed by her mother beating her until the baby died. This final blow, the hopelessness of rejection caused by both the internal and external racism, was what drove Pecola insane, and would drive any person to madness, because the pain that this racism caused is the pain of being alone, a pain which no human can bear. Fultz claims that Shoaphead Church together with Geraldine bears the largest responsibility besides Cholly Breedlove for Pecola's insanity. Fultz says that "Shoaphead, like Geraldine, is struggling with blackness and finds Pecola an easy target for his self-loathing" [2, 58]. They are indeed both struggling with their blackness.

The Dick-Jane primer, praising the white ideal concept of the American family, is used structurally by Morrison as an ironic comment on the distance of the black family from it. Awkward sees Morrison's manipulation of the primer as "her refusal to allow the White voice to arbitrate success or failure of the black experience" [3, 59]. She also distorts its type-print to indicate its function as the metaphor of psychological deformity of the black women who imbibe White standards as the Breedloves do, resulting in self-hatred and alienation from their culture and community. They become mutilated self or totally eradicated self in abject insanity. Pauline Breedlove, Geraldine, Maureen Peal, and Pecola are black characters

who try to conform to an imposed ideal of femininity. They are absorbed and marginalised by the “cultural icons portraying physical beauty: movies, billboards, magazines, books, newspapers, window signs, dolls, and drinking cups” [4, 20]. Pauline Breedlove, for example, learns about physical beauty from the movies.

Consequently, in trying to conform to the ideal of white femininity, the black women characters despise their blackness which in turn leads to self-hatred. They see themselves through the eyes of white people and their worship of white beauty also has destructive effects on their own community. This is because, as Taylor argues: “one of the cornerstones of the modern West has been the hierarchical valuation of human types along racial lines. ... The most prominent type of racialised ranking represents blackness as a condition to be despised, and most tokens of this type extend this attitude to cover the physical features that are central to the description of black identity” [5, 16].

There is a great influence of Afro-American Folklore on Toni Morrison. The Afro-American Folklore is the basis for Morrison’s fiction, as for most Black American Literature. Themes like the quest for identity, freedom, the nature of evil and the powerful verses of the powerless became themes of Afro-American literature. This folklore encapsulates the history of Black and White interaction in the United States and also epitomizes the sentiments expressed in the Protest Literature. In her novels, she goes much deeper into the very roots of racism, sexism, and classism and exposes the ideological basis of these pernicious social evils.

We have to believe the problem of racial inequality, while undeniable, and to a much greater extent when the novel was written, was not the main focus of Morrison’s novel, rather, the self-image of the black community of which she writes. Morrison begins the novel with reference to the “Dick and Jane” reading primer. As the story progresses, Morrison repeats the passage from the primer, first without punctuation, then without spacing between the words. This example carries over to the main text. The reader finds a family; mother, father, sister and brother, but key elements are missing. Father is a drunk, and mother is self-loathing, they are not capable of being nurturing parents or expressing love. Pecola’s only recourse to escape a tragic world without love is to go insane, thereby creating an alternate world of her own and blocking out the ugliness of the real world. The implications of the dead marigolds has to do with the fact that Pecola, like so many other African-Americans, never had a chance to grow and succeed because she lived in a society that was inherently racist, and would not nurture her.

To avoid a sense of their own victimization, the community projects its sense of inferiority onto Pecola, who “is the epitome of the victim in a world that reduces persons to objects and then makes them feel inferior as objects”; in order to escape from a similar fate their response is to act within “the interlocking hierarchies that allow most to feel superior to someone” [6, 330]. According to Claudia, in 1930s America the oppressed and traumatized cannot help one another because the only power they have available to them is that of

feeling superior to the weakest. This is especially evident in the treatment of children. Miller stresses that the kind of contempt and violence shown to children is really the weapon of the weak to mask their own feelings of helplessness and loneliness [7, 67–69]. Pecola’s belief that she has blue eyes represents her pitiable attempt to take power but they more importantly symbolize the trauma of not being loved. This delusion makes her more of an outcast because her madness spooks everyone, including her mother.

Smith makes the case that “a work can be classified as lesbian literature if its female characters have pivotal relationships with one another, if it takes a critical stance towards heterosexual relationships, and if its form and language is in no way related to that of the white, patriarchal canon” [8, 1416]. In this sense, Toni Morrison’s *The Bluest Eye* with their unique representations of female sexuality, can be classified as lesbian novels. In her article, Smith argues that the need for a Black feminist criticism emerges from the male (both Black and white) critic’s inability to understand Black women’s sexual experience. She calls for a “primary commitment to exploring how both sexual and racial politics and Black and female identity are inextricable elements in Black women’s writings...” [8, 1415]. From this starting point, Black feminist criticism can be applied to a specific work, overturning previously held assumptions and exposing it in a new light. “A work may be revealed as lesbian literature if it emphasizes the interaction between women, is critical of heterosexual relationships, and if it has a uniquely feminine form and language” [8, 1416]. In the eyes of Black feminist criticism, *The Bluest Eye* emerge as lesbian novels. The first important aspect that characterizes a novel as lesbian literature is that female characters play pivotal roles in one another’s lives. This makes sense when considering the importance of friendship to women, adolescent girls in particular. One study has found that “friendships satisfy adolescents’ desires for intimacy and greatly enhance their interpersonal skills, sensitivity, and understanding” [9, 206]. The importance of female friendship is evident in Morrison’s *The Bluest Eye* and the development of female sexuality is dependent on the presence of female relationships. In *The Bluest Eye*, Pecola’s first sexual experience, menstruation, occurs in the presence of Claudia and Frieda. Pecola panics at first, not knowing what is happening to her, but is quickly reassured by her friends: A brownish-red stain discolored the back of her dress. She kept whinnying, standing with her legs far apart.

Frieda said, “Oh. Lordy! I know. I know what that is!”

“What?” Pecola’s fingers went to her mouth.

“That’s ministratin.”

“What’s that?”

“You know.”

“Am I going to die?” she asked.

“Noooo. You won’t die. It just means you can have a baby!” [1, 19]

This important step in Pecola’s sexual development — her initiation into womanhood — is accompanied by the presence and reassurance of other female characters. Keeping

with the importance of female relationships in lesbian literature, Pecola's further knowledge of sexuality is attributed to her friendship with a group of prostitutes. Besides Claudia and Frieda, these prostitutes are Pecola's only outside social contact. Pecola visits these women whenever she can, and by listening to their conversation, absorbs their ideas about sexuality and relationships:

"Oh, Lord. How that man loved me!"

China arranged a fingerful of hair into a bang effect.

"Then why he left you to sell tail?"

"Girl, when I found out I could sell it — that somebody would pay

cold cash for it, you could have knocked me over with a feather."

Poland began to laugh. Soundlessly. "Me too. My auntie whipped

me good that first time when I told her I didn't get no money. I said

"Money? For what? He didn't owe me nothing". She said, "The hell he didn't!"

They all dissolved in laughter [1, 42].

From her relationship with these women, Pecola gathers much of her knowledge of the dynamic between men and women. The prostitutes have a disdain for all men which they do not hide from the young girl: "these women hated men, all men, without shame, apology, or discrimination. They abused their visitors with a scorn grown mechanical from use. Black men, white men, Puerto Ricans, Mexicans, Jews, Poles, whatever—all were inadequate and weak" [1, 43]. The prostitutes steal money from their clients, and even occasionally beat them. They offer an opposing viewpoint on traditional depiction of prostitutes.

Pecola picks up on this hatred for men, and this, in addition to her troubled relationship with Cholly, leads her to fear the males in her life. The prostitutes have a profound effect on the development of Pecola's sexuality. Pauline and Cholly's relationship is depicted as violent and loveless. Pauline resents Cholly for not having a job, and Cholly feels emasculated by Pauline's drive to work in order to support the family. This leads to a domestic environment of constant fighting and emotional conflict. The perverted form of heterosexuality is translated to the relationship between father and daughter when Cholly rapes Pecola in a haze of desire and anger:

Following the disintegration — the falling away — of sexual desire, he

was conscious of her wet, soapy hands on his wrists, the fingers

clenching, but whether her grip was from a hopeless but stubborn

struggle to be free, or from some other emotion, he could not tell [1, 128].

Again the hatred mixed

with tenderness. The hatred would not let him pick her up, the tenderness

forced him to cover her [1, 129].

Pecola's rape by her father is painful to read, and reminds the reader how sexuality can be used as a weapon. Even a relatively nice male character in the novel, Mr. Henry, abuses Frieda for no apparent reason. *The Bluest Eye* presents almost a hyper-critical view of heterosexual relationships. Feminist criticism dictates that the third important aspect of lesbian literature is its unique form and language. If "in a woman writer's work a sentence refuses to do what it is supposed to do, if there are strong images of women, and if there is a refusal to be linear, the result is innately lesbian literature" [8, 1416]. Morrison's *The Bluest Eye* is a prime example of a uniquely feminine form and style. She breaks up the book into seasons, prefaces each chapter with "Dick and Jane" narratives, and uses colloquial dialogue. Her descriptions of sexuality are distinctive in that they are infused with jazz songs and undertones. Moses asserts that, "The three whores embody the blues singer's assertion of sexuality, desirability, and ownership of their bodies" [10, 4]. In one passage, Poland expresses her grief and sense of isolation in the following song:

I got blues in my mealbarrel

Blues up on the shelf

I got blues in my mealbarrel

Blues up on the shelf

Blues in my bedroom

'Cause I'm sleeping by myself [1, 38].

Through the unique use of the blues motif, Morrison is able to effectively convey the sense of loss and loneliness that is conflated with a developing sexuality. Through the depictions of pivotal female relationships, in taking a critical stance towards heterosexuality, and through the use of distinct form and language, Toni Morrison's *The Bluest Eye* emerges as lesbian novel. It gives the reader a uniquely feminine view of sexuality, and gives us a glimpse into some aspects of the Black female experience.

Finally, having been treated very badly by most people surrounding her, Pecola yearns to have blue eyes in the hope that people will love her. Despite those radical distinctions, the construction of femininity for black women is somewhat similar to that of white women in terms of gendered body and subjected body. For example, Pecola sees herself as ugly, as an object possessing an abject body. This is paralleled with what Bartky says about the process of disciplining practices to gain the ideal body of femininity which produces a "practiced and subjected" body, that is a body on which an inferior status has been inscribed. A woman's face must be made up, that is to say, made over, and so must her body" [11, 71]. This suggests, as Bartky further argues, that "[women's] bodies are deficient" [11, 71].

Being different in race and class, Pauline's and the white lady's concerns in life are very different. Originally, these kinds of dilemmas prevented the black and the white women's liberation movements from integrating. White women wanted to step into the working world as they chose and be considered equal to men. Black women had been forced to work beside their husbands for the mere survival of their families. They

were not concerned about getting even with their husbands, they were worried about putting food on the table. Another concern of the black women's liberation movement was how to analyze the black men and women's relationship with each other, simultaneously taking into consideration the affects of the dominating white culture on that union. Mrs. MacTeer, the prostitutes living above the Breedloves, and Claudia are Morrison's feminist, capable women in *The Bluest Eye*. Mrs. MacTeer is a strong character, managing work, poverty and her children with dedication and persistence. She is burdened by her responsibilities; yet, never chooses to give up. She would do anything for her family's survival and protection. Claudia, the retrospective narrator of the novel, displays great female insight and intelligence.

Toni Morrison's works have generated much interest among psychoanalytic critics. In fact, a large proportion of her writings contain either implicit or explicit reference to the insights of modern psychoanalysis. As Peach notes, "Psychoanalytic perspectives on Morrison's fiction developed in the mid-1980s, but some of the initial studies did not have an especially strong theoretical base. It is only more recently that critics have pursued their psychoanalytic criticism within a post structuralist framework" [12, 205]. In particular, Morrison, in her first novel *The Bluest Eye*, impresses her readers with the psychological complexity of her characters. *The Bluest Eye's* initial feminist reviews and its preoccupation with mother-daughter relationship make it particularly amenable to a feminist psychoanalytic interpretation. Indeed, the work has attracted a number of psychoanalytic readings. The narrative portrays two contrary representations of the development of female subjectivity. While Claudia eventually negotiates her way into selfhood, Pecola is doomed to failure.

Collins, a leading scholar in black feminist studies, claims "(b) lack women can never become fully empowered in a context of social injustice" [13, 3]. Morrison agrees with Collins' statement, illustrating how the struggle in black women's life culminates in the inequality between the blacks and the whites, as opposed to inequality between men and women that was the main concern of the white feminist movement of the 1960's and 1970's. The author pictures the harsh conditions of black women, without separating them from the oppressed situation of the whole minority. Her novels illuminate "ethnic cultural feminism", concentrating distinctly on black feminist issues, rather than examining women's position in the society at large.

Miss Marie and her co-workers are neither helpless objects of male desire, nor victims of unfortunate circumstances. They have chosen their way of life themselves and live in relative wealth, without regrets. Morrison uses the three women as an insightful contrast to some of the more respected individuals in the novel. Interestingly enough, the prostitutes display more amiable character traits than most of the other adults in the novel. They are honest, straightforward and most of all, even somewhat affectionate towards Pecola. Morrison takes a stance for feminist writing by the choice of her main character, Pecola, an 11 years old black girl. Pecola's destruction is

a demonstration of patriarchal culture of domination, where adults think they are allowed to rule their children despotically.

The themes of race, class and gender are inter-related in *The Bluest Eye*. Spurned and rejected by a community plagued by the virus of self-hatred, Pecola is pushed to the fringes of the town and towards marginality, both literally and figuratively. The feminist movement, known in the late 1960s as "women's liberation", had its roots in an understanding of this intersection of the personal and the political. Modern feminism had its beginnings in the protest against the oppression and exploitation of black people. Kathleen says, "*The Bluest Eye* addresses the issues of domestic violence, rape and incest that were the focus of the black women's liberation movement of the 1970's" [14, 5]. Women's participations in this movement had often been limited to traditional and subservient task, while the philosophical arguments for black — and human — rights clearly implied a rethinking of gender relations. In the 1960s, the same sorts of 'consciousness raising' began to happen for women as it did for black Americans; just as many black people became aware of their exploitation and their rights, so did many women.

The Bluest Eye is a novel heavy with female experiences. Morrison visits several issues of the black women's liberation movement, concentrating her overall theme of white society affecting the black experience in a negative manner. She does not avoid the difficult subjects of rape and violent marital distress in her narrative. However, she balances Pecola's and Pauline's tragic experiences with positive female models of strength. Claudia's deep understanding of society at an early age promises hope for the African-American woman. Together with her mother Mrs. MacTeer, Claudia portrays strength of character, abandonment of Eurocentric values and perseverance, crucial to the survival of the whole black culture.

Notes:

1) Although her novels typically concentrate on black women, Morrison does not identify her works as feminist. When asked in a 1998 interview "Why distance oneself from feminism?" she replied: "In order to be as free as I possibly can, in my own imagination, I can't take positions that are closed. Everything I've ever done, in the writing world, has been to expand articulation, rather than to close it, to open doors, sometimes, not even closing the book — leaving the endings open for reinterpretation, revisitation, a little ambiguity." She went on to state that she thought it "off-putting to some readers, who may feel that I'm involved in writing some kind of feminist tract. I don't subscribe to patriarchy, and I don't think it should be substituted with matriarchy. I think it's a question of equitable access, and opening doors to all sorts of things".

2) Liberal feminism is an individualistic form of feminist theory, which focuses on women's ability to maintain their equality through their own actions and choices. Liberal feminists argue that society holds the false belief that women are, by nature, less intellectually and physically capable than men; thus it tends to discriminate against women in the academy, the forum, and the marketplace. Liberal feminists believe that

female subordination is rooted in a set of customary and legal constraints that blocks women's entrance to and success in the so-called public world. They strive for sexual equality via political and legal reform.

3) Over the centuries, one of the most important tools available to protesting groups was literature. Some of the most

famous protest literature in the world has its roots in American history. For example, some great American authors of protest literature include Thomas Paine, Thomas Nast, John C. Calhoun, and Martin Luther King. Through eloquent, sometimes subtle means, these authors became the spokesmen for their particular protest movements.

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Section 4. Philology and linguistics

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Cognitive and stylistic stratification of vocabulary of modern French language

Abstract: The article devotes the problem of cognitive and stylistic organization of the modern French lexicon. It is proved that the lexical and stylistic system has a cognitive organization in the form of mental model.

Keywords: cognitive stylistics, concept, mental model, stylistic mark.

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Когнитивно-стилистическая стратификация лексикона современного французского языка

Аннотация. В статье рассматривается проблема когнитивно-стилистической организации лексикона современного французского языка. Доказывается, что лексико-стилистическая система французского языка имеет когнитивное устройство в виде ментальной модели.

Ключевые слова: когнитивная стилистика, концепт, ментальная модель, стилистический маркер.

Развитие лингвистических дисциплин в настоящее время связано, прежде всего, с формированием новых научных направлений, которые, как правило, зарождаются на стыке уже сформировавшихся наук. Появление когнитивной семантики (работы А. Вежбицкой [1], Дж. Лакоффа [2], Р. Ленекера [3], Ч. Филмора [4], А. Ченки [5]) и когнитивной стилистики (Н. С. Болотнова [6], Н. М. Джусупов [7], О. В. Орлова [8], И. В. Пацора [9]), новых направлений исследования сменило методику описания семантических феноменов языка, включая его стилистический страт. Когнитивная стилистика — новое научное направление, представляющее собой один из разделов функциональной стилистики, которое изучает закономерности использования в речи экспрессивно-оценочных средств языка. Когнитивная стилистика нередко ассоциируется с когнитивной поэтикой, когнитивной нарратологией, когнитивным литературоведением.

В свете когнитивного подхода, стилистика может рассматривать систему знаков с позиции их ориентированности на порождение стилистически маркированной информации, а аппарат когнитивной лингвистики может быть использован уже для осмысления и интерпретации

глубинных ментальных механизмов, обеспечивающих продуцирование стилистически и культурно прецедентной информации [9, С. 5].

Объектом данного исследования стали лексические единицы современного французского языка, имеющие в лексикографических источниках стилистические маркеры *familier, populaire, vulgaire, argot*.

Материалом исследования послужили авторитетный словарь французского языка серии «Larousse»: «Le Petit Larousse» 1968 (1449 ед.) и «Le Petit Larousse» 2016 (3730 ед.).

Цель статьи — рассмотреть возможность представления лексико-стилистической системы французского языка в виде ментальной модели определенных стилистических маркеров.

Как известно, существующие в социуме проявления специфического этнокультурного видения мира фиксируются на лексическом уровне в виде стилистически маркированных значений слов, которые находят соответствующую лексикографическую фиксацию. Имеющиеся во французском обществе этнические предубеждения проявляются в использовании многочисленных стилистически окрашенных наименованиях. Эти ненормированные лексические

единицы имеют также и социальную окраску и позволяют оценивать и интерпретировать окружающие мир. Они представляют собой застывшие фрагменты характерных для французов способов вербализации знаний о мире. К тому же, появление этих специфических маркированных номинаций свидетельствует (благодаря системным характеристикам присутствующим потенциально), что мир для носителей языка расширяется, они позволяют познать новые грани известного или выделить специфические аспекты неизвестного. Другими словами, стилистически окрашенные лексемы используются для вербализации разного рода ассоциаций, эмоций, образов, экспрессии, так как они точно и удачно передают наименьшие оттенки мысли.

Анализ лексико-стилистической вариативности французского языка выявил, что представители каждого из его регистров (разговорного, просторечного, арготического и т. д.) концептуализируют мир по-своему, основываясь на общих ментальных моделях, которые отражают окружающую действительность, т. е. обладают общей системой концептов.

Возникновение стилистически маркированных единиц при вербализации концептов обеспечивается появлением ассоциативных связей между соответствующим концептом и представлением об указанном предмете или явлении. Формирование устоявшихся представлений представляет собой результат повторяющихся экспрессивно-валоративных акцентов, которые вызывают стойкое отношение субъекта к фактам и явлениям окружающего мира.

В стилистически маркированной лексике выделяются и закрепляются черты не типичные для представителей нормативного варианта французского языка. Отношение к реалиям французской культуры или ее представителям детерминируется национально специфическими отличиями. Обобщенно-типизированные представления французов об особенностях использования языка есть исторически определенными конденсированными представлениями и оценочными суждениями о типичных особенностях психического уклада и о других характеристиках [10]. Стилистически маркированные единицы нюансируют общение, одновременно эмоционально и экспрессивно насыщая и облегчая его. Вместе с тем, в процессе коммуникации людей разного возраста, пола, религии, культурного уровня, социального положения они могут становиться некоторым барьером в общении. Стилистически маркированная лексика отличается стойкостью установок, которые она реализует, включая когнитивный (знания об объекте или явлении) и экспрессивно-оценочный (субъективное отношение к объекту) компоненты.

Из множества разных сигналов и стимулов, которые обуславливают выбор того или иного названия, носитель языка выбирает в каждом конкретном случае только то, что для данной ситуации наиболее релевантно и значимо [11, С. 81]. Имея для номинации неограниченное количество разных характерных признаков, для выражения субъективного отношения выбирается один наиболее общий признак. Однако, стилистическая номинация, как

правило, не бывает случайной, она социально и исторически обусловлена.

Ассоциативный потенциал стилистически маркированных имен выявляется в социальной и индивидуальной информации, которая связана в сознании носителей языка с объектом номинации. Стойкий ассоциативный смысл, закрепленный за определенными единицами, включает не только информацию про референционную соотнесенность этих единиц и их системное значение, но и широкий спектр ассоциативных признаков. Эти признаки обусловлены знаниями носителей языка об общеизвестных объектах номинации, которые требуют выхода за границы собственно языковой компетенции. Стилистические лексические единицы со стойким ассоциативным смыслом, абстрагированы от конкретных носителей, приобретают обобщенное понятие и становятся способом пробуждения ассоциаций, стойким обозначением, условным знаком.

Функциональный потенциал стилистически маркированных имен и приобретение ими дополнительных коннотаций представляет собой динамичный процесс, вследствие которого происходит транспозиция ненормированных единиц в нормированные и наоборот.

Таким образом, при исследовании как всей структуры лексико-стилистической системы, так и структуры отдельной совокупности лексических единиц, объединенных общим стилистическим признаком, важно учитывать когнитивный фактор и тесное взаимодействие языковых и социальных процессов.

С положением про упорядоченный характер ментальных моделей (структур), их систематизацию, сталкиваемся в работах зарубежных (Р. Джекендофф, Р. Ленекер), российских (В. И. Карасик, М. В. Никитин, М. В. Пименова, З. Д. Попова, И. А. Стернин) и украинских (С. А. Жаботинская, О. И. Морозова, Е. А. Селиванова) исследователей. Одними из первых трудов, где характеризуется понятие концептуальной системы, выявились работы Р. И. Павилениса. В его концепции концептуальная система выступает как система мыслей и знаний о мире, отражающая познавательный опыт человека как на доязыковом, так и на языковом уровне, однако этот опыт нельзя свести к какой-нибудь лингвистической сущности [12, С. 12]. В качестве составляющей концептуальной системы рассматриваются отдельные смыслы, или концепты, сформированные в процессе познания мира. Дальнейшие научные исследования в области концептологии подтверждают структурированность и упорядоченность знаний, представлений о мире, действительности.

На неохаотичном характере концептосистемы делает ударение ряд исследователей, говоря про их «структурированность» (например, А. П. Бабушкин [13, С. 28]). В. И. Карасик [14, С. 73] и В. А. Маслова [15, С. 36], пишут про «многомерность», С. А. Кошарная — про «объединение концептов [16, С. 54], М. В. Никитин [17, С. 266] — про их «системную организацию».

Таким образом, ученые отмечают системный характер ментальных образов, упорядочивающихся, очевидно,

в виде определенных моделей, которые формируются по принципу структуры и системы. Чаще всего под системной организацией концептов понимают либо их когнитивно-семантические классы [18, С. 43; 19, С. 102], либо их набор в сознании индивида [20, С. 85]. То есть, можно говорить про системность представлений об информации относительно стилистических маркеров (стилистическую маркированность).

Известно, что, будучи не в состоянии зафиксировать все особенности окружающего нас мира, человек вынужден структурировать и воссоздавать действительность по упрощенным моделям, то есть, по определению Дж. Лакоффа, через «идеализированные когнитивные модели — особенности когнитивные сущности, которые отражают те понятийные структуры, которые отвечают за организацию знания в мозгу человека» [2, С. 68]. Ученый рассматривает в качестве когнитивных принципов языковой категоризации разные типы когнитивных моделей («идеализированные когнитивные модели»), среди которых он выделяет четыре типа: 1) пропозиционные модели, которые определяют характер элементов категории, их свойства и отношения между ними; 2) образ-схематические модели, отражающие основные образные представления, которые формируют категориальные классы; 3) метафорические модели, которые позволяют представить определенную абстрактную область путем отождествления ее с другой областью, обычно конкретной и доступной эмпирическому изучению; 4) метонимические модели, обеспечивающие перенос признаков одного элемента класса на весь класс. Таким образом, ментальная модель предстает как структура представления знаний в памяти, соответствующей структуре представленной ситуации и интегрирует знания про то, что есть возможным в окружающем мире.

Под когнитивной моделью здесь, вслед за М. В. Пиеновой понимаем некий стереотипный образ, при помощи которого организовывается опыт, знание про мир. [20, С. 16]. Автор утверждает, что когнитивные модели, так или иначе реализованные в языковых знаках, выявляют относительную простоту структурных типов и представляют собой последовательную систему, построенную на универсальных законах.

Таким образом, при помощи ментальной модели можно осмыслить знания и часть бессознательного (эмпирического, автоматически отображаемого) опыта, присущего обычным носителям языка. Ментальная модель стилистических маркеров представляет собой определенным образом упорядоченную стилистическую информацию, где отдельные стилистические пласты выступают экспрессивно-оценочными представлениями об использовании языковой единицы в определенной ситуации общения. Они выступают элементами имплицитного общего знания, которым владеют все субъекты языкового коллектива.

Структурными элементами интегративной ментальной модели стилистических маркеров есть частичные мен-

тальные модели. Частичные ментальные модели классифицируются относительно стилистически маркированной семантики их сегментов. Таким образом, представления, отраженные в семантике стилистически маркированных номинаций, структурируются в виде частичных ментальных моделей. Во французском языке выделяются наиболее репрезентативные четыре частичные ментальные модели стилистических маркеров: ментальные модели «familier», «populaire», «vulgaire» и «argot».

Вместе с изменением представлений носителей языка о стилистической маркированности ментальная модель стилистических маркеров изменяется в диахронии. Движение с одного стилистического пласта в другой предусматривает изменение соответствующей ментальной модели.

Очевидно, можно предположить, что в таком понимании понятие «ментальной модели» охватывает ментальное устройство лексико-стилистической системы. Такой подход делает возможным исследование стилистических пластов *familier*, *populaire*, *argot*, *vulgaire* и других в когнитивном аспекте как отдельных сфер знания и опыта.

Рассмотрим основные ментальные модели стилистических маркеров французского языка, которые организуют значительные объединения стилистически маркированных лексических единиц, чтобы выделить изменение квантов знания касательно использования языковых единиц, что сигнализирует о глубинных сдвигах в концептуальной картине мира французского этноса.

Особенности концептуализации действительности отображаются в значениях разных по функциональной нагрузке единицах языка, и, следовательно, стилистическое расслоение лексики есть концептуальным, поскольку связано с закреплением определенных фрагментов опыта в смысле слов.

Так, прошлые знания и опыт общества сохраняются в ментальной организации архаических или устаревших лексических единиц, входящих в класс так называемой книжной лексики (имеют стилистический маркер *littéraire/книжное*), одну из подсистем в лексической системе французского языка, характеризующейся присущим только ей лексическим составом и функциями и имеющую установленные связи с другими концептуальными структурами. К этому концептуальному образованию относятся также экзотизмы и историзмы. Например, *faix (m)* — *litt. charge, fardeau* [21, С. 408]; *échanson (m)* — 1. *anc. Officier chargé de servir à boire au roi ou à un grand personnage*. 2. *litt. ou par plais. Personne qui verse à boire* [21, С. 344].

Стилистический маркер *familier/фамильярное* маркирует лексические единицы, использующиеся при личном непринужденном общении, в быту, семье, с друзьями. Фамильярная лексика имеет характер «наивной грубости» она включает и такие единицы, которые в литературном языке имеют безусловное снижение маркирования и табуированы в повседневном общении. Данный стилистический пласт представляет собой своеобразное зеркало, отражающее основные изменения в языке в целом, поэтому исследование лексикографического отображения живого

общения приобретает все большее значение в современной лингвистике. Лексические единицы маркированные *familier* характеризуются особенностями употребления в бытовом диалоге, главным образом в устном общении. Сущность фамильярной лексики состоит в ее способности создавать конфиденциальную атмосферу, чувство пребывания среди своих, устранять барьеры и связывать собеседников.

Стилистический маркер *populaire/просторечное* представляет собой особенный исторически сложенный на основании диалектально-региональных разновидностей вариант языковых норм, функционирующий главным образом в устном типе общения и генетически, и функционально отличается от арготических, жаргонных и профессиональных элементов. Просторечные слова и выражения определенным образом есть общими для всех социальных слоев современного французского общества.

Стилистический маркер *argot/apgo* регистрирует маркированные вербальные знаки социальных низов и определенных групп населения (студентов, молодежи, преступников, деклассированных элементов и т. д.) с целью утаить от непосвященных истинный смысл сообщений, арготический жаргон характеризуется существенным разнообразием способов образования новых лексических единиц. В рамках арготически окрашенной лексики определенное место занимают жаргонизмы — разговорные варианты специальных обозначений (специальная номенклатура производственных сфер).

Появление новой лексической единицы или переход из одной стилистической сферы в другую свидетельствует об изменении в представлении носителя языка о том или ином концепте, что, в свою очередь, приводит со временем к трансформации всей системы. Языковая форма показывает, сигнализирует не только об изменении характера отражения в языке накопленного опыта о мире, а и об изменении этого опыта или содержания нового концепта.

В качестве примера, можно привести изменение стилистической характеристики таких лексических разрядов как просторечие и аргот. Процесс фамильяризации, то есть их перемещение в разговорную речь сопровождается изменением стилистического потенциала: стиранием функционально-стилистической и нейтрализацией нормативной коннотации.

Таким образом, стилистические маркеры лексических единиц французского языка, как и любого другого языка, имеют, когнитивную природу и зависят от специфики особенностей концептуализации мира в виде мыслей и явлений, присущих французскому народу. Лексикографическое отображение разнообразных стилистических оттенков выступает способом реконструкции представлений о мире носителей языка. Для того, чтобы установить эволюцию определенного представления носителей языка о том или ином предмете, его характеристике, процессе, необходимо исследование динамики их лексикографической репрезентации и фиксации авторитетными источниками.

Таким образом, при когнитивном подходе к стилистической маркированности внимание акцентируется на ее связи с ментальной деятельностью человеческого сознания, т. е. на уровне ее когнитивной репрезентации. Следовательно, одной из главных задач когнитивной стилистики выступает определение роли стилистически маркированной лексики в процессе создания и отображения ментальной информации.

Проанализировав динамику стилистического маркирования в лексикографических источниках, можно прийти к выводу, что в рамках когнитивно-стилистического подхода стилистическая маркированность становится одним из способов объективации языкового сознания. Дальнейшее изучение когнитивной природы стилистически маркированного знака как результата познания и сохранения знания о мире составляет **перспективу** наших исследований.

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Encouraging students' attention by listening and leading them to learn English

Abstract: In order to improve the efficiency of teaching English as foreign language for the learners in our country we tried to analyze specific features and difficulties for them and find out some ways of mastering it in Azerbaijani schools. Most of our students fail in learning English languages because of old teaching methods. A step towards further successes is described in the paper which is mainly focused on a lot of listening and a lot of speaking exercises which is out of a practice in our schools and they should be arranged on the bases of different types of exercises for maintaining practical learning of foreign languages.

Keywords: teaching a language, specific features, difficulty in understanding, focusing on a lot of listening, communication ability, processing of the language.

Introduction

Being creative force of our society, the teacher actively influences on the future generations' worldview which supports the students in its turn to gain new knowledge in the fields.

This paper's purpose is discussing main problems of teaching English as foreign language for learners in our republic, as it has its own specific features in teaching English

for the Azerbaijani learners. Although the practical mastery of the language are provided by all the Educational program's objectives of schools and universities in our country, people who have been studying English for years, yet make simple grammar mistakes, have difficulties in finding the right words to arrange sentences, and have difficulties in understanding the speakers and so on.

Methods of analyses

In order to improve the efficiency of teaching and we prepare a plan to define the main purpose of poor learning. We have to mention that for some of our students learning English is a third or fourth language, as most of them already speaks Russian as a foreign language, and also know other ethnic languages.

And what's the best way to do in teaching a foreign language? How do you do that? Do you ever wonder why so many students fail in learning foreign languages?

Based on our investigations we found out that all students at the beginning stage are motivated to learn English language. But what happens with them then?

And how did they study English in the past at the beginning stage? We tried to analyze and find out answers to our questions. The main problem was that they mainly focused on grammar and vocabulary and translation and that's why those lifetime trainings of learning the foreign language have no good results. When we focus all our attention on grammar rules and learning vocabulary and translating from one language into another we really miss our chance to develop our listening and our speaking skills.

We learn to speak from being surrounded by language, but did they have such a chance in their schools?

Overview

A step towards further successes comes by focusing on a lot of listening and a lot of speaking which is out of a practice in our schools. In acquiring the foreign language it's necessary for the students to pick up it by listening continuously and then try to repeat what they heard.

Our students unfortunately didn't have working out, organizing and experimenting with the language opportunities during their classes. The language skills as listening and speaking haven't been used at all at our schools. Students had the only chances to listen to their teachers' or groupmates' speeches, but could it be enough for them in learning a foreign language?

And how those study habits prevent your students to make a progress in learning English nowadays? Some students already think that they waste time in learning English as they cannot get the best results to communicate with others, and even they don't understand the speakers. And also they don't have any self-confidence at all and it discourages them to learn English.

Besides not all students enjoy learning English, most of them learn English just for preparing for the varieties of examinations, passing the Entrance Examination to Universities, they often feel satisfactory by that and don't want to get progress in universities any more.

Learning activity and teachers behaviour

What would the teachers do to encourage such students to learn English language as they tend to get rusty over time?

Encouraging students means meeting the needs of students. Those needs include the need to be understood, feel important, feel welcomed, and feel comfortable. You can meet these needs by providing attention, friendliness, flexibility, patience, and superiority in your students. At this point in the process it is necessary to begin working with the influence of perception in order to

engage your students' five senses and draw their attention to your learning materials. (Motivational Strategies in Teaching English as Foreign Language-Applying Motivation plan in TEFL., Fu Xiao, Lecturer, College of Foreign Languages).

To create good learning conditions, to lay the foundation for a high level teaching, and to build and maintain practical learning of foreign languages is the main goal of all teachers.

Learning language is a slow process, and the students' main needs to use language, to interact not only in classes, but in different situations.

Determining the strategies for every stage of learning

For the intensification and improvement of the educational process, we set objectives in details and design different strategies for each stage; beginning, middle, and ending stage. So the main question now is how to improve listening skills from beginning stage to ending stage? We understand that we have to build a nice base and it's always nice to start using English. What techniques to use in learning processes, especially for listening for every stage?

At the beginning stage we have to define for ourselves the difference between hearing and listening and only by this way we can generate the students' attention toward more listening and speaking in meaningful ways and improve their communication ability. Hearing passively we acquire the language, while listening attentively we understand what is said and the process takes place actively through of mental processes. Are the improving listening skills an easy task?

Structural differences of two languages

There is also an objective necessity of the language teaching process usage in Azerbaijani schools, as English and our native languages are quite different and there are not only the structural differences in these two languages and also there are differences in phonemes, pronunciation, word stresses, sentence stresses, word order, affixes, spelling, grammatical structures, and other features too.

By learning to listen to others or listening exercises more carefully can build their ability and confidence in real-life situations, in which they need to focus on both listening and speaking. The following activities depend on finding ways to interest students for creating a pleasure of learning and to overcome lack of persistence and expectation of failure when attempting new tasks. We have to choose such kind of tasks to concentrate more and to remember more information by listening and preventing their attention from wondering far away. They should have willingness to do it.

At the beginning stage it is useful to encourage them to listen to the tapes for gaining listening skills as they don't have any habits of doing it, and only by hearing simplified speech they can improve it then.

We also have to know which student is active in listening, while the other one isn't. What's the reason of it?

Focusing on listening according by simple models

The students should realize the importance of listening themselves too and have willingness to take the steps involved and not to miss a lot of things the speaker might say, if they

want to learn it. We choose some well-organized listening skills exercises, where sentences are complete, follow one another in a logical sequence keeping the liveliness of the conversation. At the beginning stage they listen to very simple models as S+P, S+P+O in order to listen and differentiate, compare, analyze the content. We have prepared series of listening activities beginning by general to focus on attention. The content and tasks included in progress, listening exercises are usually linked so that the first one leads into and helps the next. We listen to the exercises as choral drilling of pronunciation, rank ordering, repeating phrases and short sentences at the first stages to improve first the students' pronunciation.

At this stage we pay more attention to our students and try to understand what they are really trying to say by drilling exercises. They listen every time and learn the patterns unconsciously without studying it. They pick it up automatically; learn it without realizing, as children learn their first language.

Defining main difficulties in speaking

Our students have difficulties and make errors mainly on articles (they don't pay attention to indefinite article at all), plural forms of nouns (they often say 9 pen), they have difficulties in practicing of demonstrative pronouns these, those + to be+ plural noun), pronouns and to be, pronouns and auxiliary verb to do (she, he, it+ is or she, he, it +does)), prepositions (in, at, on, by, with etc.) on using participles I and participles II, tense forms (he is reading a book, he reads a book), he has read a book, he was a reading a book, he read a book, he had read a book) and so on.

The reason for that is the influence from the learner's mother tongue, and different types of listening exercises are needed to overcome these mistakes. First we try to listen to exercises on auxiliary verbs and pronouns.

These are not the only interferences from our native language and then, step by step, we try to do different types of controlled exercises on lexis and grammatical structures to overcome these barriers. We have only 3 tenses in Azerbaijani, but there are 16 tenses in English, that's why learners wrongly apply the rules and by listening exercises we develop learner's language abilities.

Focusing on attention by listening exercises

Noticing how it is pronounced, how its grammar and vocabulary are formed and used, make them acquire the language. But these aren't only things that make them great in learning process. According to the requirements of the auditorium we have to specify the main strategies of listening in a more active way and create foreign language environment by visual support too.

On the next stages, especially beginning from the middle stages we try to develop different types of listening skills on S+P+O +Adverbial Modifier... pattern by having lots of opportunities to experiment with language. And the students by wanting and needing to communicate overcome the difficulties by different type listening exercises, it involves them doing many things besides understanding the grammar, vocabulary and it also involves dealing with the characteristics of spoken language. Our students make progress on some language items at the beginning stage, their mistakes finally

disappear even without obvious correction of their teachers, as they listen to listening exercises many times. Language is taught through practicing of simpler structures to more complicated ones.

Already by being a good listener, you have to improve more your students' listening abilities and make them to work independently in their free times too. Having good listening skills will help the students to be ready for speaking by mistakes on some language items. It not a secret that good listening habits and understanding the spoken language is achieved after long period of learning and the need to use language to interact appears from the first stages.

When the students don't continue to improve their listening skills after a certain period of time they forget the language again and difficulties in understanding it and speaking take place again. When students see how successful they are at learning a language become motivated continue learning of it. After gaining some listening skills and abilities "maintaining" is demanded, and time by time they improve more their listening abilities and develop conversation skills and get fluent differently, because processing of the language is not same with everybody. Incomplete processing or a lack of knowledge can be a barrier for some students again.

The students' psychological characteristics and traits, attitudes to learning a language are different and therefore experimenting with language and its acquisition takes place differently. Other temporary emotions or circumstances can affect learning process too. Some students are afraid of making errors, they should understand that errors are natural part of learning, and we are not concentrating on them a lot.

At the ending stage we already hear the language which is rich in variety, interesting to us and just difficult for us, beyond our level, but not very difficult

Practical significance

Learning takes place over a period of time without our realizing that we are learning. And it takes place in natural way, as we learned our mother tongue. (The TKT, Teaching knowledge test course. Modules 1,2,3. Mary Spratt, Alan Pulverness Cambridge University Press, second edition.)

We listen to items many times before we begin to use them. As the listening is the gateway to understanding and communicating and there should be such kind of material which can interest and attract attention and make the students want to listen to that material. The listening material should be challenging, it means they should not be very easy and not very difficult. Our attention is always limited and we can only focus on one thing at a time. And when we do that, we miss all the things that are happening around us. There are many things happening, many things going on and when we focus on one thing, we miss other things.

There are always unfamiliar words for students and if they don't understand the meanings of the most words it becomes boring for them to listen to the materials and they don't want to continue doing that. Therefore there is a need to learn the new vocabulary before listening to a new material.

Conclusion

In order to improve the listening we have to;

1. encourage students for listening and to use a lot of listening exercises;
2. use it step by step paying attention to structural differences of two languages;
3. encourage students' attention by listening a lot;
4. decide what area of grammar, vocabulary they need to learn by listening;
5. prepare interesting, stimulating, and enjoyable listening material and it should take place consistently and get ready for speaking;

6. not to correct errors very often and stimulate for communication;

7. help the students to become more fluent and to become better speaker.

By consistent listening exercises our internal mental processes help us to acquire the language, to be fluent and confident. Only by consistent listening we improve the ability to understand natural English and communicate. If, at the beginning stage, we pay more attention to the students speeches and try to understand what they are really trying to say, at the ending stage we are ready to listen and understand the language easily, as they speak it smoothly.

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The variants of polemical methods and tools' classification: struggle and unity of the approaches

Abstract: The article is devoted to polemical methods and ways of realization of relevant intentions. Author enumerates kinds of polemical struggle and gives appropriate examples of scientific publications.

Also attention is paid to Russian polemical tradition including Ancient Rus and modern Russia (the period between the twelfth and the twenty-first centuries). Comparative analysis of various classifications of polemical methods can be qualified as the main advantage of this article.

For historians, linguists, orators, polemicists, politicians, religious activists and writers.

Keywords: rhetoric, polemics, Russian polemical tradition, ancient rhetoric, polemical method, polemical text, polemical discourse, polemicist.

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Варианты классификации полемических приёмов и средств: борьба и единство подходов

Аннотация: Статья посвящена полемическим приёмам и средствам. Автор перечисляет виды и предоставляет соответствующие примеры научных публикаций.

Также рассматривается русская полемическая традиция, включающая в себя Древнюю Русь и современную Россию (XII–XXI вв.). Сравнительный анализ различных классификаций полемических приёмов — главное достоинство настоящей статьи.

Для историков, ораторов, лингвистов, писателей, полемистов, политиков и религиозных деятелей.

Ключевые слова: риторика, полемика, русская полемическая традиция, античная риторика, полемический приём, полемический текст, полемический дискурс, полемист.

Риторику можно определить как всеобщую науку [22, 4], поэтому все её приёмы и средства, в том числе полемические инструменты, необходимы человеку в процессе обучения, в профессиональном общении и в условиях бытовой коммуникации.

Полемика в качестве атрибута риторики привлекает к себе внимание всё большего количества специалистов и обычных людей. Понятие «полемика» часто употребляется как мотивированно, так и не обоснованно в печати и на различных телевизионных каналах, к примеру, в передачах общественно-политической направленности.

Полемика и спор не существуют обособленно [34, 77], поскольку полемику можно определить как вид дискуссионной речи, спор [22, 65].

Полемика может быть военной и дипломатической, кулинарной и культурной, лингвистической и литературной, политической и религиозной, судебной и философской.

Во многом русская полемическая традиция опирается на античную риторику, хотя не стоит забывать образцы древнерусской полемичности, отличавшейся множеством семантических оттенков: памятник конца XII в. «Слово о полку Игореве», переписку середины XVI столетия между полководцем А. М. Курбским и царём И. В. Грозным, «Житие», «Книгу бесед», «Книгу обличений или Евангелия вечного», «Книгу толкований» протопопа А. П. Петрова, руководившего ревнителями древнего благочестия и противостоявшего С. Е. Полоцкому. Грани полемики, вспыхнувшей между старообрядцами и сторонниками нового православия в середине XVII в., отражены в исследовании Ю. С. Белянкина [7].

Богатством знаний и ораторских навыков, приобретённых в полемике с политическими оппонентами, объясняется та сила воздействия на слушателей, которую демонстрировали В. И. Ленин и другие лидеры партии большевиков в начале XX столетия [22, 13; 60, 9].

Данные о значительных пластах полемических приёмов и средств можно обнаружить в ряде отечественных и зарубежных исследований [10; 11; 13; 65; 18; 19; 20; 21; 22; 30; 31; 44; 53; 54; 55; 56; 61; 62; 63]. Исключительно редки публикации, отдающие дань уважения устной полемической борьбе [2; 12; 32; 43].

Ряд публикаций является узким, поскольку авторы затрагивают отдельный полемический приём [3; 42; 50] или строго определённое количество полемических инструментов [4, 7; 28; 33, 34; 41; 45; 47].

В отношении походов к полемическому феномену мнения специалистов расходятся. Хотя определённое сообщество исследователей ведёт речь о полемическом тексте [45; 48; 52], многие учёные анализируют полемику через призму соответствующего вида дискурса [12; 17; 29; 33, 35; 59]. Дискурсивный и текстологический подходы к полемике дополняют и развивают друг друга, словно две стороны одной медали.

Особое направление изучения феномена полемики формирует группа советских и российских лингвистов, рассматривающих полемику с позиций публицистики [1; 39; 51].

Также в Советском Союзе начался анализ литературной полемики, не утративший актуальности и в XXI в. [26; 38; 46; 48; 52].

Полемический текстом А. М. Шестерина называет «текст, изначально основанный на целевой установке автора на полемическое выступление». Полемические включения часто сосредоточены в «сильных» точках текста — заголовке, начале и конце [51, 16]. Данная особенность функционирования обусловлена коммуникативными возможностями заголовков текста [39, 7, 51, 16], лучшими условиями для успешного воздействия на читательскую среду. Именно заголовки являются первыми элементами восприятия полемических сообщений [39, 22]. Заголовки

полемических комментариев призваны затронуть и разум, и эмоции реципиента [39, 11]. Если автор не резервирует полемически активные элементы в наиболее подходящих местах, он обрекает свой текст на низкий прагматический потенциал. В случае отсутствия речевой предусмотрительности другой полемист получит подарок и нанесёт менее расчётливому оппоненту поражение.

Существуют особые формы синтаксических конструкций, с помощью которых усиливается выразительность речи, которая чрезвычайно важна [6, 7; 25, 61], увеличивается сила её воздействия на адресата [21, 204]. Различные системы учёта фигур речи позволяют сделать вывод о том, что существуют десятки полемических приёмов. Тем не менее, приёмов, относимых к наиболее простым, распространённым и эффективным, намного меньше. Без них вести исследование просто не имеет смысла. Именно эти приёмы абсолютно необходимы [21, 204].

По мнению М. Т. Цицерона, метафора придаёт речи наибольшие блеск и яркость, усыпает её звёздами [43, 41]. Литота — пренебрежение и преуменьшение, прямая противоположность гиперболы [40, 72]. Первый и последний приёмы относятся к метафоре [6, 3; 24, 9], хотя созданы различные теории метафоры [8, 9; 16; 57; 58].

Безусловно, графические приёмы полемики заслуживают внимания лингвистического сообщества [35, 95].

В процессе исследования также не стоит игнорировать лексические полемические приёмы: воздействие на адресата суммы приёмов, реализуемых на лексическом и синтаксическом уровнях языка, обеспечивает успех полемической коммуникации. Совокупный эффект приёмов полемики подобен лучу света, прорезающему тьму равнодушия человека.

По данным Л. К. Граудиной и Е. Н. Ширяева, в полемическом арсенале присутствуют:

- 1) аналогия;
 - 2) антитеза;
 - 3) ирония;
 - 4) «картинность» речи;
 - 5) категоричность оценочных суждений;
 - 6) многозначительные умолчания;
 - 7) намёки;
 - 8) оперирование фактами;
 - 9) опровержение тезисов оппонента путём логических доказательств;
 - 10) повтор;
 - 11) поговорки и пословицы;
 - 12) подчёркивание этических форм полемики (обращение к оппоненту «уважаемый» и т. д.);
 - 13) рельефность;
 - 14) ремарки;
 - 15) сарказм;
 - 16) сравнения;
 - 17) ссылка на исследование;
 - 18) «я» полемическое (проявление эгоцентризма).
- Также Л. К. Граудина и Е. Н. Ширяев перечисляют черты полемичности:

- 1) аналогия;
- 2) оперирование фактами;
- 3) опровержение тезисов оппонента путём логических доказательств;
- 4) парирование;
- 5) повтор;
- 6) подчёркивание этических форм полемики (обращение к оппоненту «уважаемый» и т. д.);
- 7) сравнение;
- 8) ссылка на исследование;
- 9) «я» полемическое (проявление эгоцентризма) [14, 290–294].

Помимо Л. К. Граудиной и Е. Н. Ширяева, важность обращения к различным трудам в ходе полемики отмечает О. В. Кузьмина [22, 70].

А. М. Шестерина выявляет парадокс полемического текста. Его парадоксальность заключается в том, что текст полемиста одновременно представляет два типа адресации, являясь и текстом для конкретного адресата, и текстом для любого адресата [51, 28].

Полемический текст невозможно отделить от критики определённого оппонента [60, 10]. «Предметом полемического текста является факт реальности в сочетании с рефлексией на него оппонента» [51, 9].

Также большое значение имеют следующие полемические ресурсы:

- 1) восклицательное предложение;
- 2) глагол с отрицательной коннотацией;
- 3) глагол с отрицательной частицей;
- 4) идиоматическое единство с отрицательным смыслом;
- 5) излишнее употребление вежливых слов;
- 6) инверсионный порядок слов;
- 7) междометие;
- 8) местоимения 2-го лица «ты» и «вы» и глагольные формы 2-го лица единственного и множественного числа;
- 9) оценочное слово;
- 10) повтор с усилением;
- 11) просторечный глагол;
- 12) противительный союз;
- 13) сочетание вводного слова и союза;
- 14) суффикс субъективной (негативной, отрицательной) оценки, сопровождающий сообщение особыми оттенками ироничности, пренебрежения, уничижения [5, 27; 36, 12].

В соответствии с теорией Н. А. Купиной и О. А. Михайловой, к полемическим приёмам относятся:

- 1) гипербола;
- 2) литота;
- 3) метафора;
- 4) метонимия;
- 5) оксюморон;
- 6) перифраза;
- 7) синекдоха;
- 8) сравнение;
- 9) эпитет [23, 292].

Интерес представляет тот факт, что в ряде теорий отождествляются метафора и сравнение [2, 20; 6, 3; 24, 9; 39, 20].

Е. А. Ножин причисляет к полемическим приёмам и средствам:

- 1) антитезу;
- 2) вопросно-ответный комплекс (ход);
- 3) градацию;
- 4) инверсию;
- 5) побуждение;
- 6) повтор;
- 7) риторический вопрос;
- 8) чужую прямую речь [30, 245–249].

Сходную с системой Е. А. Ножиной классификацию приёмов предлагает И. Н. Кузнецов. В этот перечень входят:

- 1) антитеза;
- 2) асиндетон;
- 3) вопросно-ответный ход (гипофора);
- 4) градация;
- 5) дубитация;
- 6) оксюморон;
- 7) ответствование;
- 8) парадокс;
- 9) период;
- 10) повтор;
- 11) предупреждение;
- 12) риторический вопрос;
- 13) фигуры диалогизма;
- 14) эллипсис [21, 204–209].

Монолог оказывается частью диалога в полемике [22, 62], поэтому нельзя не остановиться на релевантных приёмах и средствах.

Полезным для политика-полемиста следует считать разработанный А. М. Шестериной перечень элементов диалогизации, поскольку он уточняет предшествующую классификацию. К инструментам диалогического характера в концепции А. М. Шестериной относятся:

- 1) вопросно-ответный комплекс;
- 2) восклицание;
- 3) обращение к читателю;
- 4) обращение к чужому мнению;
- 5) побуждение;
- 6) предписание;
- 7) прогнозирование реакции общественности на прочитанные сведения;
- 8) рекомендация;
- 9) риторический вопрос;
- 10) сноска;
- 11) ссылка [51, 18].

Таким образом, полемический текст ярко реализует категорию диалогности. Возможно, не следует использовать термин «диалогический текст» по отношению ко многим массивам текстов, поскольку только диалоговый текст может интегрировать диалогическое содержание и монологическую форму [51, 9].

Совокупность методов и приёмов, используемых полемистом, Е. Д. Тимошенко квалифицирует как дискурсивную стратегию. Проводимая стратегия направлена на дискредитацию образа и идей оппонировавшей стороны и на позитивное утверждение мыслей автора-полемиста.

В полемической стратегии востребованы следующие приёмы:

- 1) гипербола, применённая к тезисам оппонента;
- 2) ирония;
- 3) непрямота цитата дискурса оппонента;
- 4) отвержение и отрицание;
- 5) прямая цитата дискурса оппонента или эксперта;
- 6) срывание масок [39, 7, 20].

Т. В. Матвеева включает уловки в круг полемических приёмов [27, 452]. Подробный разбор уловок присутствует во многих трудах [31; 42; 44; 53].

В соответствии с теорией А. М. Шестериной, пристальное внимание следует уделить также приёмам, сфокусированным в заголовке полемического текста. Полемические интенции во вводной части текста реализуют следующие средства:

- 1) интонационное переосмысление традиционных формулировок;
- 2) использование лексемы «полемика» или семантически близких слов;
- 3) недосказанность;
- 4) открытая негативная оценка;
- 5) парадокс;
- 6) подчёркивание прописных истин;
- 7) призыв к пересмотру существующей позиции, часто обращённый к читателю;
- 8) противопоставление крайних позиций;
- 9) сарказм по отношению к иной точке зрения;
- 10) указание на неоднократность попыток решить вопрос;
- 11) эмоционально маркированное применение лексической единицы в переносном значении и заключение её в кавычки [51, 32].

Уточняя последнее средство полемике, Е. И. Шейгал признаёт инвективную эмотивность естественным признаком полемического дискурса [49, 67].

В свою очередь, П. С. Пороховщиков применял в юридической полемике следующие приёмы:

- 1) прямое требование внимания от получателей информации;
- 2) употребление вставных предложений;
- 3) фигура «апостроф» — обращение к реципиентам с неожиданным вопросом;
- 4) прерывание начатой мысли и переход к другой теме;
- 5) возврат к уже начатой теме;
- 6) предварительный намёк на то, о чём будет идти речь в дальнейшем [32, 111–112].

Итак, существует множество подходов к рассмотрению полемических приёмов. Самый продуктивный употребительный в речи подход — градация, базирующаяся

на повторе. Повтор — обозначение группы и отдельных конструкций. В широком смысле слова повтор представляет собой повторение языковых элементов любых уровней. В этой связи интересной представляется коммуникативная функция повтора. Повторяемые сегменты фиксируются памятью читателей и влияют на восприятие затрагиваемых в дискурсе вопросов. Повтор как один из приёмов привёл к возникновению афоризма: что скажут трижды, тому верит народ. Повтор делает дискурс запоминающимся и лёгким, а также придаёт ему определённый ритм [21, 204–205].

Полемика имеет возможность применять разновидности повторов, создаваемые на различных языковых уровнях:

- 1) анафору — единоначалие, повтор одних и тех же элементов в начале каждого параллельного ряда;
- 2) геменазию — повтор слов на лексическом уровне;
- 3) параномазию — повтор слов, именуемых паронимами, с целью подчеркнуть те или иные смысловые оттенки;
- 4) полиптотон — повтор слова в различных падежных формах;
- 5) полисиндетон — многосоюзие, повтор союзов, обозначающий однородность синтаксических структур и в то же время несоответствие связываемых ими элементов;
- 6) синтаксический параллелизм — повтор однотипных синтаксических структур, обеспечивающий сопоставление как этих конструкций, так и их смысла;
- 7) стык (анадиплозис) — повтор слова, завершающего предыдущее предложение, в последующем предложении;
- 8) эпанод — повтор с отрицанием;
- 9) эпифору — единоокончание, повтор конечных элементов предложения, позволяющий подготовить вывод, следствие [21, 205–206].

В свою очередь, полемика средствами Е. А. Тарлаковская признаёт:

- 1) метафору;
- 2) риторический вопрос;

- 3) сравнение;
- 4) фразеологизм [37, 16].

Основными характеристиками полемика текстов Е. Д. Тимошенко признаёт:

- 1) дидактичность (назидательность);
- 2) метафоричность (образность);
- 3) оценочность [39, 20–21].

Таким образом, в типологиях полемика приёмов и средств, предлагаемых различными специалистами, не наблюдается единства. В ходе сравнительного анализа классификационных построений удалось выявить то, что относительное согласие в лингвистическом сообществе достигнуто только при учёте разновидностей повторов. Значительное количество учёных проявляет интерес к метафоре и к оценке. Часто в научных трудах поднимаются вопросы, связанные с инструментами построения диалога в полемика. Во многих изысканиях не проведена чёткая граница между полемика приёмами и средствами. Подобные расхождения обусловлены и различной природой текстов, взятых в качестве материалов исследований, и взаимопроникающим характером полемика приёмов, которые являются многофункциональными рычагами, позволяющими сдвинуть с места здание однотонной беседы.

Специфической чертой полемика текста является наличие апелляции и к целевой аудитории, и к оппонирующему человеку: во многих контекстах одна категория инструментов должна влиять на широкий круг читателей, вторая категория приёмов ориентирована на узкий разряд оппонентов, который периодически сводится к единственному коммуниканту. Приёмы часто настолько интенсивно поддерживают друг друга, так плавно перетекают друг в друга, что не является релевантным подходом, опирающийся на анализ каждого приёма по отдельности. По этой причине исследователи ведут речь о стратегиях полемика дискурса. В большинстве контекстов полемика соединяет в себе приёмы манипуляции и средства доказательной аналитики.

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Section 5. Economics and management

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Gender aspects of marketing communications in retail

Abstract: Situation in Russian retail demonstrates a highly competitive structure. Irrespective of segmentation ways, many retailers have still been using common ways of marketing communications and the search of loyal customers remains an elusive target for many companies. The problem is that a great variety of retailers have similar offers both to men and women, ignoring the fact it should be different. The article deals with differences of men and women consumer behavior aspects in choosing shops, trade marks and goods, details in goods' presentation. While looking for new ways of marketing communications Russian retail could accept successful experience of gender aspects segmentation in other countries.

Keywords: trade, retail trade, gender aspects, Internet purchases, electronic trading.

According to statistics and marketing research women are the most affluent and mainstream market segment: a huge part of expenses belongs to them, regardless of whether it is accommodation, corporate procurement or small business. A woman spends her own salary, but not only: she is also responsible for a family budget spending. When a man initiates a purchase, woman's role is incentive.

Until recently it has been supposed that marketing rules, provided by commercial relationship founders, had been the norms for all types of buyers elder 16. It became obvious after detail approach women's priorities and prefers are different from men's. The consumer behavior process and reaction to department store atmosphere, marketing communication and advertising differs from men's.

Statistics shows the following situation: about 82% goes to the cost of consumer goods, home goods-76%, electrical and household appliances — 57%. This fact helps many woman-oriented shops achieve the break even point. The numbers of the USA and Western Europe are imposing too. Internally, women make an invaluable human niche for business [2; 4].

The population of women in Russia is more than 77 000 against men (66 000). So the situation is obvious: the more the population, the more the influence. Although financial power is still concentrated in hands of stronger part of our population, women need more attention to their needs and demand. The companies which have been revealing this focus and prevailing these distinctions in marketing and management, will start the ball rolling. In fact it allows to appear loyal consumers [2].

Marketing investments in women as main consumers are profitable and viable. The majority of men dislike going shopping and their consumer behavior is strict: to enter the shop

place — to see — to buy — to be free. Women go shopping to spend their time cheerfully. They enjoy the process itself. Above all, women initiate viral marketing — she would tell about successful purchase to 21 people in comparison to men, who would do the same to 3 people. That is the reason marketing-mix coherency (place, price, product and promotion) shall be thoroughly researched.

Definitely, women and men require different approaches, especially in business-from product development to planning the marketing strategy and distribution. The steps of marketing segmentation which help to determine the distinguishes of men and women consumer behavior are presented [5; 6].

E-commerce purchases become more and popular. At first electronic commerce offered men products such as videos, computer games, IT technologies. But step by step Internet was transformed into a factor of regional goods distribution, which gave the opportunity to many entrepreneurs increase the assortment and trade organizations. Internet as a factor of development of regional goods distribution [2; 7; 10].

Requirements of buyers are the major factor determining a realized assortment of products. Use of e-commerce mechanisms serves to the solution of this task. The electronic trading technologies allow to optimize backing of a trade organization with goods resources. The mechanisms of electronic trading allow the trade organizations to form stock-in-trades on basis of a consumer choice, using information about behavior of a consumer in the internet network, Formation of stock-in-trades on basis of a consumer choice possesses a number of advantages for a buyer, as well as for a seller — the buyer receives a possibility to acquire precisely those goods that he needs choosing from a sufficiently wide assortment of a proposal in goods, but

the seller does not incur costs for procurement of the products on which there's no consumer demand [6].

Quite many theories and opinions have been developed how to incline women supporters to your brand and make them loyal to your supermarket. Specialists in the field of marketing communications, such as Martha Barletta, Tom Peters, Berndt Shmidt, Rena Bartos, etc. speak out their long experience in affluent amount of the fields such as advertising, promotion, direct-marketing event-marketing and merchandising [1; 3; 8].

It can be noticed for sure: women are the most influential part of the consumer world. According to statistics, the number of women using Internet purchases actively has been increasing definitely [2].

Here is a short set of methods can be used for prosperity market women research and defining communicative policy to them:

- gender marketing star — communicates numerous women's cultural forms and demonstrates how this culture makes an impact on every communication part of marketing and consumer behavior process;
- field research — prove the emotional commitment and addiction, as a consequence, they are more rigorous to marketing communications;
- cabinet research — to issue periodical press, different authors' point of views, which illustrate women financial edge over men, their reaction distinction to promo-actions;
- experiments — appeal women's intention to notice details and even overestimate them [1].

Tom Peters is one of the well-known marketing specialists characterizes women as "number one perspective" for the nearest future. The whole chapter in his book "The Circle of Innovation" is devoted to women. Martha Barletta, the author of the bestseller "How women buy" named him "father of marketing for women". He describes a common situation: «One day, after my presentation, a very successful and prolific manager came up to me and trusted the story. The day before she had visited the Mercedes-Benz Dealer with a clear intention to buy car. The clerks were walking around the hall doing their own, but nobody replied to her. Suddenly one of them asked: "My dear, are you sure you can afford that expensive car?" [3].

Against conventional wisdom nowadays women prepare financial basis by themselves. They feel exasperation and delight while accomplishing so many duties. Career, building and accommodation, highly-equipped and sophisticated technology, tourism and automobile industry, children's upbringing and education — these factors are only a part list what she is responsible for. They are well-educated, invaluable at work, and prosperity ensures stabilization to prevail mainstream problems in social dimensions.

Whether she goes shopping with husband or her friend, a woman strives to find out a good with clear features and emotions, possibility to be noticed. To unfortunately misguided position of many shop and marketing managers, who erode incentive impulses of committing purchases, the intention of women and men are different. To make a woman

constantly loyal to your brand, adjustable marketing actions but not only affordable prices attract women to the world of shopping. Social and psychological aspects of impression (education, empiric impression and emotions' influence, concentration, subject and space thinking) have distinctions. That is the reason why a man, someday being a hunter, looks at far shelves to choose a product, but a woman prefers watching up as nearer as possible, neglecting well-known people around her in the market place.

The key to marketing communications, allowing to compete in the market space and determine factors of segmentation, is a clear understanding what is part and parcel value for women.

Women, are inclined to believe that people's relations are the most interesting part of life. During one research, included six up-to-date communities, men and women asked to describe their "ideal me" — the type of a person, they would love to be. All men chose such personal qualities as boldness, rivalness, self-confidence, delight and danger. In stark contrast, women chose another set of qualities. And their consumer decisions are included in the following points of formula: which reflects impression and stimulating features of the good needed (size, color, weight, form) which are real.

Time and life values: the second star ray.

1. Women share their spare time with some distinctions from men. In fact, women's duties level is higher than men's. Irrespective of real reasons, perhaps, a great importance of money or something else, women go to work because of enjoying the process.

2. At home a woman is a Head of Financial Control making a great part of purchasing and being responsible for health, education and economics. Nevertheless, no stress is felt while bogging down many responsibilities.

3. Men prefer accomplishing their life up to the line: after they have solved one problem, they move to another one. Having done one purchase, they can easily move to another one. Operative tasks make them nervous and offend control. Women prefer to merge several duties at the same time, which means they haven't wasted their time.

Intention to unite situations and facts: the third star ray. An obvious intention to notice even the smallest details belong to women. The marketing analysts and retail managers are sometimes confused while listening to women's details which have nothing in common with men's. By all means, women need the same goods as men do, just something more. Their needs make longer list in comparison to men's.

The principles of communication in retail: the fourth star ray. Men have rigorous intention to take it easy separating unimportant details. That is why the retail consultation dialogue should be started with the main idea while additional information should be done after interviewer has asked. Women start their story from prediction, and then make some conclusion.

To catch the gist of your story, women need some details to think it over. To allow her as much information as possible about service means to satisfy her in best variant research.

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Prospective of brands marketing management on car market

Abstract: Unique product's features create value of a brand for clients that ensure valuable company's sales offer. The way how brand capital helps clients to associate and compare large part of information about the product with particular brand has been viewed in the article. Factors which influence client's buying decision of any particular brand have been provided by the author. Moreover, the way how brand's loyalty ensures permanent buying process has been researched in the article. Marketing researches, which have been done, defined main components of the successful brands' marketing management that helps cars' producers focusing on specific markets and consumers.

Keywords. Brand, car market, marketing, loyalty, consumer.

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Перспективы маркетингового управления торговыми марками на автомобильном рынке

Аннотация: Уникальные характеристики продуктов создают стоимость торговой марки для клиентов, что обеспечивает ценность торгового предложения компаний. В статье рассмотрено, каким образом брендовый капитал помогает клиентам ассоциировать и сопоставлять большую часть информации о продукте с брендом. Определены факторы, которые оказывают влияние на принятие решение о покупке того или иного бренда. Была исследована и изучена, каким образом лояльность к бренду обеспечивает постоянный процесс покупки. Проведенные исследования покупателей определили основные составляющие успешного маркетингового

управления торговыми марками, что в свою очередь помогает производителям автомобилей фокусироваться на конкретных рынках и потребителях.

Ключевые слова. Торговая марка, автомобильный рынок, маркетинг, лояльность, потребитель.

В современном мире, бренды не только представляют символ компании или продукта, но и в широком понимании жизнь человека. Если ранее в борьбе за потребителя побеждали товары, которые отличались функциональными характеристиками и технологией производства, то теперь главным инструментом дифференциации выступает бренд. Сегодня, потребители сильно зависят от брендов. Когда они покупают какой-нибудь товар, например, такой как автомобиль, бренд имеет сильное влияние на выбор потребителя. А поэтому большинство потребителей покупают большинство товаров только из-за силы брендов. Клиенты верят, что бренд — это символ качества.

Целенаправленная само настроенная маркетинговая система может обеспечивать не только неизменный результат разными способами в неизменном окружении, но и разные результаты, причем как в неизменном, так и в изменяющейся среде. Именно на этом положении и была сформулированная и развита концепция брэндинга в маркетинге [4].

Управление торговыми марками связано с таким понятием, как обещание потребителю того, что продукт будет лидировать на рынке продолжительный период и приносить пользу потребителю [2]. Это означает, что потребитель точно понимает суть и понятие бренда и его характеристики. Управление торговыми марками включает позиционирование продуктов в головах потребителей таким образом, что клиент точно понимает место продукта

среди конкурентов, а также его целевую направленность на конкретную рыночную аудиторию.

Изучая понятие брендового капитала и ценности, необходимо отметить работы Дэвида Аакера [1], который определил пять основных характеристик бренда:

1. Лояльность к бренду;
2. Восприятие имени;
3. Осознанное качество;
4. Брендочная ассоциация;
5. Другие брендовые активы: патенты, торговые марки, отношение с клиентами и другие.

Мы считаем, что эти характеристики создают ценность торговой марки для клиента, так как брендовый капитал помогает клиентам ассоциировать и сопоставить большое количество информации с конкретным продуктом или брендом. В то же время доверие клиентов и их решения касательно покупки, по нашему мнению, также стимулируют и другие факторы, такие как:

- Прошлый опыт использования или же осведомленность с брендом и его характеристиками;
- эмоциональность бренда;
- самооценка или уважение покупателя к бренду;
- ценовая стратегия.

И наконец, происходит изучение поведения потребителей перед тем, как он принимает решение о покупке определенного бренда (рисунок 1).



Рисунок 1. Влияние характеристик бренда на принятие решения потребителем о покупке

Поэтому, брендовая лояльность означает определенные клиентские предпочтения к конкретному бренду. То есть клиенты уверены, что бренд предлагает ожидаемые характеристики или стандарты качества в определенном месте и времени. Такая брендовая лояльность обеспечивает постоянный процесс покупки одного и того же бренда. Так, согласно нашим маркетинговым исследованиям, которые были проведены в 2015 году в Украине методом опроса потенциальных покупателей автомобилей, 53% респондентов

ответили, что они лояльны к конкретной автомобильной марке. Исследование также показало, что клиенты больше доверяют брендам, которыми они ранее владели или все еще владеют, что означает их успешный опыт пользования автомобильного бренда. Потребители верят, что известные бренды предлагают им высокие стандарты качества в определенном месте по определенной цене необходимый им продукт. А большинство опрошенных покупателей — лояльны только к известным брендам (рисунок 2).

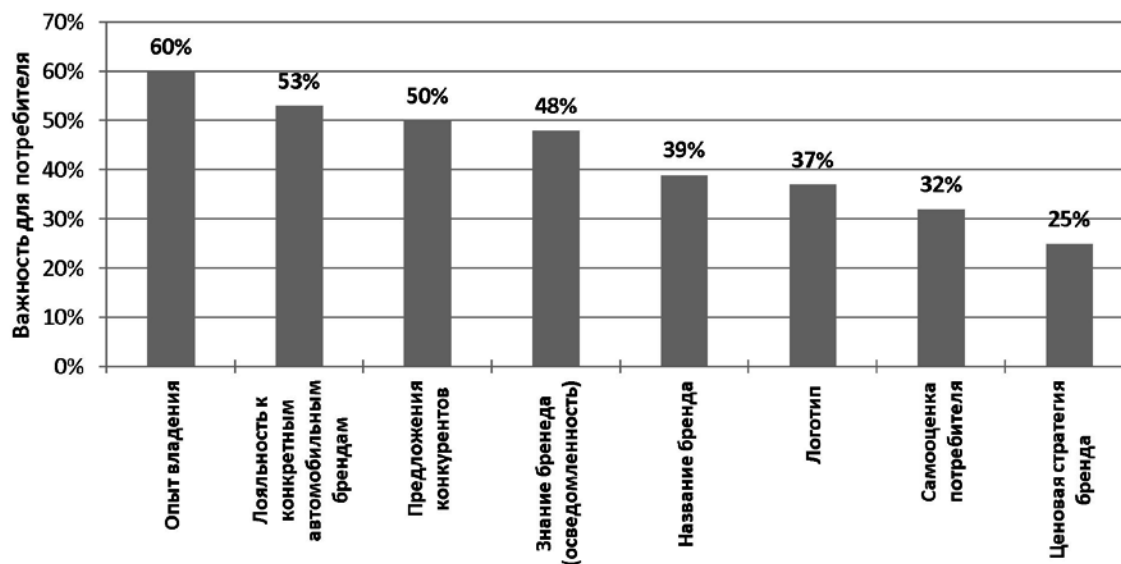


Рисунок 2. Количественное влияние факторов и характеристик бренда на принятие решения о покупке автомобиля

Осознанное качество означает восприятие покупателем такого высокого качества продукта, которого обеспечивает только известный им бренд. 46% наших респондентов ответили, что известный бренд автомобиля имеет значительно выше качество, чем менее известный. И этот факт непосредственно влияет на процесс покупки автомобиля. Потребители уверены, что очень известные бренды имеют лучшее качество в сравнении с неизвестными или менее известными.

Знание или осведомленность потребителей о бренде играет большую роль в процессе принятия решения потребителя. Если клиент уже где-то слышал название бренда, он тратит меньше времени на принятие решения о покупке, нежели на продукт неизвестного бренда. 48% респондентов ответили, что осведомленность имеет высокое значение при приобретении автомобиля. Эмоциональность же бренда означает факт связи компании с потребителем на эмоциональном уровне, что ведет к позитивному решению о покупке продуктов компании. Она формируется за счет действий компаний касательно установления такой связи с потребителями, когда они начинают доверять продуктам компании.

Название бренда помогает потребителю отличить продукт от конкурентов. Если бренд узнаваемый, то клиент готов платить выше цену из-за его доверия к такому бренду. Естественно, что имя бренда имеет большое влияние на выбор клиента. 39% опрошенных ответили, что название клиента очень важно для них, так как они, покупая бренд с из-

вестным именем, уверены, что это символ качества.

Символ и логотип помогает потребителю запомнить компанию и ее продукты. Это позволяет компаниям завоевать место в головах клиентов и создает эмоциональную связь с потребителем. 37% опрошенных приравнивают логотип к понятию силы бренда. В автомобильной промышленности символ бренда идентифицирует каждую марку автомобилей. Большинство потребителей распознают бренд автомобиля только по его логотипу, так как все бренды похожи по своей форме и дизайну. Люди запоминают имя бренда с помощью логотипа, что создает дополнительную осведомленность клиента определенного бренда. Потребители устанавливают эмоциональную связь с логотипом бренда, что определяет стиль их жизни и статус в обществе.

Опыт владения брендом имеет высокое значение при выборе автомобиля. Бренды создаются для того, чтобы предоставлять потребителям опыт эксплуатации товаров. Так наши исследования констатируют факт, что большинство, а это 60% респондентов, покупают повторно автомобиль того же самого бренда, каким они владели ранее в случае позитивного опыта эксплуатации. В этом случае потребители оценивали насколько бренд, за время его эксплуатации, удовлетворял их потребности.

Самооценка или уважение к бренду значит, когда потребитель, купивший данный бренд получает всеобщее уважение окружающих. 32% респондентов ответили, что

они получают повышенную самооценку, покупая известный бренд. Они уверены, что имидж бренда значит очень много для собственной самооценки.

Ценовая стратегия — один из основных элементов, что может помочь продукту стать успешным брендом. Хотя только 25% опрошенных считают, что цена есть определяющим фактором выбора клиентом автомобиля определенного бренда. Поэтому влияние ценового фактора на выбор автомобиля не такое и значительное, как другие факторы, описанные ранее. Но все же результаты исследований показывают, что автомобильным компаниям следует очень осторожно формировать ценовую стратегию на таких бедных рынках, как Украина, так как большинство потребителей являются представителями среднего класса, которые фиксируют в определенных рамках бюджеты на приобретения автомобиля.

Поведение потребителей — это результат влияния факторов и характеристик бренда, когда он сам выбирает продукт согласно своим потребностям и силы бренда. Среда потребителя влияет на его ощущение, мысли и действия.

Принятие решения о покупке — заключительный этап влияния бренда на потребителя. Так, только 20% респондентов ответили, что они, перед тем, как купить автомобиль, долго собирают информацию о бренде и конкретной модели. Когда потребители собрали информацию о разных брендах и моделях автомобилей, они оценива-

ют и сравнивают разные бренды, которые представлены на рынке. Большинство опрошенных, почти 50%, сравнивают предложения конкурентных брендов в одном ценовом диапазоне.

В общем, бренд-менеджмент помогает автопроизводителям, прежде всего, фокусироваться на конкретных рынках и потребителях, а также дифференцировать свои продукты от конкурентов.

Поэтому, можно сделать выводы, что сильный имидж бренда обеспечивает уникальность продукта. А особенно в гипер-конкурентной среде автомобильного рынка с тенденцией перепроизводства автомобилей, такой сильный имидж бренда помогает потребителям определиться с выбором определенного продукта с помощью эмоциональной связи среди множественного предложения. И поэтому, результатом построения сильного бренда является создание значительной стоимости в автомобильной промышленности мира. Так, согласно нашим исследованиям, потребители готовы доплатить за одинаковый по характеристикам автомобиль еще дополнительно 4000 дол США, если он более сильный бренд по сравнению с конкурентами. Поэтому для массового рынка, бренд помогает потребителям определиться — какой конкретно продукт выбрать из множества предложений, в то время как для премиального рынка сильный бренд формирует основную часть прибыли за счет его повышенной стоимости.

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