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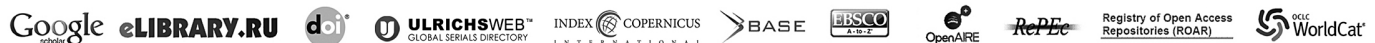
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## Section 1. Study of art

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### THE FACTORS THAT DETERIORATE THE VISUAL FACET OF A SINGER'S PERFORMANCE

**Abstract:** The factors that deteriorate the visual facet of a singer's performance are under the scope of this article. The succinct list of such causes includes (1) the cross-modal evaluation biases; (2) absolute threshold of perception of means of communication used in singing; (3) selective attention filter; (4) interpretation issues concerning conventional signs; (5) undesired body language and body manipulators; and (6) incongruity of a gesture to the schema. All of these factors are briefly described in the article.

**Keywords:** academic singing; perception of singing; nonverbal communication; body language; multi-modality.

#### Introduction

A pragmatic approach to the gestural analysis in the classical singing is essential for the vocalists because it suggests a cognitive, and accordingly simplified and understandable, way of evaluation of the singer's own gestures, which makes it applicable while performing onstage as well as for rehearsal usage. Still, the visual component, from our viewpoint is still widely ignored in the course of vocal training and therefore by most part remains undeveloped by the singers until gathering the actual stage experience [1, 52]. By observing the singers – both video recordings and live performances – we noticed that principally novices and unsuccessful singers use a big deal of gesticulation that bears no communicatory meaning or conveys the connotation that is contradicting the general idea expressed. The current article is focused on the movements that are *not* perceived by the audience as the means of ef-

fective nonverbal communication and consequently such actions deteriorate the value of a vocalist's performance. This issue should be evident for the singer because it constitutes a significant part of the traits of a singer's manners.

#### Comprehension basics

A classical singer has two ways of his communication to the audience – the audial and visual channels – which are called “modalities” in psychology [2, 203]. Consequently, the audience perceives the singer by the process of interiorization of his performance, namely, by watching and listening to him. Neuro-linguistic programming (NLP) states that usually, there prevails one of the methods of gathering information from the outer world, which is called the *representational system* [3], i. e., the general comprehension method. In our case, this means primarily “hearing” or “watching” the singer. This doesn't imply that solely single representational system is used,

or that the singer is listened to or seen only, but that this or the other channel makes a bigger impact on an individual.

Presumably, this is an evolutionary result [4, 15; 5, 493; 6, 13] that the process of communication is multimodal, owing to the fact that a multi-channel communication provides a faster and more recognizable idea transmission [4, 2; 7, 81; 5, 491; 8, 289]. This has a repercussion in the notion that the success of the classical singer's performance, as an instance of acting, is also dependent on his gesticulation manners and general comportment, no less than on singing, at least for some part of the audience [1, P. 93].

The experiments on the multimodal perception of music conclude that visual and audial stimuli perceived can provide similar or diverse, simultaneous or asynchronous cues of a performer's emotional state, general expression, etc. [7, 81, 104; 9, 58–59; 10; 5, 493; 11, 12]. These findings suggest that the multimodal perception of music provides a better comprehension of the expression, decreasing biases; on the contrary, the biases of recognition of the musical expression increase significantly if solely one of the channels is provided [7, 82; 12]. Stimuli may have a reciprocal impact on each other [11; 12; 4, 2–3], which means that our experience in any domain, e. g., evaluation of singing or acting, though considered impartial in fact is biased cross-modally by all of the available stimuli. For instance, this implies that the facial and body expressions influence the voice comprehension [13, 65; 5, 493], which is often the case when a singer has difficulties with the singing technique and it becomes easily noticeable by his visual expression.

### Comprehension issues

This brings us to a suggestion that the *dominant representational system* may influence the perception of the singer's performance. In the case with the visual modality, this means that the individuals who prefer *listening* to *watching* may consider the visual modality as a redundant channel and partly or totally ignore it (e. g., by closing their eyes), as a distractor [7, 105; 11; 12].

The next suggestion is the communicatory means absolute *threshold*. Stage-to-audience communication is performed from a considerable distance. Hence, the means of communication, transmitted through visual modality, must be adjusted; otherwise, the means of communication that are performed below the limen level remain unobserved. As an example, the theatrical makeup is different from the everyday cosmetics in order to be recognizable; gestures, postures, facial expression, and other means of visual performance get oversized to be more visible as well.

*Selective attention*, as a phenomenon of filtering out superfluous stimuli [14, 880–881], may be another reason for rejecting visual modality cues. This presupposes that if the actor's actions do not *deserve* the audience's attention, they may be ignored. This often takes place if other stimuli interfere the perception of the singer's performance. Any peripheral events like sneezing, chatter, or cell phone use as well as the actions of the other characters can constitute such distractors for the audience.

### Interpretation Issues

Generally, means of nonverbal communication are conventional, i. e., not universal [15, 62; 16, 43–45; 17, 362]. The only group of visual cues that can be determined as inherent to the humanity is the common expressions of *basic emotions* [15, 4], which include: *sadness, anger, surprise, fear, disgust, contempt, and happiness* [16, 73–74; 15, 58; 4, 2].

Therefore, in order to understand a communicatory sign, with the exception for the general expression of the aforementioned basic emotions, the one should know the connotation of the sign with its meaning. Otherwise, the sign either remains incomprehensible or may be understood falsely. This problem is typical for gesticulation in singing yet regular because nonverbal gesticulation is not the primary means of communication in singing.

D. McNeill has developed a sequence that represents the stages of conventionalization of gesture that includes (1) *spontaneous gesticulation*, (2)

*language-like gestures*, (3) *pantomimes*, (4) *emblems*, (5) *sign languages* [8, 289; 6, 4].

The spontaneous gesticulation, which represents the nonconventional means of communication, must be still aesthetically acceptable, that is, expressed accordingly to the accustomed rules of comportment [17, 360–363].

The other groups of conventionalized and highly conventionalized gestures (for instance, emblems are the gestures that have a very specific verbal meaning within a certain society and can be used independently from speech [16, 40; 17, 360–363]), namely, the language slotted, pantomimes, emblems, and signs, may cause misunderstanding due to some reasons. Firstly, the audience should infer the same meaning, the singer is going to express; secondly, the singer should know the signs that are common for the specific society in order to properly use or avoid using them. If this conformity is not established, the signs become incomprehensible, resulting in lower evaluation of the singer by the audience.

#### **Body Language VS Nonverbal Communication**

David McNeil states, “[a]ll visible movements by the speaker are first differentiated into gestures and non-gestures; the latter comprise self-touching (e. g., stroking the hair) and object-manipulations.” [18, 78; 19, 3]; this means that gestures are not just movements themselves, but bear a meaning [18, 106; 6, 2] and even though some gesture types (such as the spontaneous gesticulation, language-like gestures, and pantomimes, to some extent) may have their intrinsic content unknown to the singer himself as well as to the audience [20, 4–5; 16, 48–49; 21, 18–19], they still have it. Nevertheless, the other category of visual cues, which are defined as non-gestures may exacerbate the performance, unless they constitute the means of acting performed deliberately [16, 47]. Paul Ekman distinguishes these actions as body manipulators, and defines their usage as unmindful: “[t]here is little reason to expect that these movements are ever used deliberately to transmit a message to another, other than by an actor or

perhaps a psychopath. This does not mean that people do not gain information when observing these behaviors. We have found that observers characterize people who show many body manipulator actions as awkward, tense and untrustworthy” [16, 47].

Another instance of nonverbal communication which contradicts the flow of communication comprises the physiological body expressions, such as the instances resulting from feeling an emotion [15; 13, 61].

It is a frequent occurrence that inexperienced singers fidget by any parts of the body, experience hand tremor, body shaking, or other sorts of physiological reactions [15, 13–14, 31] onstage.

#### **Cognitive schema**

The cognitive schema is a term determining memory structures and is used to identify the ideas from our experience [22, 167–168]. All objects are perceived within the schema and are perceived as congruent or fitting to the schema, or incongruent, i. e., inappropriate. This affects the perception of the nonverbal communication [21, 14]. Any kind of means of nonverbal communication gets its evaluation within the schema. We suppose that schema-incongruent means of nonverbal communication may be unclear to the audience due to their incompatibility to the schema [21; 14; 23]. Therefore, such gestures may be misunderstood, ignored (incorporated into the schema as the congruent instances), or be interpreted within their conventional, iconic or metaphorical meaning, while being incongruent to the general expression. For instance, obesity may be excused, despite being incongruent in the general schema [1, 95]; an incongruent gesture may be ignored if the lyrics and other modalities provide congruent cues (this can be also due to the aforementioned phenomenon of multimodality of communication); a glance look onto the conductor is often a necessity, though it may be incongruent, etc.

#### **Summary**

We consider that some actions, executed by a singer while performing onstage, as well as some certain factors of perception may influence onto

the general assessment of the singer by the audience, worsening the value of the former. We enlist such issues as important: (1) *Cross-modal evaluation biases*, which stand for contradiction of stimuli within multi-modal system of communication; (2) *the absolute threshold of means of communication used in singing*, which represents the physical ability of the audience to perceive and evaluate the means of non-verbal communication from the distance; (3) *selective attention filter*, which implies the temporary inability of the audience to perceive some stimuli, if

attention is not paid to them; (4) *interpretation issues* occur when the data is coded by the means of communication that are unknown to the audience; (5) *undesired body language and body manipulators*, which stand for fidgeting and physiological body expressions that affect both particularly singing as well as the singer's stage performance in general; (6) *incongruity of gesture to the schema*, which can be defined as the discrepancy of a sign to the general expression, which biases the interpretation of the former or influences the meaning of the latter.

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## Section 2. History and archaeology

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### **MILITARY POLITICAL SITUATION IN NAKHIJEVAN IN 1919– 1920 AND ARMENIAN RECONNAISSANCE AGENCIES**

**Abstract:** After the departure of Turkish regular units the Englishmen who had come to Transcaucasus, extended the international crisis. No practical measures were undertaken to disarm the Tatar population because they led anti-state policy and there was a strong wave of disobedience noticeable from behalf of the latters. Taking chance the enemy started to make intensive actions in Sharur-Nakhijevan. In 1918 the Turks we obliged to leave Yerevan state but there was still a number of officers to help Muslim population. In 1919 they sent agents but also denied the fact to have any connection with them and services were obliged to take anti-political measures against the enemy, thus undertaking appropriate actions.

**Keywords:** Nakhijevan, Turks, Tatars, reconnaissance services, Azerbaijan, The Republic of Armenia, military forces.

During the 1<sup>st</sup> world war being defeated and leaving the occupied territories of Armenia Turkey did everything to organize the resistance against the Armenian forces in those areas, involving the local Muslims and especially the Tatar population in the future plans.

At the beginning of December 1918 the Turks who lived in Sharur-Nakhijevan organized the so-called Araksian Republic or Shuran, which would include Vedibasara, Zangibasara and the whole Surmalu [1]. The aim of the Turks was clear; they wanted to create a regional union under the veil of sovereignty. Thus the Turks hinder the connection of the most important regions of Armenian republic from the point of view of panturkizm, preserving their chance either to possess or unite them with Azerbaijan [2].

In December 1918 Armenian troops tried to occupy Sharur-Nakhijevan. They liberated the major

part of Sharur in December 22, but they met here the lasting and persistent resistance of the Osmanian Turks, Armenians retreated to Davalu (Ararat). The 3<sup>rd</sup> regiments by the leadership of colonel Dolukhanyan and Hovhannes Paronyan's (Yapon's) detachment were operating in the direction of Sharur and had never transferred to the North.

The enemy had spread active actions in Sharur–Nakhijevan, where it was mentioned by R. Hovhannisyan in 1918 the Turks were obliged to leave the province of Yerevan. Therefore, they had left a number of officers to help the Muslim population. In summer 1919 they sent some agents from the XV<sup>th</sup> corps, denying the fact that they had any connection with them and including them in the list of deserters [3]. So, on January 8, 1919 colonel Dolukhov (the leader of the detachment No. 116) sent a telegram from Davalu to Yerevan addressed



to the commander of the division, informing about some data of reconnaissance agency sent by lieutenant Badalyants and Yapon about the penetration of the Tatar forces (more than 700 Turks) from Persia, Ordubad and Nakhijevan to Sharur, who were undertaking anti-Armenian actions under the leadership of Khalil-Bek and Yusup-Bek [4].

On March 1, 1919 the General headquarters of RA forces prepared a secret report. It deserved the attention of the military minister as it was informed about the newly formulated republic of Nakhijevan-Arazdayane, speaking about the major reason of its origin, the garnibasars events, as if to protect the life and property of the Muslims against Armenian invasion. It was said that the general – governor of that republic was Djafar Ahuli Khan Nakhijevanski, his assistant was Kalabek Tairov. Commander of army was Kerbalay Ali Khan Nakhijevanski (Djafar Khuli Khan's son), the action leader of the detachment near the border of Armenia was Bagram Khan Nakhijevanski. There were facts about the number of military forces (about 100 officers and 2000 soldiers) who needed perfect armament. The report emphasized that the main aim was to join the republic of Arazdayan with Azerbaijan. A delegation under the leadership of Abbas Ghuli-Bey sent participants to Tbilisi-Baku-Elizavetpol by English train, on February 28 to hold negotiations expecting some assistance from Azerbaijan. This important report which was made by Khan-Contursky deserved RA military minister's attention [5]. On March 13, 1919 Lieutenant Bashinjaghyan signed a report about special department activities, facts about agency system and anti-Armenian actions of the enemy in Nakhijevan. Facts were also brought about Nakhijevan Republic, telling that Bagram Khan was sent to Tbilisi-Yelizavetpol-Baku. He reported about the aims of Nakhijevan government and the Englishmen received him warmly there. It was said that the prime minister of Georgia and the Minister of foreign affairs accepted Khan-Bagram and congratulated him for the successful work in Nakhijevan government against

Armenia and ask him to welcome the Tatar troops. It was marked that one of Bagram Khan's aims was to gain assistance by money and armament from Elizavetpol and Baku, that the rebels had a great number of bladders and that the military orders were done by the Turkish and Azerbaijan officers headed by Khalil Bey. By the order of Nakhijevan government Haji Riza Kazumbekov from Yerevan had arrived for spying and was fined 100000 Rubles. He was asked to leave Tavriz as there was a stable telegraph connection between Nakhijevan and Baku by Tavriz-Tehran line. It was written that necessary information for the rebels was realized by Baku-Bayazet-GHarakilisia line [6].

The bulletin written on the 11<sup>th</sup> of December 1919 also included a very important information about the active operations of Azerbaijan in the region of Kulpi. Shamil-Bey – Ardlinski from the village of Parnaut possessed the situation. He had three assistants and 400 riders. 80 of them were Turks [7]. It was also written that Azerbaijan had sent a great amount of money and 50 Turks headed by officers to organize units and make some agitations to hinder the occupation of Kulp region [8]. The head of the reconnaissance department vice-colonel Al.Shneur, directed a report to the minister of foreign affairs on June 21, 1919. He told about the corrosive works of the Turks in Nakhijevan region, particularly the operations of the Turkish union and the work of agitators to hinder the Armenians return to their native settlements [9].

A special interest was connected with the secret report sent by Dro the leader of Yerevan forced arms on July 2, 1919 to the RA Commander of the Army. It became obvious that during the stay of the British military representative General G. P. Plaudeni in Nakhijevan, the Tatars protested against the illegal actions of Armenian authorities, particularly against the illegal arrests which were realized by the orders of Armenian anti-reconnaissance. It made pressure on the Muslims and forced them to leave Nakhijevan [10]. This fact proved that Armenian special services

had undertaken some actions in Nakhijevan region. On July 8, 1919 in the reconnaissance operative information Zinkevich reported about the alarming situation in Zangezur. According to the information of the chief of Shahtakht region, there was a noticeable progress of 100 Muslim riders in the mountains of North direction, there was a unit consisting of approximately 800 turks and kurds, who were going to attack Igdir. For that purpose there was an intense firing on the Armenian posts near the village Ali–Mamed on the 6<sup>th</sup> of July, to which Armenians gave anti-resistance. It was informed that about 500 armed warriors from Sandarak led by Meshadi Alasker Gamzan had arrived from Yeniga to Boyuk-Vedi, but the representatives of Yeniga cautiously turned to the commander of the 3<sup>rd</sup> regiment asking him to send some people to Boyuk-Vedi to convince them to obey the legal authorities [11]. It was witnessed that Armenian authorities had gained some success to make the Muslim population obey the policy, the result of which was also the productive work of the reconnaissance services.

In the report of June 3, 1920 made by the chief of reconnaissance department Muradyan and his assistant Lieutenant Khachatryan to the RA vice-president was written about the rebellion of Tatars in Nakhijevan region, the participation of the Turkish military forces and the congress which was held in Turkey with the representatives invited from Aralikh, Vedi-Basar and Milistan by the initiative of Khalil Pasha [12]. The bulletin on June 22, 1920 witnessed about the destructive activity of Azerbaijan not only in Nakhijevan – Sharur, but also about the organization of rebellion in Zangezur by secretly sent Turkish officers and the askyars. Moreover, the government of Azerbaijan had released the Kurdish provinces from military taxes. In return to it, the latter were obliged to give them some shots (full of clothes, armament and horses) as they intended to organize Kurdish units by the leadership of Sultanov [13].

In the report made by captain Muradyan and his assistant lieutenant Dodokhyan on February 7,

1920 it was introduced about the situation of Sharur-Nakhijevan region and the centralization of Tatars in Boyuk-Vedi [14].

In 1920 T. Devoyants also witnessed about reconnaissance reports and information, some interesting facts even, about the mutual actions of Azerbaijan and Turkey in Sharur-Nakhijevan, Surmalu, Province of Kars and Zangibasar. The information given by our agents showed that the Muslim population of Armenia particularly in the region of Kars and Sharur-Nakhijevan didn't want to accept the idea of obedience to Armenian authorities. They organized armed groups with the help of the local and new Tajik officers and soldiers to prepare them for the rebellion against Armenia [15]. In the report of the 20<sup>th</sup> of March, 1920 the chief of the reconnaissance department V. Muradyan and his assistance captain T. Devoyants introduced facts about the progress of Muslim movement, the activity of Turkish-Azerbaijan agents and the 300 askyars who had arrived there from Shahtakht to Davalu.

It was informed that the Tatars were interested in making relationship with the Kurds and awarded their leader a great deal of money and presents, sending 60000roubles to Fatti Bek Shamshatdinski. They also added that Kerbalay Khan Nakhijevanski had become the chief commander of the military forces in Nakhijevan and emphasized that he started to organize the arrival of Kurdish detachments made from 500–600 riders and numerous officer-agitators [16].

On March 20, 1920 the same report informed about the activity of Muslims in Surmalu and about the fact that, besides the local bands in Kulp Shamil-Bek Ayrumlinski, there were 200 Turk askyars and 2 cannons, adding that some hardware was sent to Kulp by 7 camels from Bayazet led by Djafar Ghuli Khan Nakhijevanski [17].

In the summary reported by captain Devoyants and lieutenant Dodokhyan it was said that the Tatars near Nakhijevan region were fully armed, they were studying the art of shooting and were receiving cannons from Baku [18].

The summary written on April 23, 1920 included some facts about the arrival of 300 Turkish, 550 Azerbaijan askyars and 15 officers who had brought 17 million Rubles with them [19].

After the departure of Turkish regular units the Englishmen who had come to Transcaucasus, extended the international crisis. No practical measures were undertaken to disarm the Tatar population because they led anti-state policy and there was a strong

wave of disobedience noticeable from behalf of the latter. Taking chance the enemy started to make intensive actions in Sharur-Nakhijevan. In 1918 the Turks we obliged to leave Yerevan state but there was still a number of officers to help Muslim population. In 1919 they sent agents but also denied the fact to have any connection with them and services were obliged to take anti-political measures against the enemy, thus undertaking appropriate actions.

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## Section 3. Cultural studies

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### **GLOBAL SPORTS EVENTS AND SEXUAL HUMAN TRAFFICKING – OLYMPIC GAMES, SUPER BOWL, WORLD CUP AND THEIR DARK SIDE**

**Abstract:** Is there a correlation between sexual human trafficking and mega-sporting events, such as the Olympic Games, the Super Bowl or the World Cup?

The purpose of this brief paper is to find, in accordance with the present literature, if “correlation” with respect to the research demand means “consequence”, or if there is no association between the two variables that we are taking in consideration.

**Keywords:** human trafficking, sex trafficking, global sports events.

The international concern about a possible relationship between world sporting events and sexual human trafficking emerged for the first time in the 2006 World Cup period, following a fear expressed on several fronts, primarily by the European Parliament and later by various NGOs and media [8]. This because with the large number of people attending world sports events, such as the Olympics or the Super Bowl, the demand for prostitution in the host city naturally increases [7]. In addition, higher is the number of male individuals concentrated on a single site, higher will be the demand for sexual services on remuneration [6].

Kimm and Sauer [11] agree with these hypotheses, believing that if masculinity is reproduced through sport, it is not unreasonable to suppose that sporting events are an important place to show sexual and male power and domination by purchasing sexual services from women.

Due to such thoughts, various investigations have been carried out, but they have led to conflicting results [12].

Roe-Spowitz, Gallagher and Hickel [15] found that in relation to the Super Bowl of 2014, it could not be considered a causal factor for the sexual human trafficking in northern New Jersey days prior to the World Sport event. However, on the trail of a research conducted by Latonero in 2011 only few years earlier, it turned out that traffickers bring victims to areas where big events occur because they can find there a significant concentration of potential customers [12; 17], so global sports events such as the Super Bowl would be very good for the sex trade. In fact, during these events, many Countries increase their security measures, making international traffic more difficult and more risky for traffickers [1; 12; 14].

We can assume that the literature on the subject is quite divided, but above all scarce, and that is precisely why most ongoing researches use case studies to gain a deeper understanding from previous sports events [13].

Matheson and Finkel [14], investigating the 2004 Athens Olympic Games before and after the Games, saw an increase of 95% of sexual

trafficking victims, which would have fallen by 24% a year after the Olympics. This led the two researchers to conclude that a number of factors come into play, but it is certain that there is a correlation between the Olympics and an increase of sexual human trafficking, at least in the Greek case [14].

Previously, in 2011, the “London Councils and Greater London Enterprise”, in preparation for the London 2012 Olympic Games, published a report on a possible direct relationship between human trafficking and major sporting events. According to this report of 2011, many stakeholders have expected an increase in demand for prostitution due to the volume of tourists, spectators and workers who visited London for the Games of 2012. This is in line with what emerged from their survey of the Johannesburg South Africa World Cup 2010, the first World Cup hosted by Africa. Thanks to the event, the Country saw tourism-related growth not indifferent. Due to this, according to a survey conducted by Ham [6], 40000 women were expected among foreign prostitutes, women victims of trafficking and African women from other cities forced to prostitute for this event. Other media would have reported up to 60000 victims [13], including 10000 children [3]. The data in question, however, contrast with each other for the clandestine nature of the apparatus behind the sexual trafficking of human beings [13].

The situation did not seem to have been so different in Canada during the Olympic and Paralympic Games hosted in Vancouver in 2010, a Canadian city known to be a favorite destination for sexual human trafficking, especially from Asia [5].

Due to the clandestine nature of the system in which the international human trafficking operates [18], it seems impossible to quantify the annual victims of this crime, although the International Labor Organization [9] estimates that at least 2,4 million adults and children are victims of forced labor and sexual slavery due to trafficking in human beings.

According to Matheson and Finkel [14], the host cities of the mega-sporting events have two possibilities: the first is to invest their resources into other issues present on the territory and thus remove the importance of sexual trafficking in human beings, or accept the risk that it entails its management and take preventative measures.

Globalization plays a key role in this context because of the ease and speed with which citizens, services and businesses can move [10] and, by virtue of this, constitutes the human trafficking scenario. Tyldum, Tveit and Brunovskis [16] suggest that the contribution of globalization to trafficking can be traced specifically to two points: firstly, migration became more readily available and, secondly, contributed to an increase in transnational crime.

Hence, more empirical research is needed in view of the Tokyo 2020 Olympic Games, so that it is also possible to provide more information to young people about the dangers of trafficking in human beings for sexual purposes. More detailed information would also help to better prepare for anti-trafficking policies and more effective prevention campaigns [2; 4].

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## Section 4. Philology and linguistics

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### IMPLICIT AND EXPLICIT MEANINGS IN ANCIENT LITERATURE

**Abstract:** In the article, I research implicit and explicit meanings in ancient works on the bases of the examples from ancient literature. In ancient literature the authors often used the manner of implication which means the conveying of the meaning indirectly. In my work, there are given different examples from the works by Homer and Euripides.

**Keywords:** implication, explication, ancient literature.

#### Introduction

Implication and explication are the ways of reflecting meaning which are both highly used in literature for expressing the meaning. In ancient literature the authors often used the manner of implication which means the conveying of the meaning indirectly. There are different types of implication, such as metaphor, irony, etc.

During working on my research, I highly rely on different theories about the text, the sentence, the theories about an ancient literature, from which the most noticeable are the theories by Grice H. P which are about conversation and logic and give us much information about implication of the text or of the single sentence.

I research implicit and explicit meanings in ancient works on the bases of the examples from ancient literature. In my work, there are given different examples from the works by *Homer and Euripides*.

To identify and interpret the implicit meanings in ancient literature, I use the method of explication. The said method means the reflection of the meant meaning of the sentence in its linguistic structure.

By the use of the method of explication, we do the explicit meanings separated, do their interpretation and divide different types of implication used in expressions.

#### Implicit and explicit meanings in ancient works

The reflection of any utterance, may have two modes: implicit reflection and explicit reflection. At first we learn the importance of each of them. Explicit one is a clear reflection, when the meant meaning is said clearly in the linguistic structure of the sentence, is identical to its semantic meaning. On the other hand, implicit meaning is the meaning, which is implied in the sentence. For the interpretation, the reader has to find the ways of identifying the meant meaning on the basis of the conceptual meaning of the sentence.

On the basis of the examples, from ancient literature, I searched the implicit reflection as well as the explicit one. To understand the works, monologues or dialogues in the works by ancient authors, I usually had to interpret implicit meanings clearly and adequately which often requires a detailed analyze and a special knowledge about the given work, the author or the genre in which the work is done.

In ancient literature we see different kinds of discourses: monologues or dialogues. On the basis of them, we can say that any linguistic expression on the level of intention, is always characterized as a dialogue and there are no monolog ones. The speaker reflects any concrete situation in his dialogue, names any referential situation, which can be the result of his or her imagination, or it can also be the empirical one. No matter what kind of situation he or she refers to during his communication, the reflection can be done explicitly or implicitly.

In ancient literature, we not just often see the examples, of the implication of the meaning, but may say that mostly, implicit meaning is more important for interpretation of the whole text, than the explicit one.

During my research, for identifying the whole meaning of the text, including explicit and implicit meanings, I used the method of explication. For illustration, I can give you an example:

“And yet they say we live secure at home, while they are at the wars, with their sorry reasoning, for I would gladly take my stand in battle array three times o’er, than once give birth. But enough! this language suits not thee as it does me; thou hast a city here, a father’s house, some joy in life, and friends to share thy thoughts, but I am destitute, without a city, and therefore scorned by my husband, a captive I from a foreign shore, with no mother, brother, or kinsman in whom to find a new haven of refuge from this calamity. Wherefore this one boon and only this I wish to win from thee, – thy silence, if haply I can some way or means devise to avenge me on my husband for this cruel treatment, and on the man who gave to him his daughter, and on her who is his wife. For though woman be timorous enough in all else, and as regards courage, a coward at the mere sight of steel, yet in the moment she finds her honour wronged, no heart is filled with deadlier thoughts than hers.”

In these text, there is expressed a great feeling of regret and a great feeling of empathy. We can interpret the implication of the text that if she was not destitute, without a city, and therefore scorned by

her husband a captive Medea from a foreign shore, with no mother, brother, or kinsman in whom to find a new haven of refuge from that calamity, she would not have to ask the listeners such a thrilling words to help him with their silence in her evil plans.

During searching implication in ancient literature, I rely on different theories connected to implication. According to my research material, I can clearly say, that each linguistic reflection, really contains more than its linguistic structure, its conceptual meaning. During making research, I was focused on the meaning of the reflection, which is implied in the sentence and not clearly expressed. It makes the relationship between the speaker and the listener more interesting and more spiritual. The conclusions, which are done during the communication, by the listener on the basis of the conceptual meaning of the utterance, are called implication. We can also call them the conversational implication.

In my research material, you can see different types of implication. Such as: communicative implication, which can be interpreted on the basis of the act of the communication together with its linguistic and extra linguistic situations. (As we have already known, any utterance is done according to different linguistic and extra linguistic situations. Linguistic situation is the linguistic structure of the utterance. Linguistic situation is an utterance, itself, with its linguistic capacity. Extra linguistic situation represents some background factors which play an important role in the effectiveness of the communication. They can make a great influence on the nature of the communication). Implication of the sentence can be interpreted on the basis of the capacity of a single utterance. Implication of the speaker, which can be identified on the basis of the speaker’s personal characteristics and the simple implication, which can be interpreted simply, without any special analyzes.

**I can give an example for the conversational implication:**

“All this will he do if you will now forgo your anger. Moreover, though you hate both him and his



gifts with all your heart, yet pity the rest of the Achaeans who are being harassed in all their host; they will honour you as a god, and you will earn great glory at their hands. You might even kill Hector; he will come within your reach, for he is infatuated, and declares that not a Danaan whom the ships have brought can hold his own against him.

Achilles answered: Ulysses, noble son of Laertes, I should give you formal notice plainly and in all fixity of purpose that there be no more of this cajoling, from whatsoever quarter it may come" (Homer, 168).

According to the conceptual meaning of the utterance, we can think that Achilles is bored of their cajoling. But in parallel of the explicit meaning, the author gives us implicit meaning which can be interpreted on the basis of the conversation with its linguistic and extra linguistic situations. As far as we know about the proposal which is given to Achilles, we can learn the meant meaning of the utterance by Achilles which is that Achilles disagrees with the given statement. If we didn't know about the proposal and didn't know about the conversation, then we should not interpret the utterance adequately. Such kind of implication, which can be interpreted on the basis of the communication, and on the other hand, this analyze is enough for explication, we call the conversational implication.

The simple implication is differed from the said one. For clearing the difference, I can make an example from the ancient literature:

"Jason: I'll gladly give whatever you want, or send letters of introduction, if you like, to friends who will help you. – Listen: to refuse such help is mad. You're everything to gain if you give up this rage.

Medea: nothing would induce me to have dealings with your friends, nor to take any gift of yours; so offer none. A lying traitor's gift's carry no luck." (Euripides, 11).

In this case the meant meaning is identical to the explicit meaning. The meant meaning is said directly, clearly. We can interpret this one without any detailed analyze. In the case of simple implication,

the conceptual meaning of the sentence is enough to explain the core meaning and there is no need for searching extra information.

As we have already mentioned, the other form of implication is the implication of an utterance. We can illustrate the said by the example:

"In Trojan's army, there were some traitor warriors."

The given example itself includes the implicit meaning without any conversation which can be interpreted according just to given utterance. The implicit meaning can be seen as not all the Trojan warriors were traitors.

In the sentence the explicit meaning works to express an implicit meaning and to give the readers or listeners possibility, to interpret the implicit meaning clearly and directly. Mostly, implicit meaning is more important, than explicit one. On the other hand, the implicit meaning works in the sentence for the most important part of the conversation, which is the intention of the speaker. The intention is the third layer of the sentence and implicit and explicit meaning both works for it.

**According to the results, after doing my research, I can conclude:**

1. In ancient literature, simultaneously with the possibilities of reflecting the main meaning directly, we often see the accent of the authors on the implicit meaning which is just meant and not clearly said.

2. Ancient authors use both ways of conveying the meaning: explicit and implicit conveying.

3. An implicit meaning is mostly more valuable for the effectiveness of the communication than the explicit one.

4. In the structures of implicit texts the ancient authors make the meant meaning stronger by the use of different types of implication.

5. Implication is a universal linguistic phenomenon. The general nature of expression is almost the same in the works by different authors, however there are some similarities and differences between the forms of reflection.

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## FROM OBSERVATIONS FOR THE DYNAMICS OF THE ADJECTIVE IN THE EASTERN POLESSIAN DIALECT OF THE UKRAINIAN LANGUAGE

**Abstract:** Based on a comparison of the forms of adjectives recorded in the Eastern Polessian dialect of the Ukrainian language on two time periods (mid-twentieth century and early 21<sup>st</sup> century) the author characterizes static language phenomena, as well as changed ones. The results of the research showed that the forms of adjectives in most of the studied in the last 60 years dialects remained the same as in the middle of the 20<sup>th</sup> century. However, there is some dynamics due to changes in the phonetic system of dialect, the influence of adjacent dialects.

**Keywords:** dialect, language dynamics, Eastern Polessian dialect, adjective, functional activity.

Until recently linguistic scholars (including Ukrainian: P. Hritsenko, K. Glukhovtseva, A. Kolesnikov, A. Martynova, O. Kostiv, etc.) are increasingly interested in the problems of linguistic dynamics, because statics and dynamics are characteristic for language at all stages of its existence. Studying of language changes gives an opportunity to reveal new dialect features and trace the decline of old ones.

Considering the successes in the language dynamics studying (for details, see [7]), we set the goal to conduct a second investigation of the Eastern-Polessian dialects. In 2010–2016 years we carried out the survey of communicants according to the program of “Atlas of the Ukrainian language” in the same areas, as in [1] in 1950–1960. We traced some changes in the forms of adjectives by observing the speech of the respondents and their answers on the questions of program, comparing them with the materials of [1]:

1. It is known, that in the northern dialects of the Ukrainian language the male genus adjectives in the nominative of singular are mostly represented

without a finite *-ї*: *до'бри, молоди', широ'ки, силе'н: u* [1 I, map 237; II, map 216]. Southern dialects do not differ from the literary pronunciation in the nominative of singular: *до'бриї, молоди'ї, широ'киї, силе'н: уї* [1, III, map 241]. If we compare the contemporary Eastern-Polessian dialects with dialects remote from them in time for 60 years, one can note the preservation of the reduced variants of adjectives typical for northern dialects and the increase in the functional activity of variants with the inflexion *-уї*. Because of this, in the south and east of the dialect the male genus adjectives in the nominative of singular with finite *-уї* and *-u* often coexist. We believe that the tendency to balance them will continue, since at the junction of the areas a zone of vibrations (from 37 localities) is formed. In it on the background of the Polessian ending *-u* was found the finite *-уї* in some word forms or, on the contrary, during the dominance of complete adjectives the reduced forms were detected (map No. 1). In the opinion of S. P. Samoilenko, the forms of adjectives without finite *-ї* in the male genus in the nominative of singular gradually begin to disappear from use [11, 155].

Word forms with other endings, probably borrowed from adjacent Russian dialects (*-oi*, *-ai*) or due to the nature of the implementation of the accentuated [и] (*-ei*), always coexist with the word forms on *-u* or *-ui*: in modern Eastern-Polesian dialects, the unstressed ending *-ai* have been found in the word forms *шуро'каї, х'ітраї, д'ішо'ваї* (locality 190<sup>th</sup>); the accentuated ending *-oi*: *маладо'ї* (locality 14<sup>th</sup>), *-ei*: *молоде'ї* (localities 156<sup>th</sup>, 310<sup>th</sup>), *маладе'ї* (locality 132<sup>th</sup>). In the speech of informants, we rarely testify short forms with zero inflexions: *рад, слаб* (locality 8<sup>th</sup>). According to the observation of V. Moisienko, nearer to the present day Polesian residents actively used member formations [8, 182].

2. In the Eastern-Polesian dialects of the Ukrainian language neuter gender adjectives in the nominative of singular are represented mainly by forms with the “newly formed ending – e” [5, 196]: *бага'те, мале', до'ўге*. Comparison of dialects on two time periods allows to draw conclusions that at the beginning of the XXI century full compressed forms increased the use from 11 localities – up to 108 localities, starting to coexist with the word forms inherited from ancient Slavs with endings *-eue* and *-oue*, and, less often, narrowing their functional activity. At the beginning of the XXI century uncompressed forms were recorded in those dialect zones as in the middle of the XX century i. e. mainly in the north and east of Eastern Polesian dialect of Ukrainian language. In addition to the Eastern-Polesian dialects, the uncompressed forms of neuter gender adjectives in the nominative of singular are used in other dialects of the Northern dialect and in Carpathian dialects [1, I, map 238; II, map 217].

3. In Eastern-Polesian dialects, as in the most of the south-western and south-eastern dialects of Ukrainian language [1, III, 211] and in the literary language, feminine gender adjective in the genitive of singular are mainly formed by finite *-oui*: *до'брої, молодо'ї*. The northern dialects of the Eastern-Polesian dialect are related to the adjacent dialects of the other East Slavic languages by word forms with

the ending *-oi* [3, maps 119–120]. In the studied linguistic continuum these word forms increased the functional activity by 32% to 29 localities. In addition to the influence of similar forms of the genitive of singular at *-oi* of other languages (primarily Russian), in the opinion of N. P. Prilipko, the emergence of inflection *-oi* in the dialects of the Ukrainian language could occur due to the reduction of the final vowel in the inflection *-oui*, which could be influenced by the induction of the forms of the dative and prepositional of singular [10, 73]. In addition to the northern dialect, feminine gender adjective in the genitive of singular with the ending *-oi* are fixed in the Lemkavian dialects, in the steppe, in Slobozhansky and other dialects of the south-eastern dialect of Ukrainian language [1, II, map 218; 9, 157]. In the north-west of the Eastern-Polesian dialect, in some dialects (in 12 localities in the middle of the 20th century and in 11 localities in the beginning of the 21<sup>st</sup> century), word forms with the ending *-oue* are used. The more common forms for the adjacent right-bank-polesian dialects are forms similar to *до до'броїе, коло молодо'їе* [1, I, map 239]. In some extreme eastern dialects of the studied dialect (in 187<sup>th</sup> locality in the 50's and 60's of the 20<sup>th</sup> century and in 190<sup>th</sup>, 191<sup>th</sup> localities in the 10's of 21<sup>st</sup> century), as in the adjoining Russian dialect [4, II, map 42], variants of feminine gender adjective in the genitive of singular with the ending *-ei* have been revealed.

4. In the feminine genus adjectives with a solid consonant in basis as accentuated in the dative and in the prepositional of singular and as unstressed in the prepositional of singular the ending *-ii* is used in the southern Eastern-Polesian dialects: for the last 60 years, the form *молод'її д'ї'ўчин'ї* has increased the use from 14 localities up to 34 localities, *у глибо'к'її крини'ц'ї* – from 21 localities up to 45 localities. In the north of the dialect it has been increased the number of dialects, in which the variants *маладо'ї д'ї'ўчин'ї* were found (from 28 localities in the middle of the 20<sup>th</sup> century to 76 localities in the begin-

ning of the 21<sup>st</sup> century), *у глибокої криниці* (from 15 localities in the 1950 s-1960 s to 38 localities in the 2010 s). The forms of adjectives with endings, which in their composition have diphthongs, are rarer in modern Eastern-Polesian dialects than it was in the middle of the 20<sup>th</sup> century. During this time, the adjective forms with the accentuated ending *-ий* increased the functional activity by 21.5% to 34 localities. The combination of words *у глибокої криниці* was found in 20 localities in the middle of XX century and in 19 localities at the beginning of the XXI century. During last 60 years the variant *молод'ї д'ї'їчин'ї* predominantly have been preserved. The form of the adjective *у глибокої* with the unstressed ending *-ий* increased the use from 16 localities up to 26 localities. In the north dialects the adjective form with the ending *-ай* – *у глибокаї* is used in 20 localities in the beginning of the 21<sup>st</sup> century and in 16 localities in the middle of the 20<sup>th</sup> century. As in some of the adjoining Kursk dialects [3, II, map 42], in individual Eastern-Polesian dialects (in the 187 localities in the mid-twentieth century and in the 191 localities at the beginning of the 20<sup>th</sup> century) the adjective in the prepositional of singular *глибока* acquires the ending *-ей*.

5. Unlike the dialects of the south-western dialect, in the Polissya dialects, with the exception of certain Volyn-Polissya, there is no reduction of the feminine adjective endings in the dative and in the prepositional of singular [1, I, map 242; II, map 220]. Locally untypical for the Eastern-Polesian dialects variants of the type *т'ї молод'ї* (*д'ї'їчин'ї*), *у глибокі* (*криниці*), which was found in the middle of the 20<sup>th</sup> century in the 144<sup>th</sup>, 146<sup>th</sup>, 160<sup>th</sup>, 171<sup>th</sup>, 279<sup>th</sup>, 307<sup>th</sup> localities, during the second investigation (at the beginning of the 21<sup>st</sup> century) were not detected.

6. A comparative analysis of the Eastern-Polesian dialects showed an increase of the functional activity in the nominative plural of the compressed forms of adjectives on *-и* (*га'рни, до'бри, чужі*), which probably act as intermediaries from the north to the south, because in the south-eastern dialects

the adjectives in this form consistently end in *-і* [1, I, map 243]. The forms with *-и* were discovered in 66 localities in the middle of the 20<sup>th</sup> century and in 81 localities at the beginning of the XXI century. Typical for the south-eastern dialects [1, 112–113] and for the literary language, the word forms on *-і* are used predominantly in the south of dialect. They increased the functional activity from 13 localities in the middle of the 20<sup>th</sup> century up to 35 localities in the beginning of the 21<sup>st</sup> century, spreading to the northern dialect zones. Uncompressed forms continue to mark the dialects of the northern region of Eastern-Polesian dialect. According to the phonetic regularities in the adjective forms of the nominative plural, the ending *-ийе* locally (in the northern Eastern-Polesian dialects) is modified in *-ийі, -ійі*, and after the basics with sibilant and [p] into *-ийе*.

7. In the Eastern-Polesian dialects, possessive adjectives, formed from the noun *батько* have two suffixes *-ов-* and *-ин-*. The possessive form *ба'т'кини* marks the peripheral eastern and northern Eastern-Polesian dialects. The possessive adjectives with the morpheme *-ов-* are prevalent on the rest of the dialect area. The form *ба'т'кови* is the most commonly used in the studied language continuum. It increased the use from 16 localities up to 76 localities during more than half a century. The word form with flexion *-і* (*ба'т'ков'ї*) is influenced by the south-eastern dialects and literary Ukrainian language. Although this form increased the functional activity by 65% – to 33 localities, in the East-Polish dialect it was used here and there.

8. In the studied linguistic continuum the possessive adjectives from the noun *мати* are represented by many forms, the development of which is associated not only with phonetic causes and with grammatical analogies, but also with features of the lexical composition. Since in many northern eastern-polesian dialects the meaning of the 'матер' is transferred by the lexeme *ма'тка* [6, map 73], the forms formed from *ма'ч:* *ин* and *ма'ткин* are widespread in them, although the forms formed

from *ма'терин* are used in the majority of the dialect area. In the Eastern-Polesian dialects in two chronological sections (50–60 s of the 20<sup>th</sup> century and 10<sup>th</sup> of the 20<sup>th</sup> century) in the nominative plural, this possessive adjective most often preserves the inflection *-и*: *ма'терини*. This morphological

form is very common in the adjoining dialects of the southeastern dialect [1, I, map 245]. The literary form *ма'терин'и* is used here and there in the south of the Eastern-Polesian dialect. During last 60 years this word form has increased its functional activity from 4 localities up to 20 localities.

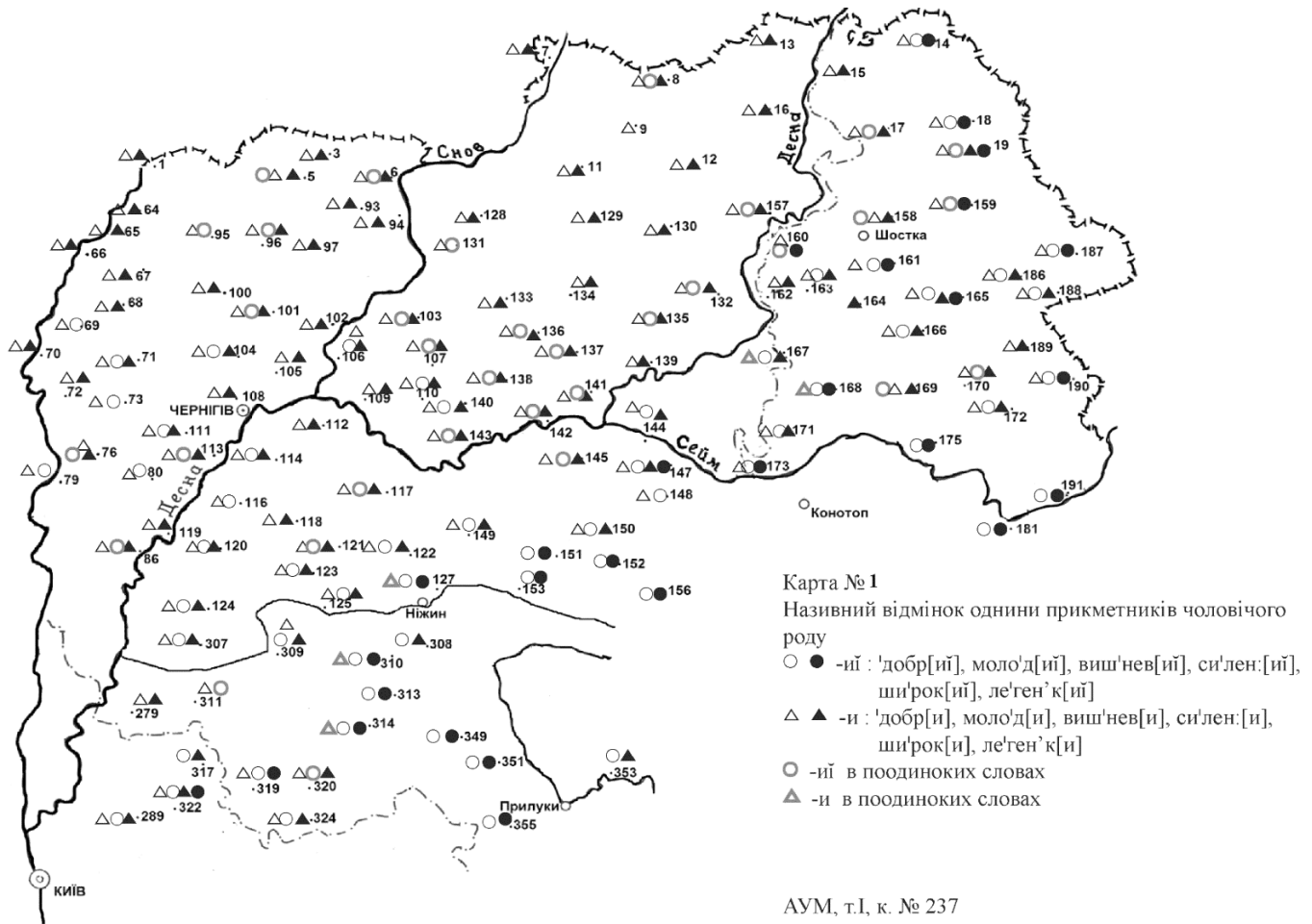


Figure Map No. 1 represents the materials of two chronological sections: the middle of 20<sup>th</sup> century and the beginning of the XXI century: contour figures reproduce materials collected by the author during 2010–2016; filled figures show materials of the middle 20<sup>th</sup> century, presented in the АУМ

It should be note that unreduced endings in possessive adjectives in the plural form are used infrequently unlike qualitative adjectives.

Thus, the forms of adjectives found in the middle of the 20<sup>th</sup> century have been preserved in the majority of Eastern-Polesian dialects for the last 60 years. The dynamics of adjective inflection is in:

- phonetic modification of the inflections of adjectives due to changes in the phonetic system;
- balancing of the complete and reduced forms of the male genus adjectives in nominative of singular occurs in different zones of the dialect;
- in the northern region of Eastern-Polesian dialect the forms common to the adjacent south-eastern dialect were distributed.

It should be noted that, being limited by the program of the Atlas of the Ukrainian language, we presented only certain peculiarities of changes in the forms of adjectives in the East-Polesian dialect of the Ukrainian language. Nevertheless, such in-

vestigation can facilitate a comparative analysis of the adjective changes of modern East-Polesian dialects and other Ukrainian, Russian or Belarusian dialects.

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## THE ORIGIN OF SONORANT Յ(Y) AND ITS PHONEMIC VALUE

**Abstract:** In terms of etymology and phonemic status, յ(y) sonorant of ancient Armenian displays considerable difficulties of characterization which often give rise to controversy. Particularly: 1) յ(y) of Ancient Armenian stems from various Indo-European phonetic constituents; 2) at the stage of classical Armenian (we must assume before that, too) յ(y) fulfilled both a phonetic, as well as a sub-phonetic function.

**Keywords:** Ancient Armenian, proto-Armenian, semi-vowel sonorant, archetype, Prepositional composition, sub-phoneme, phonemic contrast.

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## ПРОИСХОЖДЕНИЕ В ДРЕВНЕАРМЯНСКОМ ЯЗЫКЕ СОНОРНОГО ЗВУКА Յ(Y) И ЕГО ФОНЕМАТИЧЕСКАЯ ЗНАЧИМОСТЬ

**Аннотация:** Определение специфических свойств сонорного յ(y) в древнеармянском языке вызывает значительные сложности, что часто приводит к разногласиям с точки зрения выявления как генеалогических связей, так и его фонетического статуса. В частности: 1) յ(y) в древнеармянском восходит к различным звуковым составляющим языков индоевропейской семьи; 2) в фонетической системе эпохи классического армянского (следует предполагать, что и ранее) сонорный յ(y) осуществлял как функцию фонемы, так и функцию субфонемы.

**Ключевые слова:** древнеармянский, праармянский, полугласный сонорный, праформа, препозиционное образование, субфонема, фонематическая оппозиция.

При изучении сонорного звука յ(y) древнеармянского языка вполне логично принять за исходную точку состояние общеиндоевропейской языковой семьи, из которой в основном взяла свое начало фонетическая система армянского языка (за исключением взрывно-фрикативных согласных ձ(j), ծ(c), ց(c'), ջ(j'), ճ(č), չ(č') и сонорного ղ(l)), являющихся данностью, характерной исключительно армянскому языку, итогом чего

явилась эпоха грабара (V–XI вв.). Однако руководствоваться только историческим аспектом не представляется целесообразным, поскольку состояние общеиндоевропейской языковой семьи носит гипотетический характер. Период времени от индоевропейского языка-основы до классического армянского языка (в арменистике термин «классический» характеризуется армянский язык V века – время, когда зародилась армянская



литература) составляет около трёх с половиной тысячелетий (с начала III тысячелетия до V в. н. э.) (Хронологию происхождения и поэтапного развития армянского языка предложил проф. Г. Джаукян, приняв за основу разработанный М. Сводешем абсолютный хронологический метод. Согласно этому методу, и.-е. языковое единство существовало в V–IV тысячелетиях до н. э.) [7, 319–325; 8, 208–209; 16, 23–52; 17, 53–87]: Эту периодизацию существования и.-е. языкового единства признавали также Т. В. Гамкрелидзе и Вяч. Вс. Иванов [5, 895]. Изучение тенденции развития языка в этот длительный промежуток времени не может быть результативным без проведения сопоставительных и типологических параллелей, потому что он также относится к дограбарному периоду и исследования также носят гипотетический характер. Из вышесказанного следует, что изучение армянского сонорного j (y) может быть эффективным при совокупности использования с одной стороны исторического и современного аспектов, а с другой стороны сопоставительного и типологического подходов.

С генеалогической точки зрения представляет интерес, что:

1) в исконно армянских словах к и.-е. \*у восходит: а) j (y) в позиции середины слова, в частности, метатезой звуков (ср. и.-е. \*alyos > шj [ajl] (Транскрипция дается согласно традиционному произношению, в соответствии с которым начальный j (y) произносится как h (h), а в позиции конца слова после гласных ш (a) и п (o) j (y) не произносится, за исключением некоторых слов (ср. һшj [hay] «армянин», ъшj [nau] «сырой, мокрый», qпj [goj] «сущность, существование», њпj [хоу] «баран, т. е. самец» и пр.) «другой», \*klyi- или \*kelyi- > арм. ршj [k'ajl] «шаг», \*phlyi или \*phelyi – «блестеть» > арм. џшj [p'ajl] «блеск», \*wtyi или weryi – «вода, дождь, река» > арм. qшjп [gayi] «грязь, болото»), б) п (o) (<и.-е. \*-os-yo) в окончаниях имен с темой для определения отнесенности к Генетиву наличествует j (y), перед

которым в и.-е. \*s выпадает (ср. \*mrt-osyo > арм. մարդ-ոյ [mard-o] «человека»).

2) в начале слова j (y) находится в препозиции большинства слов (ср. jшq (j+шq/>jшqт́шшf) [hag] «насыщение» <\*sāw – (В армянском языке и.-е. \*s выпало, \*ā преобразилось в арм. ш (a), \*w закономерно стало арм. q (g), и слово получило препозиционное j (y), как и в других случаях. Ср. также \*sal-, -i > шq [al] «соль», -h (al, -i), \*sḡbh «сосать, поглощать» > арм. шpp-ի [arb-i] «я выпил», \*septm «семь» > т́шqт́ш [yot'n] «семь» и пр), jшδ (=j+шδ) [nac] «оборот», jшúq (=j+шúq) [hang] «конец, край», jшп́т́т́f (<шp-от и.-е. \*t̥ корня) [hařnem] «воскреснуть», jшjп [hayt] «известный, видный» (<и.-е. \*ai-d- от ai- «жечь, освещать» (?) [10, 547], jшp [har] «приложение, прикрепление», jшṕшp (<и.-е. \*ar с детерминативом -u-) [harmar] «достойный, приличествующий», jт́шшú [hesan] «оселок, точило» <\*ek'-no- (?) [10, 552]). Следовательно, j (y), имея различное происхождение, может быть частью корня слова.

3) в начале некоторых слов j (y) произошел от и.-е. \*p (ср. \*rau->jшf [hav] «конец, край», \*pəd- (<\*pedo- «след, нога») > jшпшúq [hatak] «под, глубина», \*penk'ek'omt > jшunú [hisun], \*plē- «полный, наполнять» > jпh [hfi] «беременная, брюхатая», \*pol-ou (<\*pel- «наполненный») > jпjпú [holov] «многие», \*pātē r «отец» > jшpшj [hora] «отчим») и от \*g<sup>w</sup> (ср. \*g<sup>w</sup>el «кружиться, двигаться» > jт́q [hef] «менять»).

4) в начале слова в заимствованиях присутствует соответствие «арм. j-иномяз. y» (ср. jшq [haz] «жертва, жертвоприношение» <пехл. yazem «обожание», jшzп [hašt] «жертва, принесенная идолам» <пехл. yašt «молитва, поклонение», jшfт́п [havēt] «больше, много» <пехл. yāvēt «вечно», jшp [hat'] «элемент, первочастица» <ассир. yāḇā «существование, вещество, сущность», jшqт́шp [hakint'] <греч. ὑάκινθος «гиацинт – камень и цветок», ʒшh [yah] «бог» <ивр. Yāh «бог» (краткая форма слова «Егова»).

Уточнение исходной формы сонорного звука *ɟ* (*y*) в древнеармянском языке усложняется не только по той причине, что он возник из различных звуковых составляющих индоевропейского языка (звуков и последовательности звуков), а также по той причине, что и.-е. *\*y* в армянском языке имел различное звуковое развитие. Таким образом, 1) *\*y>ɟ* (*j*) (ср. *\*ya-ni-* «быть возбужденным, отомстить» > арм. ջան [jan] «усилие, потуга», *\*olyo>ոլի* [olj] «живой» (Х. Педерсен отверг точку зрения А. Мейе, согласно которой и.-е. *\*y* (*i*) в арм. после сонорных звуков *ɾ* (*r*) и *l* (*l*), а также в начале слова дало *ɟ* (*j*). По его мнению: «Никогда индоевр. *i* в армянском не трансформировалось в *ɟ*, *i* утрачивается после *i*, а также, безусловно, после гласной *e*...», и наоборот, закономерно, что переходит и.-е. *\*j* арм. *ɟ* (*j*) [14, 115–116]. Г. Капанцян также считал «неубедительной» точку зрения А. Мейе) [11, 250], *\*sterdhyā* > арм. տերջ [sterj] «бесплодный», *\*alghyo-* «черная туча» > арм. աղջ [aľj] «сумерки, темнота», *\*Ing<sup>w</sup>hya-* арм. լանջ [lanj] «грудь», *\*mēdhyo-* арм. մեջ [mēj] «внутри», *\*mundyo* арм. մունջ [munj] «немой» и пр.) [14, 101; 7, 176]; 2) *\*y>l* (*l*) (ср. *\* (l)yek<sup>w</sup>ṛ (t)-* арм. լեարդ [leard] «печень», *\*yu-go-m* арм. լուծ [luc] «иго»); 3) *\*y>ɟ* (*j*) (ср. *\*wendhyo-* арм. գինջ [ginj] «кориандр, кинза»), 4) *\*y>ɟ* (*c*) (ср. *\*khaid-yo-* арм. խայծ [xajs] «укус»), 5) выпадает между двумя гласными (ср. *\*treyes* арм. երեք [yerekʻ] «три», *\*ple-yo-s* (<*\*pēl-*)> լի [li] «полный» и пр.).

Если переходы *\*g<sup>w</sup>y>ɟ* (*j*), *\*dy>ɟ* (*j*), *\*dhy>ɟ* (*j*), *\*dhy>ɟ* (*j*) относятся ко второй палатализации согласных, где решающим является фактор *\*y/j/*, способствующий изменению качества звучания, то этого нельзя сказать о типах перехода *\*y>ɟ* (ср. *\*ya-ni->ջան* [jan]) или *\*y>l* (ср. *\*yek<sup>w</sup>ṛ (t)->լեարդ* [leard]) (Предполагается, что еще в период индоевропейской общности լեարդ (<*\*yek<sup>w</sup>rt-*) несло воздействие *\*ǵerṛt-/\*lerəros/* (ср. греч. λιπαρός) «жирный, тучный») [9, 130; 11, 230; 1, 71]. Однако в этом случае заслуживает вни-

мание, что в и.-е. *\*y/\*ghy/\*g<sup>w</sup>y/\*dy/\*dhy/>ɟ* (*j*), *\*dhy>ɟ* (*j*), *\*y>ɟ* (*c*), *\*y>∅* множество фонемных переходов создает дополнительные сложности не только для определения исходной формы арм. *ɟ* (*y*), а также с точки зрения системного изучения этимологии возникновения данного звука.

В арменоведении возникли разногласия, в частности, из-за перехода и.-е. *\*p* арм. *ɟ* (*y*), а также и.-е. *\*y* арм. *∅* (падение звучности переход из и.-е. *\*y* арм. *ɟ* (*y*) (ср. *\*phlyi* «блестеть» > լիշ [pʻayl]) следует считать «закономерным», и, следовательно, не возникает необходимости для специального изучения). Соответственно:

1) В четырех исконно армянских словах с начальной *ɟ* (*y*) յատակ [hatak] «под, глубина», յաժար [hoga] «отчим», յիսուն [hisun] «пятьдесят» и յոլով [holov] «много, множество», в начале слова *ɟ* (*y*) восстанавливается в соответствии с исходной формой и.-е. *\*p* [6, 477; 12, 101; 4, 386, 400, 402–403, 414]. По существу, Г. Хюбшман, Г. Ачарян и Г. Джаукян к ряду указанных слов отнесли также յետ [het] «потом, следом», поскольку оно соотносится с հետ [het] «след, отпечаток ноги» [6, 467; 4, 82–84, 397; 10, 552]. Однако Х. Педерсен склонен считать, что в исконно армянском «слово с начальным звуком *ɟ* как правило коррелирует со словами с *h* в препозиции», յետ возникло, по его мнению, от *h* հետ [i het] (Ср. также «... я не нашел исконно армянского слова с начальным звуком *ɟ*, где не узнавалось бы предлога *h*» [14, 115]) [14, 62].

Հայր [hayr] «отец» и յաժար, հինգ [hing] и յիսուն [hisun], յետ [het] и հետ [het], յոլով [holov] и հոլով [holov] – семантическая связь этих слов очевидна. В частности: А) значение слова «отчим» (յաժար) восходит к слову «отец» (հայր). Семантическая разница двух слов выражена в принадлежности к различным падежным типам: հայր-հար (այ//ար – внутреннее склонение), յաժարթ (յորթ) – յաժարի (ի – внешнее склонение) (Позднее по аналогии форма ւորնի «неродная мать – мачеха» заме-

нилось формой *horn*). Предполагаем, что это подтверждается соответствиями *ʃwɫrɫʃ* в родственных языках: в составе каждого из них присутствует компонент *hwɫr* (<*hwɫr*) (ср. санскр. *ṛítṛuṣa* «брат отца», греч. *πάτρως* «брат отца», лат. *patruus* «брат отца», др. в.-н. *fatureo* «брат отца», англ.-сак. *faedeara* «брат отца», *faðu* «сестра отца», нем. *vetter* «сын брата отца» и пр.) [6, 477; 4, 414; 10, 550]. Б) *ʒhuni* «пятьдесят» в праармянском *\*jḥnqḥuni* / (<*\*hḥnqḥuni*) является стянутой формой со значением «пять десятков». Следовательно, *j* в *ʒhuni* и *hḥnq* (Генетив *h* (*ṛ*)*nqḥ* [*h* (*ə*)*ngi*]) является стянутой формой, что идентично *\*jḥnqḥuni* / (в составе <*\*hḥnqḥuni*) *j* (*y*) и *h* (*h*) являются фонетическими дублями, иначе говоря, чередующимися звуками. Если бы в слове *ʒhuni* *j* (*y*) был бы начальным звуком, как предполагал Х. Педерсен, то *ʒhuni* не имело бы значения *hḥnq uni*, т. е. «пять десятков», потому что *ʒh-* не выражало бы семантику слова «пять». В) Не исключено, что в составе *ʒtun* начальное *j* (*y*) может являться препозицией [13, 62], однако на примере двух предыдущих слов нам кажется наиболее вероятным, что *ʒtun* и *hḥtun* изначально были вариантами одного слова (об этом свидетельствует их семантическая общность), а *j* (*y*) и *h* (*h*) являются чередующимися звуками. Следовательно, при чередовании *j* (*y*) // *h* (*h*) также является верным принятие начальной формы и.-е. \**r*. Г) Аналогичную корреляцию имели также слова *ʒnɫnɫ* «много, множество» и *hnɫnɫ* «вращение, скатывание, круг», несмотря на значительное смысловое расхождение: первый пример восходит к и.-е. корню *\*rol-ou-* (<*\*rel-*) «полный, наполнять» [10, 554; 9, 143], а второй пример к корню *\*rel-* «привести в движение толчком или ударом, двигать, гнать» [10, 464; 9, 143]. Вероятно, *\*rol-* (*ʒnɫnɫ*) является второй степенью аблаута *\*rel-* (*hnɫnɫ*). Д) *ʒwɫwɫ* (и *wɫwɫ*), как и *ʒtun* // (*hḥtun*) связано с и.-е. корнем *\*pedo-* «нога, отпечаток ноги», несмотря на то, что в древнеармянском не было

формы *\*hwɫwɫ*, в котором начальное *h* образовало бы сочетание с *j*. Также не исключается, что сочетание «*j*+*wɫwɫ*» первоначально выступало как *wɫwɫ* «под, под ногами» в форме Локатива, как и *qɫwɫwɫ* в форме Аккузатива [13, I, 334; II, 538; 3, 96], а затем при утрате значения Локатива стало выступать в качестве исходной номинативной формы.

Следовательно, из указанных пяти слов *ʒwɫwɫ*, *ʒwɫrɫʃ*, *ʒtun*, *ʒhuni*, *ʒnɫnɫ* только в слове *ʒwɫwɫ* возможно препозитивное образование, обусловленное наличием формы (*q*) *wɫwɫ*.

Вероятно, слова *hwɫr* (<*hwɫr*) // *ʒwɫrɫʃ* (*ʒorɫʃ*), *ʒtun* // *hḥtun*, *ʒnɫnɫ* // *hnɫnɫ*, *\*jḥnqḥuni* // *\*hḥnqḥuni* (>*ʒhuni*) изначально представляли фонетическую вариативность одного и того же слова без значимой смысловой дифференциации. Затем постепенно область их применения стала ограничиваться, что привело как к семантическому разграничению, так и к изменению морфологического типа (ср. *hwɫr* / (*horn*) и *ʒwɫrɫʃ* -*h*). Если в начальном периоде *j* (*y*) и *h* (*h*) соотносились как чередующиеся звуки, то позднее их соотношение преобразилось в фонематическое, т. е. оппозиция *j* (*y*) – *h* (*h*) стала выступать в роли смысловозначительной функции (ср. *ʒtun* «после, следом» - *hḥtun* «след, отпечаток ноги», *ʒnɫnɫ* «много, множество» – *hnɫnɫ* «вращение, скатывание, круг»).

2) В древнеармянском конечный *j* (*y*) при написании после гласных *ш* (*a*) и *п* (*o*) (за некоторым исключением) слабо артикулировался (ср. *шрṛɫʃ* [*ark'a*] «король», *шṛṛṛṛ* [*aygvo*] «сада», *рṛṛṛṛ* [*t'vo*] «числа» и пр.), по причине чего, вероятно, перестал произноситься в период позднего габара – до X-го века. Этого нельзя сказать о произношении *j* (*y*) в начале слова и между гласными. В этих позициях *j* (*y*), вероятно, имело полноценную (консонантную) артикуляцию, которая необходима для нейтрализации зияния. Если в позиции начала слова не наблюдалось зву-

кового падения  $j$  ( $y$ ), то в позиции между гласными такое явление проявляется (ср. \*treyes>арм. Էրեք [yerek']). Это явление также характерно для некоторых родственных языков индоевропейской семьи (ср. лат. trēs «три», др.греч. τρεῖς [trēs] «три», гот. þreis [frīs] «три» от þrijis). Следует предполагать, что в праармянском периоде второй звук Է ( $e$ ) в слове Էրեք был долгим [\*Էրեք/\*erēk'], как и в родственных языках (долгий Է ( $\bar{e}$ ) мог возникнуть в связи с падением \*y/(\*)j, когда два кратких Է ( $e$ ) артикулировались едино «Է ( $e$ )+Է ( $e$ )» (Ср., нпр., в совр. англ. foot [fu: t] «нога»//feet [fi: t] «ноги», tooth [ti: θ] «зуб»//teeth [ti: θ] «зубы», в составе этих слов долгие [u:], [i:], которые произошли при помощи единой артикуляции двойных чередующихся oo и ee) или с выпадением второго Է ( $e$ ) и слиянием Էյ ( $ey$ ) в один звук, который в праармянском мог дать дифтонговое образование, а затем преобразиться в долгий гласный Է ( $\bar{e}$ ). Этот звук превратился в краткий в более поздний период, вероятно, в III–IV вв. н. э., поскольку древнеармянский язык вообще не сохранил систему долгих гласных индоевропейского языка (Длительную артикуляцию сохранил только Է ( $\bar{e}$ ), имеющий дифтонговое происхождение, который в середине V века трансформировался в краткий) [15, 128–141]. Первое Է ( $e$ ), несмотря на сохранение старого написания, начиная с эпохи позднего грабара или раннего среднеармянского (XI–XII вв. н. э.), в начале слова произносится с добавлением  $j$  ( $y$ ) [yerek'] (В этом смысле важно заметить, что в абсолютном начале слова перед гласным добавление  $j$  ( $y$ ) является особенностью не только армянского языка (ср. греч. ἐστί «он ест», лат. est, но ст/сл. jestь). В начале слова перед гласным добавление  $j$  ( $y$ ) объясняется необходимостью избежать зияния и свойственно тем языкам, в которых существует большое количество слов с начальным гласным) [18, 98–99].

Несмотря на существующее мнение, что в древнеармянском языке  $j$  ( $y$ ) был консонант-

ной разновидностью гласного звука ր ( $i$ ) (Ср. «Le y jest la forme consonantique de ր...») [12, 51], следовательно, не был самостоятельной фонемой, а вариацией фонемы <Ի/І>, вступая в дополнительные распределительные отношения с субфонемами /ր/( $i$ ) и /ր̥/( $i$ ) (ср. յսնուսնուտ «от имени», но ր հսրուտ «от отца») [2, 190–191; 19, 43], тем не менее, как в позиции начала слова, так и конца слова, данный звук создал смысловоразличительные оппозиции, следовательно, реализовал функцию фонемы (ср. յաղկիլ [halkil] «разлагаться, гнить» – ծաղկիլ [całkil] «цвести» (j-δ), յամ [ham] «поздно, медленно, неспешно» – ամ [am] «год» (j-θ), յայտ [hayt] «известный, видный» – այտ [ayt] «щека» (j-θ), յանգ [yang] «конец, кончик, край» – ցանգ [k] «череп» (j-ϕ), յայլ [huyl] «ленивый, медленно» – բայլ [buyl] «группа, стадо», յայս [huys] «надежда» – կայս [kuys] «девушка», յիշ [huš] «воспоминание» – ուշ [uš] «поздно» (j-θ), յայր [huyr] «полный, толстый, густой» – բայր [buyr] «аромат» (j-բ), բայ [bay] «если, что, в самом деле» – բա [ba] «о! ай!» (j-θ), նայ [nay] «сырой, мокрый» – նա [na] «он/она» (j-θ), հայ [hay] «армянин» – հա [ha] «да, ага» (j-θ) и пр.).

Таким образом, 1) в древнеармянском языке полугласный сонорный звук  $j$  ( $y$ ) имеет индоевропейское происхождение: большинство армянских слов имеет начальное  $j$  ( $y$ ), восходящее к предлогу, однако в словах յարիշ, յետ, յսնու, յայլ, когда наблюдается соответствие с и.-е. \*p/\*g<sup>w</sup>>арм.  $j$  ( $y$ ), звук  $j$  ( $y$ ) становится составной частью корня; 2) в середине слова и в позиции конца слова выступает как окончание Генетива, арм.  $j$  ( $y$ ) берет начало от и.-е. \*y; 3) в древнеармянском  $j$  ( $y$ ) проявляется двояко: с одной стороны вступал в субфонематическое (дополнительное распределение) соотношение с гласной /ր/( $i$ ), с другой стороны создавал фонематические (смысловоразличительные) оппозиции в начале слова (в сочетании с другими фонемами) и в позиции конца слова (с нулевой фонемой (θ)).

Вероятно, функциональная дwoякость j (y) обусловлена специфической особенностью его двойственной природы – совокупности вокальности и консонантности.

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## Section 5. Pedagogy

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### **EXPERIMENTAL VERIFICATION OF READINESS OF FUTURE PRIMARY SCHOOL TEACHERS TO STUDYING OF SPATIAL RELATIONS AND GEOMETRICAL FIGURES**

**Abstract:** In the article the results of experimental verification of readiness of future primary school teachers to the study of spatial relationships and geometric shapes are revealed. The separate data on changes in the level of readiness of future primary school teachers to the study of spatial relationships and geometric figures and their relationships to the geometric component of the primary course of mathematics for the experimental studying of geometric material are given.

**Keywords:** pedagogical experiment, prospective primary school teachers, geometric training.

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### **ЭКСПЕРИМЕНТАЛЬНАЯ ПРОВЕРКА ГОТОВНОСТИ БУДУЩИХ УЧИТЕЛЕЙ НАЧАЛЬНОЙ ШКОЛЫ К ИЗУЧЕНИЮ ПРОСТРАНСТВЕННЫХ ОТНОШЕНИЙ И ГЕОМЕТРИЧЕСКИХ ФИГУР**

**Аннотация:** В статье представлено результаты экспериментальной проверки готовности будущих учителей начальной школы к изучению пространственных отношений и геометрических фигур. Приведены некоторые данные об изменениях уровня готовности будущих учителей начальной школы к изучению пространственных отношений и геометрических фигур и их отношения к геометрической составляющей начального курса математики на протяжении изучения экспериментального геометрического материала.

**Ключевые слова:** педагогический эксперимент, будущие учителя начальной школы, геометрическая подготовка.

Сегодня обучение элементам геометрии в начальной школе является неотъемлемой составляющей математической подготовки и необходимым условием целостного и гармоничного развития личности младшего школьника. Однако современное состояние математической подготовки учащихся начальной школы указывает на наличие существенных и устойчивых недостатков в их геометрических знаниях. Несистематизированное усвоение основных геометрических понятий, отсутствие у многих из них навыков решения несложных геометрических задач связано, прежде всего, с недостаточно развитыми пространственными представлениями детей младшего школьного возраста [3; 8].

Это подтверждают результаты мониторингового исследования качества школьного естественно-математического образования (TIMSS) учащихся 4-х и 8-х классов [1; 12], в котором Украина впервые приняла участие в 2007 году. Согласно результатам TIMSS-2007 младшие школьники продемонстрировали низкий уровень пространственного воображения и пространственного мышления, слабо развитый логический аппарат и неспособность использовать приобретенные знания и умения в реальных ситуациях повседневной жизни. К сожалению, в 2011 году ученики 4-х классов не участвовали в аналогичном исследовании TIMSS-2011, поэтому не было возможности отследить влияние «косметических» изменений в геометрической составляющей образовательной области «Математика» Государственного стандарта начального образования на общий уровень математической подготовки младших школьников.

Отказ Украины от участия в исследовании TIMSS-2015 также не позволил исследовать результаты Государственной целевой социальной программы повышения качества школьного естественно-математического образования на период до 2015 года. Причина отказа, как отмечает Е. Лодатко, «кроется исключительно в профессиональ-

ной (математической и методической) несостоятельности учителя начальной школы, поскольку программы и учебники оставались неизменными» [7, 258], а также в неготовности Министерства образования и науки Украины обнародовать реальное состояние математической подготовки, как младших школьников, так и будущих учителей начальной школы.

Исследование причин низких результатов обучения младших школьников элементам геометрии позволяет сделать вывод о том, что основной из них является пренебрежение высшими учебными заведениями геометрическим содержанием как составляющей математической подготовки будущих учителей начальной школы. Это приводит к тому, что у будущих учителей начальной школы (большая часть которых имеет низкий уровень школьной геометрической подготовки, а курс математики в вузе или совсем не содержит геометрического материала, или дублирует материал из школьного курса) формируются искаженные представления о месте и роли геометрической составляющей в математической подготовке младших школьников.

Итак, очевидным является противоречие между необходимостью формирования у младших школьников первичных геометрических знаний и конструктивных умений, развития геометрических представлений и геометрического мышления (пространственного, логического и конструктивного), умения видеть геометрические образы в окружающей среде, выделять их свойства, и недостаточной подготовкой учителя начальной школы к изучению пространственных отношений и геометрических фигур.

В настоящее время в теории и практике высшего педагогического образования существуют значительные наработки, в которых рассматриваются некоторые аспекты геометрической подготовки будущего учителя начальной школы (Л. Ануфриева, 1999; В. Гусев, 2004; А. Пышкало, 1970; И. Шарыгин, 2004; О. Шереметьева, 2004 и др.).

Однако вне поля зрения педагогов-теоретиков и практиков остались исследования уровней геометрического мышления (пространственного, логического и конструктивного) самого будущего учителя начальной школы, понимание им важности геометрических представлений и геометрического мышления в общем развитии младших школьников. Малоисследованным являются вопросы структуры, содержания, особенностей геометрической составляющей математической подготовки будущих учителей начальной школы в процессе их профессиональной подготовки.

Учитель начальной школы закладывает фундамент математических знаний, как по арифметике, так и по геометрии, влияет на математические интересы и мотивацию младших школьников. От него зависит успешность вовлечения младших школьников в культуру геометрической деятельности как составляющей математической и общей культуры.

Следовательно, возникает необходимость выяснить уровень освоения геометрической составляющей математической подготовки будущих и работающих учителей начальной школы как показателя готовности педагогов к изучению пространственных отношений и геометрических фигур, отношение студентов к роли геометрического материала для интеллектуального развития младших школьников.

Целью статьи является обоснование содержания и структуры геометрической составляющей математической подготовки и экспериментальная проверка влияния разработанного на этой основе учебно-методического обеспечения на уровень готовности будущих учителей начальной школы к изучению пространственных отношений и геометрических фигур.

Исследование готовности будущих учителей начальной школы к изучению пространственных отношений и геометрических фигур осуществлялось на протяжении нескольких этапов. В исследовании приняли участие 324 человека: студенты (1 курс – 112, 3 курс – 106, 4 курс – 85) из пяти

университетов разных регионов Украины и учителя начальной школы, которые имеют стаж работы более 10 лет.

На начальном этапе экспериментального исследования выяснялись представления будущих учителей начальной школы о значении геометрической составляющей в курсе математики вуза (для личностного интеллектуального развития) и в начальном курсе математики (для интеллектуального и общего развития младших школьников), осуществлялась оценка уровней готовности участников эксперимента к изучению пространственных отношений и геометрических фигур. Для этого было разработано и внедрено систему тестовых заданий и анкеты для студентов 1 курса, которые еще не изучали курс «Математика», 3 курса, которые уже изучили курс «Математика» и 4 курса, которые кроме курса «Математика» изучили курс «Методика обучения математики в начальных классах».

В результате анкетирования выяснилось, что студенты, в целом, согласны с тем, что геометрия дает человеку знания об объектах, которые его окружают, и пространственных отношениях между ними, положительно относятся к наличию геометрического материала в курсе математики начальной школы и вуза. Однако, по мнению студентов, геометрический материал перегружает начальный курс математики.

Относительно геометрической составляющей курса математики вуза студенты считают ее необходимой для профессиональной подготовки. При этом геометрический материал, по их мнению, должен одновременно обеспечить их знаниями по геометрии, выходящими за пределы начального курса математики, и быть простым для понимания и повторять тот школьный геометрический материал, который понадобится в будущей профессиональной деятельности.

Вместе с тем работающие учителя начальной школы считают, что геометрический материал перегружает начальный курс математики, потому



что целью обучения младших школьников элементам геометрии должно быть знакомство с простейшими геометрическими фигурами, их свойствами, обучение выполнять построения и измерения.

Из ответов студентов на вопросы анкеты выяснилось, что они не понимают сущности межпредметных связей и прикладной направленности геометрического материала для развития пространственного воображения и пространственного, логического и конструктивного мышления

младших школьников. В отличие от студентов, учителя начальной школы частично осведомлены в реализации межпредметных связей геометрического материала, но считают, что успешное обучение элементам геометрии младших школьников зависит исключительно от методико-математической подготовки.

Обработка результатов тестирования позволила выявить уровень готовности будущих и работающих учителей начальной школы (см. табл. 1).

Таблица 1. – Распределение участников эксперимента по уровням готовности к изучению пространственных отношений и геометрических фигур

Участники констатирующего эксперимента	Уровни готовности			
	Низкий, %	Средний, %	Достаточный, %	Высокий, %
Студенты 1 курса	92	8	–	–
Студенты 3 курса	97	3	–	–
Студенты 4 курса	85	15	–	–
Учителя начальной школы	14	43	43	–

Данные таблицы свидетельствуют, что значительная часть студентов имеет низкий уровень готовности к изучению пространственных отношений и геометрических фигур. Однако у учителей начальной школы показатели среднего и достаточного уровней соответствующей подготовки выше, чем у студентов. Такие результаты свидетельствуют о нецеленаправленной и несистематической подготовке будущих учителей начальной школы к изучению пространственных отношений и геометрических фигур. Следовательно, возникает необходимость в корректировании содержания геометрической составляющей математической подготовки будущих учителей начальной школы и разработке соответствующего учебно-методического обеспечения для использования в аудиторной и самостоятельной работе.

В основу отбора содержания геометрической составляющей математической подготовки будущих учителей начальной школы было взято специфике содержания будущей профессиональной математической деятельности: элементы геометрии в пространстве (многогранники различного вида,

заполнение пространства многогранниками, фигуры из кубиков и их частей) и на плоскости (многоугольники различного вида, заполнение плоскости многоугольниками – паркеты, орнаменты, бордюры, калейдоскопы, витражи; задачи на разрезание и склеивание фигур, раскраски карт), замечательные кривые и поверхности. Изучение элементов геометрии в пространстве и на плоскости основывалось на использовании принципов фузионизма и прикладной направленности.

Второй этап эксперимента предусматривал внедрение выбранного содержания геометрического материала и разработанного учебно-методического сопровождения в процесс математической подготовки будущих учителей начальной школы. Для определения их готовности к изучению пространственных отношений и геометрических фигур на этом этапе было создано контрольную и экспериментальную группы (55 и 57 человек соответственно), в которые вошли студенты только 2 курса, которые должны начать изучение геометрической составляющей курса «Математика». Оценка результатов

экспериментальной работы велась с помощью тестовых контрольных мероприятий.

Результаты второго этапа эксперимента, представленные в табл. 2, свидетельствуют о том, что студенты экспериментальной группы достигли

более высокого уровня готовности к изучению пространственных отношений и геометрических фигур по сравнению со студентами контрольных групп, которые работали по традиционному математическому содержанию.

Таблица 2. – Распределение студентов по уровням готовности к изучению пространственных отношений и геометрических фигур (по данным формирующего этапа эксперимента)

Уровни готовности	Распределение студентов по уровням готовности			
	Экспериментальная группа (57 студентов)		Контрольная группа (55 студентов)	
	количество	%	количество	%
Низкий	10	18	27	49
Средний	12	21	15	27
Достаточный	30	53	13	24
Высокий	5	9	–	–

Изучение полученных результатов и анализ хода усвоения геометрического материала студентами в соответствии с примененным методическим сопровождением позволяют сделать вывод о наличии существенных положительных изменений (в экспериментальной группе) в уровнях готовности будущих учителей начальной школы к изучению пространственных отношений и гео-

метрических фигур. Это дает основания полагать, что предлагаемое содержание геометрической составляющей и учебно-методическое обеспечение подготовки будущих учителей начальной школы к изучению пространственных отношений и геометрических фигур является продуктивным и может быть внедрено в учебный процесс педагогических вузов.

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## **PROFESSIONAL TRAINING OF FUTURE TRANSLATORS AT THE UNIVERSITIES OF AUSTRIA IN THE CONTEXT OF COMPETENCE APPROACH**

**Abstract:** The article deals with the essence of the competence approach, different scientific approaches to definition of professional competence of a future translator. Competences that must possess a modern translator for a successful professional career.

**Keywords:** competence approach, competence, competence.

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## **ПРОФЕССИОНАЛЬНАЯ ПОДГОТОВКА БУДУЩИХ ПЕРЕВОДЧИКОВ В УНИВЕРСИТЕТАХ АВСТРИИ В КОНТЕКСТЕ КОМПЕТЕНТНОСТНОГО ПОДХОДА**

**Аннотация:** В статье рассматривается сущность компетентностного подхода, различные научные подходы к определению профессиональной компетентности будущего переводчика. Определены компетенции, которым должен владеть современный переводчик для успешной профессиональной деятельности.

**Ключевые слова:** компетентностный подход, компетентность, компетенция.

Развитие международного сотрудничества нуждается в подготовке высококвалифицированных переводчиков – специалистов межкультурной и межъязыковой коммуникации. На сегодняшний день переводчику недостаточно только владеть иностранным языком. Он должен быть высококвалифицированным менеджером в сфере переводческих услуг, деловой и профессиональной коммуникации, способным успешно реализовывать свои профессиональные функции через правильно созданную систему общения и компетентное ре-

гулирование информационного потока всех видов иноязычных источников на основе адекватного воссоздания их предметно-смыслового контекста; всесторонне развитым и компетентным сервисодателем в сфере перевода, способным занять гуманистическую позицию относительно клиентов – представителей разных культур; языковым консультантом, который хорошо знает не только иностранный и родной языки, но и все стороны жизни, культуры, политики и сознания народов, разговаривающих на этих языках [1].

Деятельность современного переводчика рассматривается как особенный вид языковой деятельности, в процессе которой он выполняет следующие функции:

- когнитивно-коммуникативную функцию, связанную с процессом приема и передачи, кодирования и декодирования информации, которая осуществляется знаковыми средствами (И. Рецкер, А. Швейцер и др.);

- проектировочную функцию, сущность которой заключается в выборе коммуникативных действий, оптимальных относительно определенной ситуации межъязыковой коммуникации, а также в прогнозировании последствий такого выбора для достижения поставленной цели (В. Вилс, Ю. Хольц-Мянттяри, Х. Фермеер и др.);

- организационную функцию, которая заключается в том, что переводчик, вступая в процессе перевода в непосредственное взаимодействие с клиентами, обеспечивает принятие решения, адекватным способом организовывая информацию и используя индивидуальные способы преодоления трудностей, возникающие во время межкультурного общения (В. Комиссаров, Л. Латышев, И. Халеева и др.);

- гностическую (исследовательскую) функцию, связанную с пониманием перевода как процесса реализации способности переводчика к интерференции, то есть способности делать выводы из вербального и невербального поведения других людей, а также умений адекватно воспринимать, понимать, оценивать другого человека (Е. Гутт, В. Комиссаров и др.);

- посредническую функцию, которая заключается в удовлетворении внешней потребности общения между людьми, не владеющими языком, то есть людьми, разделенными лингвоэтическим барьером (Е. Бреус, В. Комиссаров, Л. Латышев, Р. Миньяр-Белоручев, И. Халеева и др.);

- креативную функцию, которая регулирует появление новой информации и связана с поиском, обработкой и использованием переводчиком ин-

формации в конкретной ситуации для решения переводческих проблем межъязыкового, межкультурного, межличностного общения [1, С. 126–127].

Современные требования к профессиональной деятельности переводчика выдвигают на первый план проблему приобретения ими еще во время обучения в высших учебных заведениях профессиональной компетентности и соответствующих ей компетенций.

Почвой конвертации компетентного подхода в систему высшего образования по Болонской системе является апеллирование ученых к компетенциям и компетентностям как ведущего критерия подготовленности современного выпускника высшей школы.

В первоисточниках дефиниция «компетентность» имеет разные значения. В пределах нашего исследования под компетентностью переводчика понимаем интегративное качество личности, которое сложилось в результате успешной трансформации нормативно определенных, приобретенных как в процессе обучения, так и средствами неформального (не учебного) образования, знаний, умений и навыков (приобретенных компетенций), и которое дает возможность переводчику на высоком уровне осуществлять профессиональную деятельность.

Следовательно, формирование компетентности переводчика происходит путем приобретения во время обучения суммы компетенций, которые являются комбинацией характеристик (относятся к знаниям и их использованию, умениям, навыкам, способностям, ценностям и личным качествам) и позволяют обеспечить выполнение профессиональных обязанностей на высоком уровне

Разграничивая понятия «компетентность» и «компетенции», последнюю ученые трактуют как знание и понимание (теоретическое знание академической отрасли, способность знать и понимать), знание как действовать (практическое и оперативное применение знаний к конкретным ситуациям), как быть (ценности как неотъемлемая

часть способа восприятия и жизни с другими в социальном контексте); рассматривают исключительно в проекции работы, сферы профессиональной деятельности, в которой человек является компетентным; как заданную профессиональную нормативную базу, требования к образовательно-профессиональной (профессионально-речевой) подготовке будущих специалистов по переводу, которые являются обязательными для качественной производительно-результативной профессиональной (переводческой) деятельности; сферу, круг деятельности, заранее определенную систему вопросов, относительно которых личность должна быть хорошо осведомлена, то есть владеть определенным набором знаний, умений, навыков и собственного к ним отношения.

В общеевропейском документе “Competences for professional translators, experts in multilingual and multimedia communication” («Требования к компетенции профессиональных переводчиков, специалистов по многоязычной и мультимедийной коммуникации») понятие «компетенция» определено как сочетание способностей, знаний, умений и поведения, необходимых для выполнения конкретных профессиональных заданий в конкретных условиях [2]. Отмеченный документ был разработан в 2009 году, он является результатом дискуссий с международными и национальными профессиональными организациями переводчиков.

Австрия достаточно осторожно реформирует собственную систему высшего образования, стремясь сохранить свои национальные образовательные традиции, однако формирование образовательных целей в стране происходит не на уровне государства, а на межгосударственном и международном уровнях. Обновление технологий и содержания обучения в высших учебных заведениях страны происходит в соответствии с провозглашенными в международных конвенциях и документах приоритетов и целей образования.

Приняв во внимание исследования австрийских и немецких ученых относительно

сути и функциональности компетенций переводчика, соответствия подготовки будущих переводчиков с условиями нынешнего времени (А. Рискю, Д. Шеллер-Болтц, Ф. Майер, Г. Ауернгаймер, А. Кнапп, Г. Витте, А. Мюллер-Руквитт, В. Баур), учитывая содержание учебных планов (Curriculum) подготовки переводчиков в университетах Австрии и научные достижения А. Хуторского, Е. Пометун, О. Овчарук, были определены компетенции, которыми должен владеть современный переводчик для успешной профессиональной деятельности, которые мы условно разделили на:

– надпредметные (универсальные), признаками которых являются: многофункциональность; их наличие позволяет решать различные проблемы в повседневной, профессиональной или социальной жизни; они применяются в различных ситуациях; многомерные, то есть они включают различные умственные процессы и умения (аналитические, критические и др.). К таким отнесены компетенции: культурно-научная, информационно-поисковая, стратегическая, межличностная, социальная;

– предметные, которые непосредственно связаны с профессиональной деятельностью переводчика. К таким отнесены компетенции: языковая, переводческая, культуроведческая, коммуникативная, технологическая (техническая).

Таким образом, исследовав компетентностный подход в процессе обучения будущих переводчиков в университетах Австрии считаем, что целью компетентностного подхода является возможность будущих специалистов обнаруживать свои способности, наблюдать за их становлением в процессе развития и получать признание собственных достижений; возможность строить индивидуальную учебную программу за счет дисциплин по выбору студента, а преподавателей руководить индивидуальным обучением каждого студента; осуществление эффективной политики в области трудовых ресурсов, основанной на более эффективных процедурах

профессионально-практического обучения; обязательная и длительная стажировка и практика студентов в странах изучаемых ими иностранных языков и по своей специализации.

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2. Электронный ресурс: URL: [http://ec.europa.eu/dgs/translation/programmes/emt/key\\_documents/emt\\_competences\\_translators\\_en.pdf](http://ec.europa.eu/dgs/translation/programmes/emt/key_documents/emt_competences_translators_en.pdf). Competences for professional translators, experts in multilingual and multimedia communication

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## **POLY CULTURAL COMPETENCY OF FOREIGN LANGUAGE TEACHERS**

**Abstract:** The article focuses on distinguishing specific features of polycultural competency of foreign language teachers as a modification of intercultural communicative competency. Polycultural competency is examined within the current educational context in Ukraine.

**Keywords:** polycultural competency, intercultural communicative competency, competency-based approach, education, foreign language teachers.

Globalization, as the dominant trend in the current development of our civilization, leads to strengthening of intercultural integrative processes. Recent revolution in the field of communication has caused a shift from monocultural models of understanding social processes, to polyculturalism as a criterion for assessment of social development. Studies in cultural anthropology or history of ideas undoubtedly proved that monoculturalism is essential for conventional ideologies. Any speculation about existence of a pure culture contradicts to the actual state of affairs. Both science and current development of the global community convince that polyculturalism is an asset for a systemic integration and cohesion of social relations.

Recent discussions on tolerance caused by increased intensity of migration and communication, initially led to the formation of polycultural communication media and then made polyculturalism a recognized criterion of social progress. Scientific knowledge of the essence of polyculturalism and implementation of effective mechanisms to form polycultural competence in higher education are real challenges for the Ukrainian pedagogical science.

At the time when European and American authors acknowledge 2010 s as “the period of intercultural handbooks and encyclopedias” [1, 903], Ukrainian education theorists have not yet offered a unified systemic conception of intercultural competence. The Ukrainian discourse on competence-

based approach is still too diverse and is not likely to admit the results of other intellectual traditions, being too often quite self-referential.

In this paper, I would like to focus on a modification of intercultural competence, which is designated as polycultural competence. The advantage of the latter term consists in overcoming the implication of inter-cultural binary structure. Formation and development of polycultural competence of future teachers is now an important task of higher education. In the context of training future teachers of foreign languages polycultural competence is particularly important because it is almost the same as intercultural linguistic competence which belongs to key elements of professional training of foreign language teachers.

In our opinion, the need for research into pedagogical conditions of formation of polycultural competence of future foreign languages teachers is determined by the existing contradictions between:

- specialization of competency approach in higher education and a need to optimize the conditions for the formation of polycultural competence of students;
- the need to improve the quality and efficiency of cross-cultural communication and the lack of scientifically based principles of intercultural dialogue;
- the demand for qualified teachers capable of constructive polycultural interaction and lack of evaluation criteria of formation of polycultural competence.



The introduction of a competency-based approach is defined by the Ukrainian educational community as a key tool that should ensure the adequate development of the education system in Ukraine [2]. Competency-based approach is fairly considered to be in demand in the conditions of the disintegration of the education system and other spheres of social production, in particular, the labor market. Well-defined standards inherent in a competency-based approach should ease the influence of society on the functioning of the education system, since they combine a single social order and the result of educational activities.

In the global context, the competency-based approach is tied to situations of pragmatic reforming of the educational process. The purpose of its application is to ensure the proportionality of the labor market and educational system. At the level of knowledge, its application does not pose any significant problems. However, when it comes to the formation of a holistic personality, the sphere of professional and general knowledge, practical skills and basic and special skills must be supplemented by a culture of emotional life, value orientations and ideological principles. Such components of a mature person are quite difficult to adapt to the criteria of measurement and standardization and to provide in the form of specific competencies. Competence-based approach is driven by the shift from knowledge to behavior as the subject matter of learning and teaching: "Knowledge of other cultures is important. To work with people whose customs and norms are different, we need to know what those customs are, and understand their norms. But knowledge alone doesn't make us effective" [3, 20].

In particular, the phenomenon of polycultural competence is a syncretic entity that combines knowledge, feelings, values, and behavioral mechanisms, which greatly complicates the pedagogical analysis of this phenomenon. The contradictions in the definitions of multicultural competency testify to the need for further research.

As the competence approach is developed in the context of adapting the Ukrainian education system to global challenges for our society, it is extremely important to find in the experience of other societies the most relevant correlates to the realities of the Ukrainian educational process. At the stage of primary research, it is extremely important to summarize the historical path of a competence-based approach abroad and to give the concept of polycultural competence the definition that would logically take off that history.

In the global dimension, the subject of multicultural competence of educators is an adviser to the discourse of multiculturalism. The evolution of this discourse is related to the transition from the ex-demic understanding of differences as factors of differences and contradictions to their endemic vision as internal, immanent. In accordance with this transition, polyculturalism (which we use in a completely synonymous sense with "multiculturalism") departs from ethnic or national culture to the polystylistic culture of a society.

The analysis of the preconditions and factors of conflict in contemporary societies, such as that is currently being developed in Ukraine, confirms that the key factor in the division of society into competing groups is the degree of integration of the individual to a globalized world community. The effectiveness of anti-Ukrainian propaganda is determined by the very weak degree of population integration into the global informational space. These weak links are easily reloaded by the centralized system of Ukrainian media. And in isolation conditions, there is no chance for adequate development.

The thesis presents a theoretical analysis of problems of formation of polycultural competence of future teachers of foreign languages, as reflected in the detection of pedagogical conditions of formation of polycultural competence of students and experimental substantiation of pedagogical factors and means of forming polycultural competence, determination criteria, indicators and levels of polycultural competence of future teachers of foreign languages.

In the process of scientific and pedagogical literature analysis, it was determined that the problem of polycultural education as a separate branch of human knowledge, began to be widely regarded by the scientific community in the last quarter of the 20th century, although the issue of economic and social inequality, religious tolerance, equality of civil rights for all, racism, segregation and discrimination of certain ethnic groups, psychology and so worried mankind since ancient times. Revealed new aspects of polycultural training of teachers of foreign languages, due to the aggravation of old and new conflicts (ethnic, religious, political, economic, linguistic grounds, etc.) in a polycultural society related to the overall development of democratic processes in the world of movement for human rights awareness of self-esteem and increasing need to have internal freedom and external opportunities for self-fulfillment.

Polycultural competence of future teachers of foreign languages is defined as a poly-personal formation of professionally significant quality of personality of future teacher of foreign languages, formed in the professional and educational training based on mastering theoretical knowledge about the identity of the national culture of their own and other countries, the transformation of values, integrated polycultural skills that provide tolerance to representatives of other social groups, nationalities, religions confessions during intercultural communication and the ability to solve professional challenges in a globalized polycultural society.

The study found that the modernization process of training future teachers of foreign languages occurs in a social reform, which requires a change of priorities in the system of training of teachers and

sets new requirements for the ideal modern teaching specialist as a “man of culture.” Criteria to be concretized and made possible a record of the measurement results of the studied phenomenon defined cognitive motivational values and action-reflective character.

The study revealed pedagogical conditions of polycultural competence of future teachers of foreign languages, including the following components: cognitive-motivational (use of teaching methods: discussion, lecture, discussion, comparison, discussion, conference sessions, etc.); value-orientation (communication strategy “win-win”, seminar-debate, information technology, presentation, semantic and phraseological analysis); action-reflective method (modeling, problem situations, cooperative learning, illustrative explanation, language workshop, lessons, presentations method “fundraising” cognitive behavioral modification, Internet communications, staging, polycultural projects, portfolios, cross-cultural training, reflexive circle). These outcomes are similar to the findings of the European theorists [4].

The experimental work has shown the effectiveness of pedagogical conditions that positively influence the formation of polycultural competence of future teachers of foreign languages forming ideas about the diversity of cultures and their relationship; awareness of the importance of cultural diversity for personal fulfillment; nurture positive attitudes towards cultural differences; development of skills in interaction of different cultures through tolerance and understanding.

Further scientific development of the research should advance towards establishment and operation of practical techniques of polycultural education for future teachers of foreign languages.

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## Section 6. Political science

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### THE MEDIA COVERAGE OF BREXIT IN SPAIN

**Abstract:** The article investigates the Spanish media coverage of EU referendum results held on the 23<sup>th</sup> of June in the UK. The research involves a detailed analysis of the front pages of six daily newspapers with the largest circulation in Spain. An attempt is made to compare the media presentations of Brexit taking into consideration the techniques of pictorial framing and the political ideology of the newspapers.

**Keywords:** Brexit, EU referendum, media coverage, framing, Spanish press.

On the 23<sup>th</sup> of June, the UK held a referendum which was colloquially called the Brexit, comprised of the words “British” and “exit”. The next day Brexit was covered worldwide through many media outlets and the Spanish media were not an exception.

As daily printed newspapers continue to be an important element for influencing public opinion, the response of the Spanish media to the United Kingdom’s withdrawal from the European Union affected how Spaniards understood and interpreted this event.

The research is confined to the front pages of print editions of generalist daily newspapers *El País*, *El Mundo*, *ABC*, *El Periódico*, *La Razón*, *La Vanguardia*. The selected newspapers are also representative of different political opinions. As the aim of the article is to investigate the initial reaction of the Spanish newspapers, we are going to analyze the front pages of the abovementioned media published on 24<sup>th</sup> of June, 2016.

Various studies of the political stances of the Spanish media classified *El Mundo*, *ABC* and *La Razón* as right-wing newspapers and *El País*, *El Periódico* as left-wing newspapers. The recent postelectoral survey made by the Center for Sociological Inves-

tigations of Spain [2] addressed the question of the relation between the media source preference and the identification with a specific political party. For example, the readers of *EL Mundo* are more likely to vote for PP and Ciudadanos (right-wing political parties). *El País* was the best selling generalist daily newspaper and the most read digital one in 2016 and also according to the survey the readers of this newspaper are supporters of left-wing parties. On the other hand, *ABC* and *La Razón* are conservative newspapers; their readership is mostly composed of people who vote for right-wing political parties.

In order to have a better understanding of the media reaction to Brexit, we shall investigate the framing of Brexit on the front pages of the abovementioned daily newspapers. Framing was studied by many scholars and was defined in various ways [4; 8; 15]. Entman [5, 52] explained that to frame a story means to “select some aspects of a perceived reality and make them more salient in a piece of text used for communication, in such a way as to promote a definition, casual interpretation, moral evaluation, and/or treatment recommendation of a particular problem”.

Frame analysis is one of the most utilized methodologies in media studies. Charlotte Ryan [13, 73] defines frame analysis as “a tool for ordering information about how people perceive political problems”.

*El País* decided to present the news with the following headline “The British referendum forces for EU’s reconstruction”. The vote for Brexit was described as a danger for EU’s present and future integrity. For emphasizing the importance of this event in Europe the article also enumerates other factors like rise of populism, economic crisis, lack of leadership and the rising euroscepticism that make the reader perceive Brexit more dramatically. We can see that the framing of Brexit on the front page of *El País* is centered on the idea of a “warning sign” sent to the European Union. The narrative approach used to create the framing is the portrayal of “the two-speed Europe” in the article. Moreover, the newspaper used a photo of a British couple walking out of the polling station as if indicating that the British voters not only decided for the future of the UK, but also for the future of the European Union.

*El Mundo*, in comparison with *El País*, used totally other means of delivering the news of Brexit. If in case of *El País* the news of Brexit was located in the center of the front page with a big, bold and most eye-catching headline, *El Mundo* placed the news in a small column in the right corner of the front page. The narrative technique chosen for the framing included a description of weather for the day the referendum was held and a neutral tone was used for covering the outcome of the referendum. The referendum day is called the longest day in the recent history of Europe and Europe was waiting impatiently for its outcome. It is interesting to notice, that in the final sentence of the front page article the author put emphasis on the importance of Scottish vote in the referendum outcome, thus, inviting the reader to get more details inside the newspaper. Taking into consideration that *El Mundo* has always remained opposed to the referendum in Cataluña and also to the Scottish referendum, such an emphasis can be

perceived as an important element in the framing of Brexit on the front page of the newspaper. However, the fact that the information is quite limited does not give us the opportunity to understand whether the newspaper is blaming Scottish voters for the referendum outcome or vice versa.

*ABC* is the newspaper with the most memorable visual representation of the referendum outcome among the Spanish daily newspapers. The whole front page was dedicated to Brexit, with the exception of a very tiny advertisement placed at the left corner. The newspaper decided to place a British flag with the picture of Shakespeare on its front page and complemented it with a creative headline: “To be European or not to be”. The image is recognizable for both older and younger generations despite the differences in their political views. It is obvious that the picture and the headline will bring lots of attention to the newspaper, because it is not a typical *ABC* front page that the readers are used to seeing every day. As there is very little textual information, the visual framing is the main message delivering technique used on the front page. The concept of visual framing has been explored by various scholars [6; 7; 9]. Nelson, Reed & Walling [12, 523–528] studied how visuals contribute to the framing process and came to the conclusion that the images are superior to the texts in the psychological effects they produce on the recipients. The selected image shows how important Brexit is for the Spanish readers, the visual representation is striking and it immediately captures the readers’ attention.

*El Periódico* and *La Razón* both placed a picture of the British flag and Big Ben in the middle of the front cover. *La Razón* selected an attention grabbing headline “The hour of Europe” and mentioned how this historic referendum of Great Britain forces Brussels to re-plan their common projects. *El Periódico* delivered the news using the headline “British imbroglio” and interestingly, decided to include the final Yougov opinion poll results that had 52 per cent for the Remainers and

48 per cent for the Leavers. As we know, the results turned out opposite to the prediction. So, if other newspapers emphasized the consequences of Brexit for EU, framing the importance of Brexit outside the UK, *El Periódico* highlighted the idea that the results of the referendum were unexpected not only for EU, but for UK itself. Although both of the daily newspapers used almost the same image, the accompanying text led to different ways of framing. In the case of *La Razón* Brexit was seen as a problem for the European integrity and *El Periódico* presented the news as if Brexit was an eminently internal issue of the United Kingdom and by mentioning the poll prediction it highlighted the fact that the referendum outcome was a confusion and bewilderment first of all for the UK. In comparison with *El Periódico*, the coverage of Brexit on the front cover of *La Razón* drew attention to its political impact on EU.

*La Vanguardia* is a daily newspaper and is perceived to be popular among the Catalan middle class. The headline “Europe is concerned over the UK vote” is the only linguistic content used to describe the event. Like in the abovementioned cases the newspaper did not emphasize the consequences of the referendum outcome for Spain, but it pointed out the fact that Brexit first of all was going to affect the political integrity of the European Union. We can also see an image on the front cover that depicts a group of pensioners in red coats entering a polling station. The image probably represents the active participation of the UK population in the referendum. It is a symbolic representation of the importance of the referendum not only for the future, but also for the present of the UK. The readers see that it is the time to decide what direction the UK’s foreign and domestic policy have to take and people of all backgrounds, gender, profession, age, etc are involved in the process of making that decision.

The results of our study show that despite the differences, media representation of Brexit on the front pages of politically opposing media sources share

many similarities. The majority presented the view that Brexit was bad for EU and, therefore, it is also against the interests of Spain.

Considering the fact, that Spain was the country most opposed to the idea of Brexit [3], it is interesting to notice that the newspapers did not put it directly how Brexit could affect the relations between Spain and United Kingdom. From the perspective of foreign policy of Spain, Brexit could be an opportunity to recover sovereignty over Gibraltar which was later covered extensively in Spanish media.

The shortage of perspective on Brexit coverage can also be explained considering some nuances of the domestic policy of Spain. Although there are many differences between constitutional and legal statuses of Scotland and Catalonia, it is probable that the unknown consequences of the Brexit outcome for these independence seeking autonomous areas favored the neutral coverage of the issue.

Brexit had a huge impact on Spaniards more than Spain’s general election which was held three days after the British referendum. Right-wing newspapers generally focused on the potential political consequences, thus noticeably framing it inside the EU lens. Among the analyzed newspapers *ABC* has the most attention grabbing way of delivering the Brexit news and was the only newspaper that did not include any other news headlines on their front page. The newspaper chose the pictorial representation to communicate its stance on Brexit. *El Mundo* was the only newspaper that did not use an image to highlight the importance of the news story. The coverage of Brexit on the front pages of the left-wing newspapers did not differ drastically from the coverage of the right-wing ones. The newspapers used almost the same type of visual elements and verbal contexts to deliver the news. The main difference was encountered on the front cover of *El Periódico*. The newspaper did not deliver the news from the EU perspective like other newspapers, but it decided to put an emphasis on how UK itself was confused and puzzled after the referendum outcome.

To sum up, we may mention that the absence of an evidently biased coverage of Brexit reflects Spain's strong pro-EU attitude. Like other European newspapers, Spanish newspapers emphasized the fragility of the European Union and their expectations of "hard Brexit".

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## **ENERGY SECURITY CHALLENGES FOR THE EUROPEAN UNION**

**Abstract:** The demand for energy is expected to experience significant growth not only in most industrialized countries of the western world but also in developing economies of the eastern world. In this framework, most of the countries' very sensitive position in the field of energy and in terms of its own security has become a major challenge in the implementation of both their geopolitical and geo-economic interests.

**Keywords:** Natural Gas, Energy Security, Geopolitics.

### **Introduction**

In the 21<sup>st</sup> century, hydrocarbon resources remain one of the most vital components of economic, political and social areas of most of the countries in the world [1]. Throughout modern history, these resources have consistently played an influential role in the economic and political developments of the major states and empires. Particularly in recent decades, the accelerating rate of economic development in many countries, the increase in the world's population, and the increasing scarcity of the world's total remaining energy resources have made it very challenging for all countries to ensure ongoing growth and development [2]. At present, energy resources are the main sources for every state's modern industry and society. Currently, the main resources being employed are coal, crude oil, and natural gas. Therefore, the importance of these energy resources to the chief areas of the economy has automatically influenced the foreign policy and diplomacy of a significant number of countries. According to many researchers, the global demand for crude oil and natural gas is expected to grow continuously for the foreseeable future [3]. The demand for energy is expected to experience significant growth not only in most industrialized countries of the western world but also in developing economies of the eastern world. In this framework, most of the countries' very

sensitive position in the field of energy and in terms of its own security has become a major challenge in the implementation of both their geopolitical and geo-economic interests. It doesn't matter whether countries are located in the east or in the west, the aims remain the same: to maintain stable and secure access to the world's energy reserves [2].

Global energy markets have undergone many challenges since the 1970s and energy reserves, such as crude oil, natural gas, and renewables, have become the primary sources of energy that most countries are using as a means to meet their demands [4]. Currently, in the global energy market, crude oil still remains one of the most significant fossil fuels for many countries to secure their energy demands. Therefore, in the foreseeable future, the continued progress and advancement within and natural gas and crude oil fields will continue to be critically important in the major world economies. It is expected that up until around 2040, the world's demand for oil will continue to increase [5]. The same situation is also expected in the gas market and the role of natural gas will likewise grow due to the high demands of the world economies. Due to the emergence of new major economies, and the continued stable demand from the western countries for the energy resources, the global energy market is being shaped and structured in an ever changing and dynamic way



[6]. The role of fossil fuels will remain vitally necessary for global energy security. However, due to the negative impacts that fossil fuel consumption has on the environment, new advancements in the technological sector, and shifts in the geopolitical arena will have a significant impact on the position of fossil fuels in the distant future. Nonetheless, the current situation of global energy demands will remain the same, just as it has been for the last couple decades, namely, being dependent on hydrocarbon resources as a main source of energy.

Energy security is a crucial field for all the countries to focus their attention on, particularly in terms of being able to secure stable access to energy reserves together with energy partners in order to maintain ongoing economic development [1]. Under the energy security policy, stable energy supplies, mainly natural gas and crude oil resources from the world's energy-rich regions, have become the core targets of many energy dependent countries. It is for this reason that locating reliable sources of energy and energy security strategy has become the main topic on the agenda in international discussions [7]. Furthermore, the competition over the world's remaining limited energy resources has also become a major policy of many regional and global powers. This competition has not only affected the dynamics of global energy politics but it has also shaped the foreign policy of many countries. Currently, it is seen that the economic growth and development of many countries are highly dependent on the stable and secured flow of energy supplies. As it has been witnessed in the last couple of decades, any abrupt or unannounced interruption of the energy flow to their economies due to any reason has had a significantly negative and unpredictable impact on their economic growth [7]. Therefore, from a strategic point of view, the implementation of a successful energy policy is considered to be the primary objective of many countries. Given the difficult characteristics of energy politics, the 21<sup>st</sup> century has been the most difficult century for building and maintaining long

lasting energy policies since its beginnings. This has mainly been due to conflicts, economic crises, and political instabilities around the globe. The rivalry between global and regional powers over the control of energy resources has created an even more challenging situation for many countries. There are varying levels of competition that exist between countries such as the Russian Federation, the United States, China, Iran, Turkey, as well as the European Union. This competition has affected the strategies of the energy-producing countries [8]. This outcome has become very influential to the national interests of each country in terms of building their energy cooperation strategies.

### **Contemporary Energy Challenges**

In recent years, countries of the European Union have faced a number of difficulties in regards to improving their energy security, especially in terms of their increasing natural gas consumption. Natural gas supplies are extremely vital for EU countries and as has been seen in the last two decades, the European Union has put a great deal of effort into investing in the securitization of its energy supplies [6]. The green movement and environmental regulations in the European Union have pushed the European Commission to focus more of their concentration on natural gas reserves. As mentioned, this is mainly due to the fact that its consumption produces lower carbon emissions and has relatively low environmental impacts. However, this is not the only challenge that the European Union faces in terms of shifting its energy consumption from classical fossil fuels to more renewable and environmental friendly fossil energy resources [4]. An increase in demand for energy resources, especially for natural gas, and a continuation of this tendency of the European Union countries has brought more security challenges to its energy consumption. Many statistics from 2015 clearly indicated that the rate of the natural gas dependency on Russian supplies was more than 30% and the same figure relates to crude oil dependency as well [1]. Despite the fact that world economies have been

facing economic difficulties since 2008, the European Union and Russia remain interdependent on each other and this has increased significantly to the point where both parties' ongoing economic prosperity is heavily reliant on the other. Currently, more than 50% of the energy that is being consumed by the EU countries is imported from outside of the European Union and expenditure on the imported energy resources totals more than 1 billion euros per day. From this, it is extrapolated that the European Union spends in excess of 400 billion euros per year to meet its demand for its energy needs [1]. Russia has traditionally been the main crude oil and natural gas supplier to the European continent. In 2015, over 158 bcm of natural gas was supplied by the Russian Federation to the majority of EU countries, fulfilling approximately 25% of the total gas needs of Europe [5]. Russian natural gas exports have remained at around the same value and in the near future they are expected to continue to stay at the same level due to a slowdown in the economic growth of the countries within the European Union. As it has been indicated in many statistical reviews, the importation of Russia gas supplies and the percentage of total imports that are received from Russia have already made many countries of the European Union highly dependent on Russian gas supplies [1]. It should also be noted that more than 75% of the Russian produced natural gas exports were delivered to the European energy market. Therefore, this interdependent situation in the framework of international energy relations indicates that both sides need each other in order to implement their energy policy [3]. However, in terms of the European Union, its heavy dependency on a single supplier has made it significantly more vulnerable to disruptions to supply. In order to meet their supplied energy needs, the countries of the European Union have traditionally received energy resources from European and non-European regions, such as Norway, Russia, the Caspian basin, the Middle East, and North Africa [6]. This single and dominant supplier, namely the

Russian Federation, has brought about a range of difficulties and obstacles to the EU countries. These difficulties mainly involve supply disruptions, primarily as a result of political disputes and interests, conflicts and wars in neighboring countries, and the implementation of strategies concerning the diversification of energy routes. At the same time, the security of energy is unevenly distributed among the member countries of the European Union. The countries of the Eastern European, such as Poland, Hungary, Slovakia, the Czech Republic, the Baltic states, and most of the countries in the Balkan region are highly dependent on Russian energy supplies, compared to western European Union countries [5]. Therefore, the vulnerability of the eastern European Union countries is becoming more visible in terms of maintaining their energy security. Despite this fact, the Netherlands and Norway, with their indigenous gas reserves (although Norway is not an EU country but an important energy resource provider nonetheless) do not supply the eastern EU countries with the volumes necessary to decrease their dependency on Russian gas resources [1].

### **Conclusion**

For many western countries, due to natural gas' above-mentioned features, it has been proposed as a potentially necessary bridge in the much-needed shift from the consumption of fossil fuels to more ecologically sustainable green energy renewables. Natural gas reserves are the main energy source used to power generators and its compatibility with the use of renewables is a strong incentive to use this resource in many modern energy-producing technologies. However, the natural gas market is very complicated due to many challenges in terms of ensuring the security of transportation, storage, and stability for its usage in the global energy market. Therefore, since the production and transportation of natural gas have become very challenging, most of the states have intervened and created policies aimed at securing the necessary natural gas supplies in order to create stable and diversified natural gas infrastructure over the last two decades.

The countries of the European Union are the main example in terms of implementing these policies and in preventing such challenges to the continued security of its natural gas supply.

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### **TRAINING AND DEVELOPMENT: WHAT DOES IT MEAN FOR EMPLOYEE AND EMPLOYER?**

**Abstract:** Training and development remains to be one of the most important activities in any organization. The success and failure of any organization lies on its people, therefore investment on human capital should be the top priority of any organization. This research study discussed training and development as strategic unit of human resource including the challenges ahead.

**Keywords:** training and development, training needs analysis, employee, human resource.

#### **1. Introduction**

Training and development remains to be one of the most important activities in any organization. The success and failure of any organization lies on its people, therefore investment on human capital should be the top priority of any organization. Now-

adays all companies needs to improve and develop, so they have to put special programs to improve the skills of employees and help them to be motivated and able to achieve the aims of the company. That means “training and development” is a serious aspect for the work. Companies spend a lot of time and ef-

fort to do successful programs and design it carefully, because training and development focus on the organizational objectives and goal. It increases the job performance of employees, so that will improve the outcome of the organization and will give high quality services or goods, which lead to higher competition in the market. Also, the HR department which is the responsible for the training program must create the proper environment for employees. Training and development is an integral part of any organization and should be the top priority of any organization as they wealth of experience to the company in terms of growth and development.

### **Importance of Training: Organizational based**

Training is an attempt to improve current or future performance. Also it defined as, the systematic process of altering the behavior of employees in a direction that will achieve organization goals. And it is necessary for both new and present employees. Training has two parts: the person, who take or get in training process is called “trainees”, the other part is the person who provide or make the training activity “trainer”. The first phase for training decision is the needs of assessment and it is used to determine what type of training is necessary. And it involves three parts namely organizational analysis, person analysis, and task analysis.

There are seven important theories that lead to an effective training:

#### 1) The Trainee Must Be Motivated to Learn.

The learner should have the enthusiasm, desire to learn, keeps his attention on training activity.

#### 2) The Trainee Must Be Able to Learn.

The person should have the ability to understand a new and complex thinks; because even we repeat the activity several time, he will not benefited from the training.

#### 3) The Learning Must Be Reinforced.

The person must be rewarded and reinforce his behaviour to satisfy his need through extra payments, recognition, and promotion.

4) The Training Must Provide for Practice of the Material.

The person needs time to practice what he learn in real situation, and repeat it many time in order to accept it.

#### 5) The Material Presented Must Be Meaningful.

Learning material should be varied between using (cases, problems, reading lists) so learner will not bored.

6) The Material Must Be Communicated Effectively.

#### 7) The Material Taught Must Transfer to the Job.

The trainer must do his best to make the training as close to the reality of the job.

### **2. The Training and Development Process**

We defined the meanings of the training and development on how they are being practice in companies. In order to uncover the mystery behind success and failure of many companies based in Fujairah, UAE we conducted short interviewed and observed their employees. We developed 8 questions and pre-test the said questions in order to develop and accomplish the purpose of unlocking the secrets of training and development practices of firms. To verify and validate useful information, the interviewed questions were answered accordingly by various employees.

The feedback of training need analysis (TNA) is the identification of showing gap. Performance can be difference between expected and fact implementation of individual. The requirement and adjusted to be actual performance at the workplace. (TNA) have element as follow:

- Problem identification;
- Need identification;
- Performance standard development;
- Practice identification;
- Training criteria;
- Cost estimate;
- Profit.

Also, there are training design it mean making essence of training it include steps to training will be held:

1. Identifies learning goal;
2. Steps accurate method;
3. Organizer a support;

4. Takes correct media various;
5. Set content;
6. Evaluation instruments;
7. Make arrangement of training [1].

Sometimes training development an important things and good for employee that means training program. It is not just about implementing policies but involves reading informative training.

- Training your staff: that is focuses on the technological aspects of training and development. In addition, several suggestion for example “just in time training” as well as the implementation interactive training materials. For companies to use online tools and a lot of useful suggestion and insights [2].

The big company challenge especially in business environment. Here are seven key steps you must consider to build an effective training and development program that is:

1. Bench market against the competition;
2. Survey your employees;
3. Align training with management’s operating goals;
4. Run it like a business;
5. Copy to your company’s civilization;

6. Keep innovating;
7. Measure result [3].

There are different between training and development:

The training is that:

1. The training is usually short term process;
2. Require guidance and instruction set of predictable knowledge;
3. Non leadership related activities;
4. Aimed at a specific last or job role.

On other hand, development:

1. More long term in nature;
2. Include education and theoretical concepts;
3. Aimed at developing relationships;
4. Improving leadership skills;
5. General and non-tangible than specific [4].

Employee development and productivity: Most successful organization must consider the process of workforce investment in thru training. The result to increase in skill and competence and improve productivity can be seen in their output [5]. This is very important because organization can now measure the before and after effect of any trainings participated by their employees.

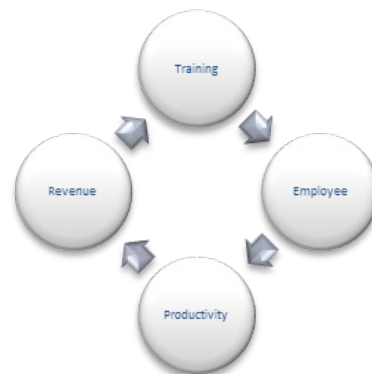


Figure 1. Training Model [6]

### Evaluation of training and development

It is the final phase of training and development. It done to decide whether the training offered was effective. And it doesn’t have a specific form. Evaluation criteria are: internal, external, and participant’s reaction. Internal criteria are directly associated with the content of the program, whether the recipient learned

the facts covered in the program. While external criteria are related to the main and final purpose of the program, such as: improving the effectiveness of the employee. And participants reaction, whether subjects like or dislike the program. And MATRIX GUIDE for EVALUATION is considered as an effective and useful example or tool for evaluation.



Figure 2. Satisfaction on Training Received

### 3. Data Analysis

The research study was conducted with various respondents and survey questionnaires were distributed accordingly. 25 questionnaires were distributed and 23 was return respectively. The retrieval percentage for this research study is 92%. To validate some issues on training and development we conducted random interview with employees to uncover the rationale. We interviewed the HR department of Fujairah Hospital to learn more about their job. We've learned that

their main focus is hiring staff with necessary work experience. This is because in hospital settings, experience is a must for all new recruits. It also reduces the cost of training and only requires updating. In the medical field they have to earned continuous professional units. Same as other professions like engineers, architect, lawyers to name a few. This is because some professions required updating and upgrading of knowledge and skills. Below are the responses of the respondents with corresponding interpretations.



Figure 3. Apply the Training

The respondents of the research study are 23. This research study is a pilot study on the value of training in the organization. 10 (43%) are

males and 13 (57%) are females respectively. 15 out 23 holds minimum bachelors degree and the remaining holds secondary to diploma degree

holder. The good thing about the respondents is that they take their education seriously. In fact all of them want to pursue masters to doctoral studies aside from taking other specialization and concentration.

(Figure 2.) indicates 17% are very satisfied for the training they received and 39% are somewhat satisfied. The combined 56% is within acceptable

range. It is very important that satisfaction on their training is achieved otherwise employees will have a difficulty in their work assignments.

(Figure 3.) indicates 60% (combined very satisfied and somewhat satisfied) about their acquired training which can be easily applied to their work. This means that training is really genuine because learning was acquired by each trainee/beneficiary.



Figure 4. Managers supports to Improve weaknesses

(Figure 4.) indicates 74% acceptable responses from managers with respect to support for improvement. Identifying both strengths and weaknesses is very important because there is room

for improvement and enhancement. This is very critical role for managers because they are the one who manages his/her team and can evaluate their competency.

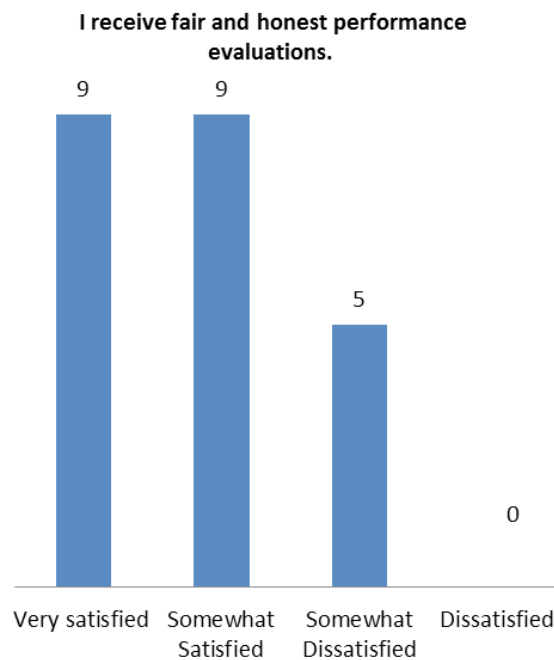


Figure 5. Performance Evaluation



(Figure 5.) indicates 78% (combined very satisfied/somewhat satisfied) as far as fair and honest performance evaluations. This is necessary because employee needs to know if they are performing well and to what extent. This is good indicator for

employer to know who are the performer and who needs more training and exposure. Top management can implement performance appraisal across employee (s) with indicator on their performance and output.



Figure 6. Identifying Employee Training Needs

(Figure 6.) indicates that 70% of the organizations have serious and severe policy on the implementation on identifying employee needs. This is very critical in any organization because of competition

drives them to work effective and efficient. There is also no need for more waiting time as far as training because it might affect business operations and service quality to valued customer.

Does your organization require employees to participate in a specific number of hours or training courses annually ?

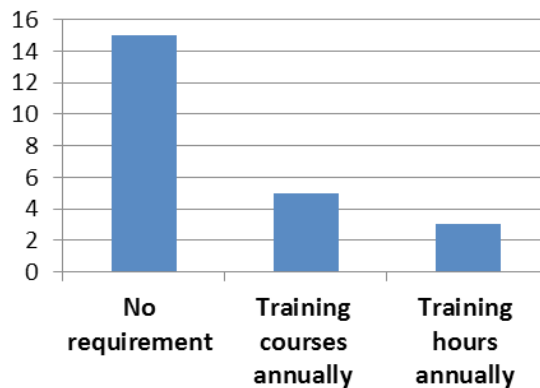


Figure 7. Require employees to participate

(Figure 7.) indicates that organization require employees to participate in training courses, this implementation of the training and development is very vital in the strategic planning because it involves budgeting and forecasting. 87%

(combined no requirement/training courses annually), this means organizations are supporting any interventions of training and other programs. In fact if the organization will be more productive if required training are given their employees.

**Which of the training required ?**

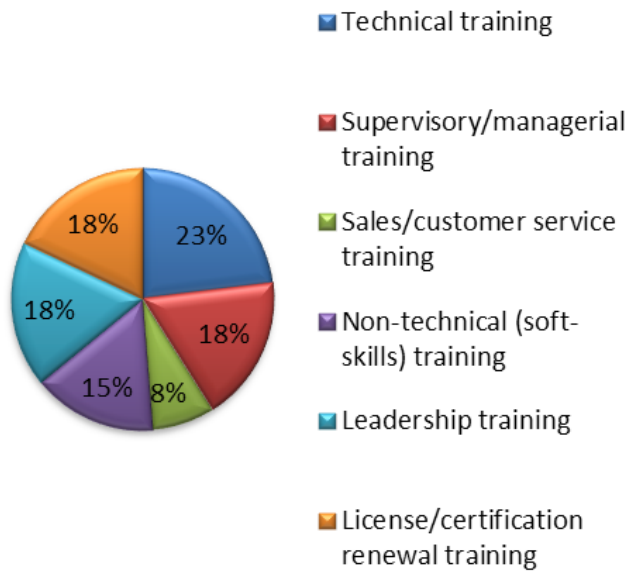


Figure 8. Training Required

(Figure 8.) indicates that technical training (23%) being the highest is the most usual training required. Followed by supervisory/managerial training (18%) and leadership training (18%),

and license/certification (18%). Those four (4) perhaps are the most in demand training required especially if the nature of the organization is services.

**The three training areas most important to your development over the next two years ?**

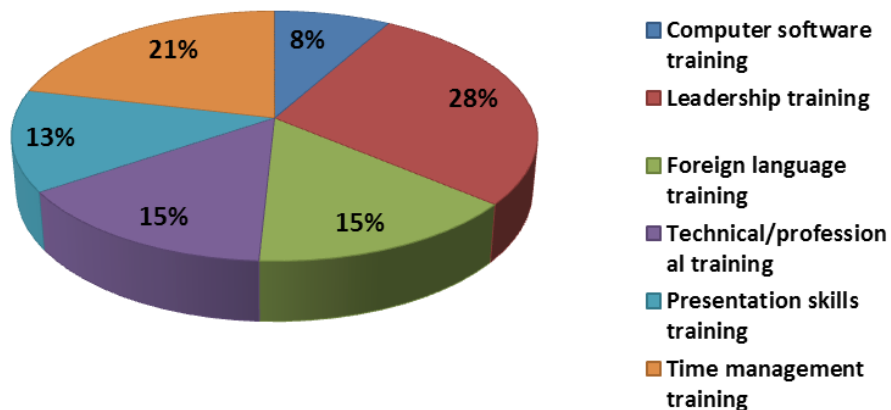


Figure 9 Training the Most Important

(Figure 9.) indicates the three training areas most important (2 years), computer software training 28%, leadership training 21%, foreign language and technical/professional training tied at 15% respectively. We have to understand that training

must be responsive with the technology otherwise you will be left behind. The aspect of leadership is the most relevant now a days because each organization needs leadership who will give them direction moving forward.

### Conclusion and Recommendation

In conclusion, we find that training and development are very essential and affective elements in organization's performance, also helps employees to understand the job and do it efficiently and effectively, and, it will lead the origination to compete and seek the competitive advantage, that's mean each organization should train employees to know exactly how to do their duties in their fields. Finally, based on our analysis and observation we've found that some employees are not consistent in their answers; this is one of the problem that we faced on our report. But nevertheless training and development is always a tool for development in both employee and employer.

We recommend to give an extra attention in training employees, because it will help the company to improve dramatically, and make an sufficient budget for training, Also, we advice universities to make training for student special training related to their majors to help them implementing what they studied, that will give the student an idea about the work place and will give them an experience. To have good training, employees should estimate the time required for the training program and they have to focus only on the quality and benefit of the training. The manager can affect on employees by motivate them to take the advantage and the opportunity of the training.

Training not just a practical, employees should have basic information (theoretical) and then they can gain experience and new skills from the practical training. Overall training and development is very important across organization because they are the drivers for change that will lead to organizational success.

– Training and Development helps to provide an opportunity and broad structure for the development of human resources' technical and behavioural skills in an organization.

– Training and Development helps in increasing the job knowledge and skills of employees at each level.

– Training and Development helps in increasing the productivity of the employees that helps the organization further to achieve its long-term goal.

– Training and Development helps in supporting the sense of team work, team spirit, and team collaborations.

– Training and Development helps building the positive perception and feeling about the organization. The employees get these feelings from leaders, subordinates, and peers.

– Training and Development leads to improved profitability and more positive attitudes towards profit orientation.

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## **CREATING POSITIVITY AT WORKPLACE THRU CITIZENSHIP BEHAVIOR: THE CASE OF ASTER MEDICAL CENTER**

**Abstract:** The paper is an attempt to uncover the psychological factors that affect employee's behavior positively. The researchers took a bold step in identifying this behavior thru the Aster Medical Center employees as a sample in the research study. Results of the studies were significant and establishment of positive relationship among employees in the workplace is vital in their business operations.

**Keywords:** behavior, knowledge sharing, psychological factors, citizenship behavior, positivityю

### **1. Introduction**

Positive work environment is a real gem and people who work on this environment are lucky if they positive thoughts can be converted into positive outputs. Positivity is a psychological state and same goes with negativity. There are many factors that affect us positively which vary from person to persons. Positivity its family life, friends or organization exhibits positive behavior which leads to efficiency and good results. When we talk about positivity at the workplace this means employees are able to work and play without worrying that people are looking for their faults and mistakes. Trust and confidence is very good ingredients for success in any

organization because it gives employees work comfort and unity among staffs are achieved. Sincere and loyal employees are hard to find nowadays due to many factors but most importantly the road to success needs dedication and support of all.

For the smooth running of organizational operations, there must be an adequate cooperation among employees thus; citizenship behavior is essential. For this purpose employees must consider themselves as an important asset of organizations. They must think for the welfare of organization and they must play their role beyond to their job description. This behavior is proactive and does not depend on any reward structure. Citizenship

behavior can be described as task performance behavior which is very supportive and creates a psychological environment to perform better. It is an era of competition and every organization has an urge to have knowledge, intensive employees. To get a competitive advantage, organizations must have skillful and intellects to perform task behavior. Citizenship behavior is highly correlated with knowledgeable workers because if organizations have knowledgeable workers and they do not share their knowledge with other employees then there is no use of intellectual capital. It means that there is no room for learning neither success. In the race of competitive advantage knowledgeable management plays a vital role. Knowledgeable management is basically a process which explains how to share, distribute and learn knowledge. Knowledge is considered as an important organizational asset and it needs to be given a special position and develop with time. To become successful is really a big challenge for any organization and most importantly its execution. In order to meet the objectives of organizations, many organizations are supporting knowledge sharing behavior among employees. And the organizations that have implemented and encouraged knowledge sharing behavior have positive results towards goal attainment.

Organizational citizenship behavior categorized into two categories broadly:

- i. Behavior towards individual;
- ii. Behavior towards organizations.

Many types of research have been done on the topic of organizational citizenship behavior and most of them commented that citizenship behavior based on the following three motives:

- i. Impression management;
- ii. Organizational welfare;
- iii. Proactive values.

The statement of the problem in this research study is to investigate on the dimensions of citizenship behavior on knowledge sharing at Aster Medical Center. This can be consider as case study on how their

employees view the citizenship behavior in the working environment that require trust and confidence.

### **Research Objectives**

The research objectives of this research study are the following:

- i. To find out the psychological factors that influence positivity;
- ii. To find out the significant relationship of organization citizenship behavior on knowledge sharing
- iii. To find out the levels of organizational citizenship behavior;
- iv. To find out the organizational citizenship behavior levels and their relationship with respect to knowledge sharing;
- v. To empirically test the phenomenon of citizenship behavior and its impact on knowledge sharing in organization.

### **2. Literature Review**

Knowledge is giving and getting information [1]. In organizations, knowledge means using information to maximize productivity which is not possible without humans at workplace. The use of knowledge means it is prevailing in every process and operations. It should not be documented only but exhibited through actions of management in routine processes. Many researchers have explained knowledge differently but the crux is same that knowledge has mainly two types. One is tacit knowledge where the knowledge is residing in brains but not in action. For example, we can describe only how to use the laptop but it is useless if we do not practically tell others through actions. The second dimension of knowledge is explicit knowledge which is opposite of tacit knowledge and can be transformed through magazines, books, and other sources. It is more practical and organizations are thriving to have explicit knowledge in the organizations. Regardless of what type of knowledge an individual is possessing it is purely depends on how he/she wants to deliver and help others. Knowledge sharing is an art and not all people possess the ability to share what they knew. Sometimes personal characteristics, values, and beliefs

become an obstacle and sometimes they do not know how to share actually. Knowledge sharing in organizations means that individual is sharing tacit and explicit knowledge, beliefs, concepts, creativity, ideology, use of technology and skills to the group of people or individuals. Knowledge can be traveled from upper level to bottom, bottom to middle or at horizontal level of management. The definitions of the knowledge sharing exhibits how individuals are communicating either by face to face or virtually. The important is how actually they share knowledge of what they have learned to groups or individuals [2]. Knowledge sharing at workplace basically consists of how, where, when, why and who questions and their implications. So, it might be in a form of organizational documents, personal experiences and beliefs, operations and procedures to follow, policies and organizational rules. The traditional sources of knowledge sharing at the workplace are face to face, meeting and storytelling which is further accompanied with email, the internet and video callings regardless of space and time [3].

### Organizational Citizenship Behavior

The following are classified organizational citizenship behavior into two major dimensions namely [4]:

- i. Altruism (Selfless person);
- ii. Generalized compliance (Agreement).

Altruism is very rare to see at the workplace because it is not possible that person starts thinking for his/her manager above his/her own self. On the other side, generalized compliance is common at the workplace such as employees have to follow the rules and policies to stay in the organization. Organizational citizenship behavior is very hard to see in orga-

nizations because this behavior is not documented in the job description and it is beyond the duty proactive act. Therefore; it is very difficult to expect citizenship behavior from employees [5]. The founder of citizenship behavior has further explained the five major dimensions of citizenship behavior:

- i. Civic virtue;
- ii. Sportsmanship;
- iii. Courtesy;
- iv. Consciousness;
- v. Altruism.

Furthermore he explained that citizenship behavior is a personal act which should not dependent on any reward system but in general highly effective for the health of the organization. Through literature, it is identified that consciousness does not play a major role in explaining citizenship behavior whereas altruism and courtesy has a combined effect. Organizational citizenship behavior is the highly personal act and does not follow any strategy to behave. Individuals who believe on shared vision from the beginning will always exhibit citizenship behavior regardless of what others do. In this study, we have explained the organizational citizenship behavior dimensions with respect to knowledge sharing and how it creates positivity in the workplace.

### 3. Theoretical Framework and Hypothesis

Organizational citizenship behavior has been used to explain the concept of this research. Organizational citizenship behavior is a behavior which has nothing to do with individual's job description. This is the behavior considered as proactive actions. Organizational citizenship was further explained in the five major dimensions of citizenship behavior.

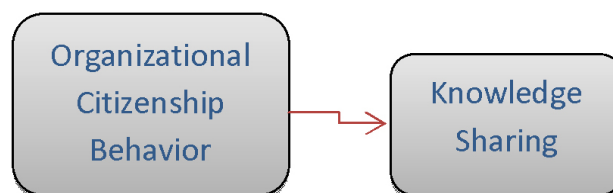


Figure 1. Theoretical Framework (Organ, D.W. Model, 1988)

- i. Civic virtue
- ii. Sportsmanship
- iii. Courtesy
- iv. Consciousness
- vi. Altruism

#### Theoretical Framework

On the basis of theory of “Organizational Citizenship Behavior” we have used the following theoretical framework (Figure 1):

#### Hypothesis

**H1:** There is no significant relationship between organizational citizenship behavior and knowledge sharing.

Organizational citizenship behavior is independent variable whereas knowledge sharing we have taken as dependent variable. We believed that knowledge sharing is possible only when individuals actually want to share what they knew and learned. This act is associated with organizational citizenship behavior which is a positive psychological factor.

On the base of our major hypothesis, we have developed the following sub- hypothesis where we have added all five dimensions of organizational citizenship behavior exclusively with respect to knowledge sharing.

**H1 (a):** There is no significant relationship between altruism and knowledge sharing;

**H1 (b):** There is no significant relationship between courtesy and knowledge sharing;

**H1 (c):** There is no significant relationship between sportsmanship and knowledge sharing;

**H1 (d):** There is no significant relationship between consciousness and knowledge sharing;

**H1 (e):** There is no significant relationship between civic virtue and knowledge sharing.

The results of our study show that at Aster Medical Center 67% are males and 33% are females. Most of the staff belongs to the age group of 35 to 44 which shows that 49% employees at Aster Medical Center belong to the same age group. 22% employees are intermediated whereas 57% employees holding a master degree which is a good sign that those employees

are well qualified and knowledgeable. It is also noted that 21% of employees holding higher education degree which also shows that those employees are highly qualified. As far as the working experience of employees concerned we have noticed that 24% of employees have 5 or less than 5 years working experience. 39% employees have 6 to 10 years working experience which shows that a huge cluster belongs to a midlevel career. 24% employees have more than 10 years working experience and there is another classification of employees which cover 13% of the population having more than 15 years of working experience and relatively more knowledgeable. Cronbach alpha was calculated and it was .85 which is highly reliable scale. The results are a significant and proven relationship between organizational citizenship behavior along with its five dimensions and knowledge working at Aster Medical Center.

In today’s era of competition, it is very important for individuals to share knowledge. This is only possible with the efforts made by top management. The top management needs to create such environment where doors are open for communication and knowledge travel from upper level to lowest level. By adopting such policies of knowledge sharing organizations can enjoy the fruit of success.

This research paper has a significant impact on today’s organizational policies especially who actually thinking to get knowledge sharing environment. All this is possible only when individuals have positive thoughts and they prefer to share knowledge with others. For this purpose, we have chosen Aster Medical Center Dubai, UAE. The reason for choosing Aster Medical center was that on daily basis the staff has to meet challenges and they need to be highly updated with changing environment to cope with unfavorable situations. In this regard, all employees need to be highly cooperative and have the ability to share their knowledge which they are learning through different sources like training, workshops, media and researchers etc. The results of our study will help the organizations to determine which

factors are important to be considered as citizenship behavior and will help in knowledge sharing. This study will help the organizations to bring positive thoughts in the organization which ultimately helps in getting the competitive advantage.

#### **4. Methodology**

##### **a. Data Collection and Procedure**

The data for this research study was collected from 5 branches of Aster Medical Centre in Dubai, UAE. The number of employees in these branches is above 1500, so all these employees were the population of this study. Because we were running short on time, so we preferred simple random sampling technique.

##### **b. Sample Size**

The sample size of this study was 200 and only 189 questionnaires were returned. These responses were used for data analysis. The retrieval percentage in this research study is 94.5%.

##### **c. Research Instrument**

For the reliability and validity of our research, we have adopted the scale, of citizenship behavior by (Podsakoff & et al, 1990) [6; 7]. In this scale we have used all five dimensions of citizenship behavior such as civic virtue, sportsmanship, courtesy, consciousness, and altruism. For knowledge sharing, we have chosen knowledge sharing scale developed by Alam & et al (2009) [8]. Aside from that interviewed and observations was done to validate the responses among employees which serves as the respondents in the study.

#### **5. Results and Findings**

All the data was analyzed by using SPSS. Each item was coded and statistically analyzed. The results of the research study are presented below.

##### **a. Descriptive Statistics**

The descriptive statistics of this research study are presented in table 1. Frequency and percentages were found in each demographic variable. The results of this study show that at Aster Medical Center 67% are males and 33% are females. Most of the staff belongs to the age group of 35 to 44 which shows that

49% employees at Aster Medical Center belong to the same age group. 22% employees are intermediated whereas 57% employees holding a master degree which is a good sign those employees are well qualified and knowledgeable. It is also noted that 21% of employees holding higher education degree which also shows that employees are highly qualified. As far as the working experience of employees concerned we have noticed that 24% of employees have 5 or less than 5 years working experience. 39% employees have 6 to 10 years working experience which shows that a huge cluster belongs to a midlevel career. 24% employees have more than 10 years working experience and there is another classification of employees which cover 13% of the population having more than 15 years of working experience and relatively more knowledgeable.

The reliability test was applied to check the reliability of our scale and Cronbach alpha was .85 which considered a very reliable scale.

##### **b. Correlation and Regression Analysis**

The results of our analysis show that altruism has a significant relationship with knowledge sharing where beta is 0.481,  $p = 3.8$ . Thus; the null hypothesis was rejected because we did not find any prove that there is no significant relationship between altruism and knowledge sharing. It is possible because the job environment like Aster Medical Center is very sensitive and employees have to be selfless while performing their jobs and they need to share their knowledge with others regardless of time and space.

Courtesy is another dimension of citizenship behavior and should be exhibited by the employees especially working at a sensitive environment like Aster. The regression results (beta = 0.74,  $p = 0.02$ ,  $t = 2.31$ ) show that there is positive direction towards knowledge sharing among employees.

Sportsmanship is also another important dimension which should be presented in employees. This dimension is good to develop and can be developed through training sessions. The results (beta = 1.03,  $p = 0.000$ ,  $t = 5.62$ ) show that



sportsmanship has a significant relationship with knowledge sharing. For knowledge sharing, it is important that employee has the spirit of sharing and it is also proven in my studies.

Another important organizational citizenship behavior is consciousness which is also a big five personality factor. These people are highly dutiful and very particular about their rules. The result of this hypothesis ( $\beta = 0.42$ ,  $p = 0.00$ ,  $t = 5.01$ ) shows that there is the relationship between consciousness and knowledge sharing. It is possible because consciousness people are very particular and always think positive. Their positive attitude is always exhibited at the workplace and they prefer to learn and share knowledge which is beneficial for individuals and organization also. Thus; in this research study at Aster Medical Centre it is important to keep employees having consciousness dimension.

Civic virtue is the last dimension of organizational citizenship behavior and organizations would like to have this dimension at workplace. The results ( $\beta = 1.12$ ,  $t = 2.21$  and  $p = 0.02$ ) of our study proven this relationship at the significant level that there is the relationship between civic virtue and knowledge sharing. This is a possible because under the head of civic virtue dimension individuals think for the betterment of others. They act proactive and kind hearted. Individuals who are high at civic virtue scale have positive psychological factor and always think for the welfare of the organization. Their efforts do not depend on any reward structure perhaps! In later future, their efforts bring fruit for all.

## 6. Discussion and Conclusion

The results of this study show that the objectives are achieved significantly. The results show that Aster Medical Center employees have positive psychological factors like organizational citizenship behavior and knowledge sharing. These two factors are very important and exhibit positivity. The results show that employees are highly motivated towards sharing knowledge which shows they have positive thoughts and feelings about their colleagues.

The purpose of our study was to investigate the psychological factors which influence us positively. In this regard, we have chosen organizational citizenship behavior which is a positive psychological factor and exhibit the positivity among individuals. Another factor was knowledge sharing which is the result of positive attitude and we have tested knowledge sharing with respect to citizenship behavior. The results of this study were significant and have proven positive relationship. The results show that the five dimensions of citizenship behavior like altruism, civic virtue, consciousness, sportsmanship, and courtesy have a significant impact on variable knowledge sharing at Aster Medical Center employees. Among all five dimensions of citizenship, the highly dominating dimensions were sportsmanship, consciousness, and altruism respectively.

In today's era of competition, it is very important for individuals to share knowledge. This is only possible with the efforts made by top management. The top management needs to create such environment where doors are open for communication and knowledge travel from upper level to lowest level. By adopting such policies of knowledge sharing organizations can enjoy the fruit of success. Not only that it gives employees that positive sense of.

## 7. Suggestions for improvement and practice

The results of research study are significant for employees and on the basis of these results we have made the following suggestions for improvement.

- i. Organizations need to encourage positive psychological factors;
- ii. Organizations should encourage employees those exhibit positive attitude;
- iii. Organizations should encourage employees those are ready to learn and share always;
- iv. Citizenship behavior cannot be created but it can be encouraged through involving positive thinking employees in the process of goal attainment;
- v. Knowledge sharing is a long path to go and it should be continuous process;

vi. Only positive thinking helps the organizations to build and flourish healthy;

vii. Management needs to focus on positive psychological factors because in the end positivity will help the organization to achieve goals.

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## **DECENTRALIZATION OF EXPENDITURE RESPONSIBILITIES BETWEEN DIFFERENT LEVELS OF THE BUDGET SYSTEM**

**Abstract:** The conceptual bases of decentralization of expenditures between different levels of the budget system are considered. The degree of decentralization of spending powers in Ukraine and in the EU member states has been researched. The structure of expenditures of local budgets of Ukraine and subnational authorities of European countries is analyzed. Areas of effective redistribution of expenditures between different levels of public administration are proposed, which will increase the level of financial security of local self-government.

**Keywords:** fiscal decentralization, decentralization of expenditures, growth of economic, tax decentralization, local government, fiscal autonomy, macroeconomic stability.

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## **ДЕЦЕНТРАЛИЗАЦИЯ РАСХОДНЫХ ПОЛНОМОЧИЙ МЕЖДУ РАЗНЫМИ УРОВНЯМИ БЮДЖЕТНОЙ СИСТЕМЫ**

**Аннотация:** Рассмотрены концептуальные основы децентрализации расходов между различными уровнями бюджетной системы. Исследована степень децентрализации расходных полномочий в Украине и в странах-членах ЕС. Проанализирована структура расходов местных бюджетов Украины и субнациональных органов власти европейских стран. Предложены направления эффективного перераспределения расходов между различными уровнями государственного управления для повышения уровня финансовой обеспеченности местного самоуправления.

**Ключевые слова:** фискальная децентрализация, децентрализация расходов, экономический рост, налоговая децентрализация, местное самоуправление, финансовая автономия, макроэкономическая стабильность.

Внедрение фискальной децентрализации включает достижение рационального распределения полномочий между органами местного самоуправления и органами исполнительной власти на разных уровнях административно-территориального устройства по принципу субсидиарности, территориальной соответствия и баланса интересов.

Достижение оптимального сочетания расходных полномочий и доходных ресурсов на всех уровнях бюджетной системы является актуальной задачей многих стран мира, ведь от этого зависит социально-экономическое развитие государства и регионов, результаты фискальной политики.

В отечественной и зарубежной науке исследованию вопросов финансовому обеспечению

местного самоуправления, оптимизации расходов государственного и местных бюджетов, распределения расходных полномочий между различными уровнями государственного управления посвящены работы таких ученых, как В. Адрущенко, А. Василик, И. Волохова, А. Гавриленко, Ю. Глущенко, Н. Деркач, Т. Ефименко, А. Кириленко, В. Кравченко, В. Кудряшов, В. Опарин, С. Юрий, Р. Айхенберг (R. Eichenberg), Н. Акай (N. Akai), Д. Аронсон (D. Aronson), Р. Барро (R. Barro), Р. Берд (R. Bird), Л. де Мелло (L. De Mello), В. Оутс (W. Oates), Ч. Тибу (Ch. Tiebout) и другие.

К нерешенной части общей проблемы принадлежат вопросы совершенствования структуры распределения расходных полномочий между различными уровнями управления государственными финансами в условиях внедрения фискальной децентрализации.

*Целью статьи является анализ современного состояния децентрализации расходных полномочий в Украине и в странах-членах ЕС для поиска направлений совершенствования распределения расходов между различными уровнями управления государственными финансами.*

Децентрализация власти предусматривает расширение полномочий субнациональных органов власти, перераспределение задач и ресурсов между органами власти национального, регионального и местного уровней, повышение финансовой самостоятельности местных бюджетов, укрепления материальной и финансовой базы местного самоуправления.

Любая модель бюджетного федерализма основывается на трех главных составляющих, которые являются основой ее эффективного функционирования: 1) четкое разграничение полномочий между уровнями власти по расходам; 2) наделение соответствующих уровней власти достаточными для реализации

этих полномочий финансовыми ресурсами; 3) сглаживание вертикальных и горизонтальных дисбалансов с помощью системы межбюджетных трансфертов, с тем чтобы обеспечить на территории всей страны равный доступ граждан к государственным услугам [1, 10].

В Украине перераспределение расходных полномочий – собственных полномочий органов местного самоуправления и перечня делегированных государством функций – между центральным правительством и субнациональными органами власти, конкретизация расходных полномочий местных бюджетов в отраслях бюджетной сферы предусмотрены распоряжением Кабинета Министров Украины «Об одобрении Стратегия реформирования системы управления государственными финансами» [2].

Доля местных расходов в общих государственных расходах свидетельствует об уровне децентрализации в стране: 45% и более – высокий уровень децентрализации, 30–45% – средний, менее 30% – низкий.

Анализ показателей сводного и местных бюджетов Украины свидетельствует, что доля расходов сводного бюджета Украины (без учета межбюджетных трансфертов) в ВВП за 2012–2016 годы в среднем составляла 34,5% к ВВП (максимальное значение в 2016 году – 35,1%, минимальное в 2014 году – 33,4%), а доля расходов местных бюджетов (без учета межбюджетных трансфертов) в ВВП за 2012–2016 годы в среднем составляла 14,7% к ВВП (максимальное значение в 2012 году – 15,7%, минимальное в 2015 году – 14,0%). При этом доля расходов местных бюджетов Украины (без учета межбюджетных трансфертов) в расходах сводного бюджета за 2012–2016 годы в среднем составляла 45,6% (максимальное значение в 2012 году – 44,9%, минимальное в 2015 году – 40,7%) (табл. 1).

Таблица 1. – Динамика показателей фискальной децентрализации по расходам в Украине за 2012–2016 годы

Показатели	Года				
	2012	2013	2014	2015	2016
Доля расходов сводного бюджета в ВВП,%	35,0	34,8	33,4	34,3	35,1
Доля расходов местных бюджетов в ВВП,%	15,7	15,1	14,3	14,0	14,7
Доля расходов местных бюджетов в расходах сводного бюджета,%	44,9	43,1	42,7	40,7	41,4

Источник: построено автором на основе данных Министерства финансов Украины [3]

Что касается европейских стран, то данные свидетельствуют о том, что доля расходов субнациональных правительств в ВВП в Дании, Швеции, Финляндии, Испании, Бельгии, Австрии, Германии, Нидерландах, Италии и Польши выше среднеевропейского значения. В Велико-

британии, Венгрии, Чехии, Латвии, Франции, Литве, Словении, Эстонии, Румынии, Португалии, Болгарии, Ирландии, Словакии, Люксембурге, Греции, Кипре и Мальте значение этого показателя ниже среднеевропейского показателя (табл. 2).

Таблица 2. – Показатели фискальной децентрализации по расходам в странах-членах ЕС и в Украине в 2012 году,%

Вариация значения показателей	Показатели	
	Доля расходов субнациональных правительств в ВВП,%	Доля расходов субнациональных правительств в общегосударственных расходах,%
Максимальное	36,9	63,4
Среднее	14,6	28,9
Минимальное	0,7	1,6

Источник: построено автором на основе данных Министерства финансов Украины [3] и Евростата [4]

Для Дании, Испании и Швеции характерно высокий уровень децентрализации расходов. В Финляндии, Германии, Бельгии, Австрии, Нидерландах, Польше и Италии средний уровень децентрализации расходов. Низкий уровень децентрализации расходов наблюдается в Литве, Великобритании, Чехии, Латвии, Венгрии, Эстонии, Румынии, Франции, Словении, Болгарии, Словакии, Португалии, Люксембурге, Ирландии, Греции, Кипре и Мальте [4].

В Польше, Болгарии, Словении наблюдается заметное различие между «собственными» компетенциями субнациональных правительств, где характерно более высокая степень свободы (в частности, по экономике, культуры и отдыха, коммунального хозяйства, дошкольные учебные заведения) и компетенции «делегированных»

или «переданных» из центрального правительства, по которым государство остается ответственным за общее регулирование (например, социальная защита, высшее образование, здравоохранение).

С принятием изменений в Бюджетный и Налоговый кодексы Украины [5] произошли структурные изменения в системе расходов местных бюджетов. В 2016 году заметно возросло финансирование социальной защиты и социального обеспечения (с 22,5% в 2012 году до 30,4% в 2016 году) и экономической деятельности (с 5,8% в 2012 году до 9,9% в 2016 году). Доли расходов на здравоохранение и на образование уменьшились, соответственно, на 3,3 п. п. и на 3,0 п. п. В течение 2012–2016 гг. в структуре расходов местных бюджетов преобладает финансирование

образования (от 27,0 до 33,9%), здравоохранения (от 18,0 до 22,1%), социальной защиты и социального обеспечения (от 22,5 до 30,4%), жилищно-коммунального хозяйства (от 3,5 до 7,8%) и экономической деятельности (от 4,1 до 9,9%).

Подводя итоги исследования, можем сделать следующие выводы.

Для достижения оптимального распределения расходных полномочий между различными уровнями бюджетной системы необходимо: во-первых, сократить до минимума пересечение и возникновения общих расходов, как можно более детально разграничить функциональные

полномочия каждого уровня власти; во-вторых, определить достаточный объем финансовых ресурсов, что позволит обеспечить выполнение органами местного самоуправления собственных полномочий с учетом объективных критериев финансирования государством делегированных полномочий; в-третьих, усовершенствовать систему привлечения общественности к разработке управленческих решений и контроля над их реализацией; в-четвертых, ввести эффективный государственный контроль над соблюдением органами местного самоуправления требований законов.

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## **EFFECTIVENESS OF HR PRACTICES AT FUJAIRAH MUNICIPALITY: USING THE MICHIGAN MODEL OF HUMAN RESOURCE MANAGEMENT**

**Abstract:** The research paper is an attempt to determine the level of effectiveness of Human Resource practices at Fujairah Municipality, United Arab Emirates. The Michigan Model of HRM was used in this research study and HRM variables and functions were used accordingly. The recommendation based from the questionnaire showed positive responses of effectiveness in their human resource practices.

**Keywords:** Fujairah, human resource, effectiveness, best practice, human capital.

### **1. Introduction**

Human resource management (HRM) is one of the managerial activities exists in any form of businesses has its contribution to the business success. In order to ensure that human resource management is fully contributing to the business, the factors and dimensions of it shall be matched along with the business objectives and the ideal policies of HRM as appeared in the models developed by some scholars. In more detail, the human resource management as a concept refers to the management and control of the human capital (employees) within the organization. That concept is referring to the main functions of human resource management. In

order to make these functions perform effectively and efficiently, there must be specified practices followed. The practices of human resource management is varied and many, but according to the business functions, the human resource management practices will be limited.

Of course, there shall be a relationship between the human resource management functions and practices. Therefore, the researchers of this study had decided to study the effectiveness of the HRM practices. To handle this job including reliable and valid answers to this question, they decided to investigate it over one of the institutions in their region: The Fujairah Municipality, Fujairah, United Arab Emirates.

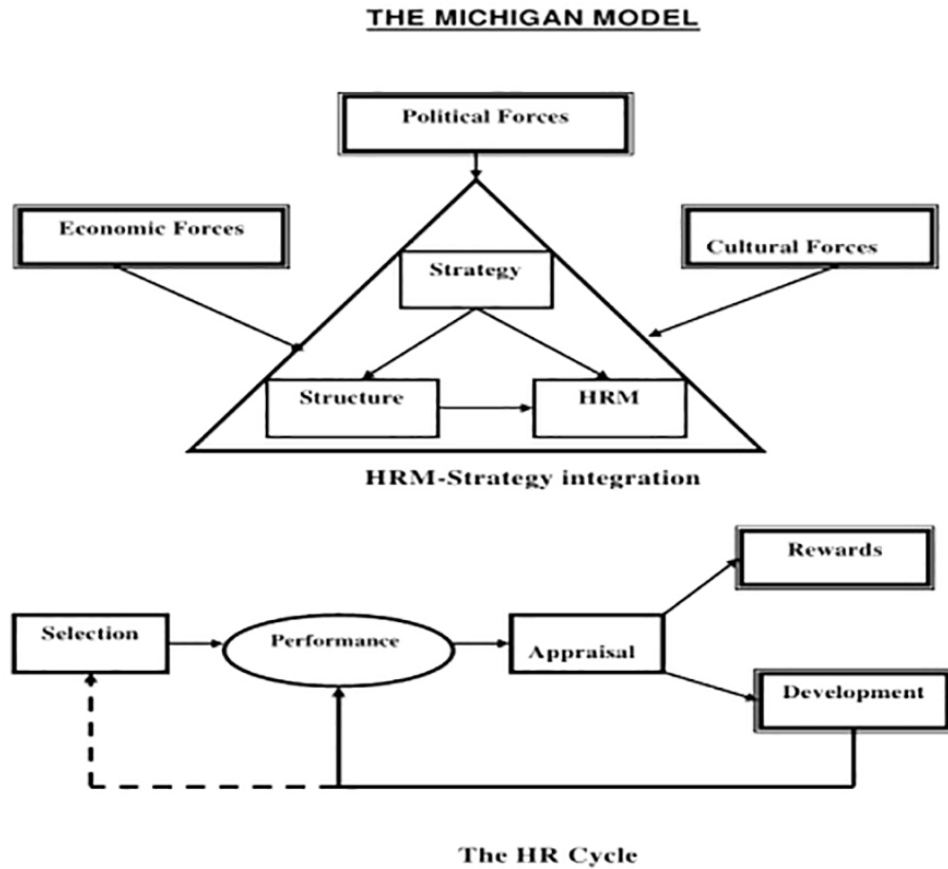


Figure 1. Michigan Model of HR  
 Source: Tichy N., Fombrun C., Devanna M.A. (1984) [1]

**1.1 Statement of the Problem**

This study is trying to assess the effectiveness of human resource management within Fujairah Municipality in Fujairah, United Arab Emirates. This study basically aimed to determine the level

of the human resource management functions; the level of human resource management practices; and the effectiveness of Human Resource Management.

**1.2 Research Framework**

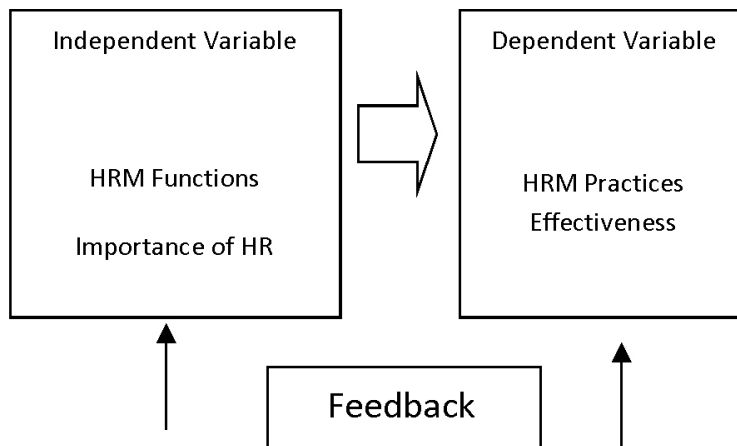


Figure 2. Research Paradigm



## 2. Review of Literature

The organizational functional areas include several areas such as management, accounting, marketing, information technology system, public relations ... and human resource management. This research study concerns the human resource management as a practice. The human resource management had several definitions. For some scientists, they consider human resource management as managing people; and for some others, it is considered to be an approach to control people. In most, the various definitions and explanations of the human resource management had laid on one main meaning. The meaning concerned is an approach attempts to allocate the different work tasks to a group of people by using their knowledge, skills, and behavior.

According to Storey (2007) [2] stated that HRM can be emphasized and more understood with a model. The model explains the importance of employees and how to be management in order to maximize performance. The HRM model includes four key elements, which are beliefs and assumptions; strategic qualities; critical role of managers; and key levers. The beliefs and assumptions element composes the human resource given the competitive edge, the aim to be achieved, and selection and development of employees. The strategic qualities, in the other hand, focus on strategic decisions of the HR that involves the top management. Moreover, it includes the policies of HRM. The critical role of managers' element has its importance as it includes the HR practices, which is critical to the business activities.

Caldwell (2000) [3] argued the relationship and construction of HRM policies with the HR practices. The relationship is integrated to the mutually-reinforcing. However, it is concerned with the HRM to ensure the policies, philosophies, and practices to be supportive to the organization's strategy. Furthermore, HRM policies and practices assist to provide appropriate techniques to select, appraise, reward, train, and develop employees. Also, the connectivity creates the commitment of line managers to perform

and execute HRM policies and practices. Besides, the employment system would adequate adaption for changing the organizational context.

Collin & Clark (2003) [4] mentioned that human resource practices role is to create an organizational competitive advantage. Besides, the human resource practices are considered the techniques and activities used to reach the human resource policies. As human resource practices assist the organization to have a competitive advantage. Therefore, human resource management practices had several definitions concerning this target.

Schuler & Jackson (1987) [5] defined HRM practices as a system in which attracts, motivates, retains, and develops employees in order to ensure the effectiveness of the work implementation.

Delery & Doty (1996) [6] defined HRM practices as a concept of a set of a human capital contribution to achieve the organizational objectives.

Human resource practices relate to a set of practices, philosophies, and formal policies designed to develop, motivate, retain, and attract employees to ensure the effectiveness of the business functions and the survival of the business. Therefore, Human resource management practices are varied from an organization to another based on its requirements, goals, objectives, and strategies.

Mayhew (2014) [7] exerted in her report that human resource practices are focusing on four major functions. The first function is the recruitment and selection, which is based on the organization's workplace and mission. This practice has its advantage of employing the right people with the consideration of choosing from where to employ them. Furthermore, the well performed recruitment and selection supports the organization's functions as it employs the right people in the right positions. The second practice is the work life balance, which implements flexible work schedules to employees and provide them training to ease the work tasks. It also manages the schedules logically with modifying technology to assist the work tasks to be well performed without

any problems or issues. Third practice is the training and development that focuses on improving the employees' knowledge, skills, and behavior to improve their performance within the organization. This practice includes several methods such as employee orientation, leadership training, job skills training, professional development, and so on. It supports employees for both current jobs and for cross functional work. Fourth practice is the compensation; it contracts the benefits of employees out of a high performance. It presents a comprehensive view to employees that their efforts are not gone on waste.

### 3. Research Methodology

This research study uses survey questionnaire as the primary method. Observations and interviewed was also used to validate the reliability of the answers of respondents. This research design had been based on the survey research design, which is the most suitable one for the determination of the significant relationship between human resource management functions and human resource management practices. The survey research design is popularly used as it is a set of questions regarding specified phenomena in a form of rating scale. The researchers had used the survey questionnaire and uses employee as its sample of the research study. The random sampling was used in this study from the population of Fujairah Municipality. The population in this study is referring to the total number of employees working in Fujairah Municipality from all the levels in the hierarchy. However, the population of Fujairah Municipality is 297 employees working in five (5) departments in Fujairah Municipality. The departments are Management, Engineering and Land Administration, Support Administration, Public Services and Environment Administration, and Legal Administration. As each department contains different number of employees, the researchers decided to use the random sampling technique for each department. Therefore, it was determined to have 52 employees to submit the survey to. The sample was determined based on allocating 20% of the total number working in each department.

Table 1. – The Population and sample

Department	Population	Sample	Percentage
Management	36	6	20%
Engineering and Land Admn.	86	15	20%
Support Admn.	62	11	20%
Public Svcs. & Envi. Admn.	84	15	20%
Legal Admn	29	5	20%
Total	297	52	100%

Table 2. – Questionnaire in Likert Scale

Topic	Scale	Refers To
Importance Of HR Functions	1	Least Important
	2	Undecided
	3	Most Important
Topic	Scale	Refers To
Role of HR Functions	1	Ineffective
	2	Undecided
	3	Effective
Topic	Scale	Refers To
HR Needs Allocation	1	Not meeting Needs
	2	Undecided
	3	All Needs Met
Topic	Scale	Refers To
HR Contribution	1	Extremely Disagree
	2	Undecided
	3	Extremely Agree

### 4. Data Presentation

The researchers have treated the data gathered from the questionnaires statistically through using the frequency tool. Table No. 3 below provides a detailed data analysis for the first dimension of the questionnaire: importance of HR functions. The importance of HR functions dimension had been divided into 15 questions. Each question had seven (7) ratings where (1) is Least Important and (7) is Most Important. In analyzing the data, the researchers summed the rates of (1) to (3) and (5) to (7) together in order to end up with three scales that are 1) Least Important, 2) Undecided, and 3) Most Important.

### Importance HR Functions

The data analysis showed the importance of HR functions to read 11.15% as least important of 11.15%. On the other hand, the scale rate (3) described as most important had obtained a frequency of 74.62%. Finally, an average of 14.23% described the situation of undecided.

Table 3. – Importance of HR Functions

Question /Rate	1	2	3
1	15.38%	11.54%	73.08%
2	11.54%	21.15%	67.31%
3	5.77%	17.31%	76.92%
4	13.46%	3.85%	82.69%
5	11.54%	17.31%	71.15%
6	5.77%	15.38%	78.85%
7	17.31%	9.62%	73.08%
8	9.62%	19.23%	75.00%
9	11.54%	19.23%	69.23%
10	11.54%	13.46%	75.00%
11	17.31%	9.62%	73.08%
12	13.46%	17.31%	69.23%
13	11.54%	11.54%	76.92%
14	1.92%	17.31%	80.77%
15	9.62%	13.46%	76.92%
Average	11.15%	14.23%	74.62%

Table 4. – Role of HR Functions

Question /Rate	1	2	3
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1	21.15%	15.38%	63.46%
2	23.08%	15.38%	61.54%
3	21.15%	15.38%	63.46%
4	17.31%	15.38%	67.31%
5	15.38%	19.23%	65.38%
6	15.38%	17.31%	67.31%
7	13.46%	23.08%	63.46%
8	17.31%	23.08%	59.62%
9	19.23%	19.23%	61.54%
10	17.31%	11.54%	71.15%
11	21.15%	15.38%	63.46%
12	13.46%	17.31%	69.23%
13	13.46%	17.31%	69.23%

1	2	3	4
14	13.46%	11.54%	75.00%
15	15.38%	17.31%	67.31%
Average	17.18%	16.92%	65.90%

### Role of HR Functions

The second dimension of the questionnaire used in this study was the Role of HR Functions. The role of HR functions dimension had been divided into 15 questions. Each question had seven (7) ratings where (1) is Ineffective and (7) is Effective. In analyzing the data, the researchers have grouped the rates of (1) to (3) and (5) to (7) together in order to have three scales, which are 1) Ineffective, 2) Undecided, and 3) Effective. 20.

The data analysis showed the effectiveness of HR functions in three rating scales. The average rate for (1) described as Ineffective was 17.18%; whereas, the scale rate (2) described as undecided received a 16.92%. Furthermore, an average of 65.90% of the frequency has scaled the effectiveness of HR functions as (3) described as Effective.

Table 6. – HR Contribution

Question /Rate	1	2	3
1	13.46%	13.46%	73.08%
2	23.08%	17.31%	59.62%
3	17.31%	17.31%	65.38%
4	19.23%	30.77%	50.00%
5	15.38%	17.31%	67.31%
6	13.46%	17.31%	69.23%
7	21.15%	13.46%	65.38%
8	17.31%	21.15%	61.54%
9	17.31%	15.38%	67.31%
10	19.23%	23.08%	57.69%
Average	17.69%	18.65%	63.65%

### HR Needs Allocation

As it could be seen in Table below, and following the same statistical methodology of the previous parts of the questionnaire, the researchers have decided for the third dimension of the questionnaire, HR Needs Allocation, to be rated as 1) Not Meeting Needs, 2) Undecided, and 3) All Needs Met. Based

on this methodology, the researchers found out that needs are not met with a percentage of 15%, 21.92% is the result of neutral situation, and 64.08% is the state of meeting the needs.

Table 5. – HR Needs Allocation

Question /Rate	1	2	3
1	11.54%	21.15%	67.31%
2	21.15%	23.08%	55.77%
3	19.23%	21.15%	59.62%
4	7.69%	26.92%	65.38%
5	15.38%	17.31%	67.31%
Average	15.00%	21.92%	63.08%

### HR Contribution

The fourth dimension of the questionnaire used in this study is the HR Contribution. This dimension had used the same methodology of contributing the rating scales into three scales only. The scales are described as 1) Extremely Disagree, 2) Undecided, and 3) Extremely Agree. From Table 4C below, it is explained that the fourth dimension of the questionnaire received an average frequencies for each scale. These frequencies are explained in order as 17.69% as extremely disagree, 18.65% as undecided, and 63.65% as extremely agree. The detailed data are provided e below.

Table 7. – Frequency Analysis

Dimension /Rate	1	2	3
Importance of HR Functions	11.15%	14.23%	74.62%
Role of HR Functions	17.18%	16.92%	65.90%
HR Needs Allocation	15.00%	21.92%	63.08%
HR Contribution	17.69%	18.65%	63.65%
Average	15.26%	17.93%	66.81%

Based on the averages obtained from the above Table, the researchers observed the Human Re-

source Management (HRM) in Fujairah Municipality to have an average frequency of 66.81% for the scale rate 3 as the highest scale.

### 5. Conclusion and Recommendation

The researchers aimed to study the effectiveness of the human resource management in Fujairah Municipality. For the researchers to be able to obtain results, they have used the descriptive research design (the survey research design). In the survey research design, the researchers distributed a questionnaire that contains several questions related to the phenomenon being studied. However, the researchers had developed the questionnaire and distributed to sample of municipality employees.

Since the population of Fujairah Municipality is large, the researchers had determined 52 employees representing 20% of the whole population working in both managerial and non-managerial hierarchical levels in Fujairah Municipality. All 52 respondents had responded to the questionnaires in which supported the researchers to have accurate results. With the aid of the frequency percentage statistical tool, the researchers were able to determine the average frequency of each dimension included in the questionnaire.

It could be concluded that HR functions are very important in Fujairah Municipality based on 74.62 frequency percentage. However, the role of HR functions was determined to be apparent based on 65.90%. The third dimension concerning HR needs allocation was proven to be almost all needs met due to 63.03% frequency. The HR contribution of Fujairah Municipality was measured to be extremely agreed upon from the frequency of 63.65%. In conclusion, the research showed a positive test for the hypothesis, which reflects effectiveness of HRM practices in Fujairah Municipality: “The Practice of HRM in Fujairah Municipality is Effective.”

The researchers would like to recommend to the Fujairah Municipality the following:

**1. Effective Communication Process:** When communication level is increased, they would be higher flexibility in understanding the points of views. Fur-

thermore, the information would be easily transferred from one department to another in which supports reducing risks and mistakes. Though, communication skills increase the employment relations within the organization. With all these factors, the HR functions would be easily understood in which make it easier to perform; the role of HR functions would have an increase in its effectiveness; more needs of HR would be allocated and met with effective communication process; and the HR would increase its contribution with employees through the visible and verbal communications.

**2. More Involvement in Business Decisions:** Especially in human resource management decisions, there should be an involvement of employees within such decisions. That is because within the HRM model, performance is appraised and a feedback is received. It is one sided feedback that the management would evaluate the employee based on some specifications. Therefore, when employees start to give their feedback to employers, there will be higher chances to increase the business production.

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## **PROSPECTS OF FORMING INTERACTION MODEL OF THE LOCAL SELF-GOVERNMENT SYSTEM WITH VOLUNTEER MOVEMENTS**

**Abstract:** The development of democratic processes, local democracy actualizes the need to optimize interaction models of the local government system with volunteer movements, which are an active factor in the self-organization of the local population. The article explores the approaches to the formation of an effective interaction model of the local government system with volunteer movements in the process of implementing social work. It has been established that the proactive model is the key vector for constructing an effective interaction between the system of local self-government and volunteer movements in social support sphere of the population. It is aimed at preventing the occurrence of negative events and initiating processes to create the most favorable conditions for the residents of the territorial community.

**Keywords:** system of local self-government, volunteer movement, model of interaction, civil society, effectiveness of local self-government bodies, forms of interaction, sphere of social protection of population, territorial community.

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## **ПЕРСПЕКТИВИ ФОРМУВАННЯ МОДЕЛІ ВЗАЄМОДІЇ СИСТЕМИ МІСЦЕВОГО САМОВРЯДУВАННЯ З ВОЛОНТЕРСЬКИМИ РУХАМИ**

**Анотація:** В статті досліджуються підходи щодо формування ефективної моделі взаємодії системи місцевого самоврядування з волонтерськими рухами в процесі реалізації соціальної роботи. Встановлено, що ключовим вектором побудови ефективної взаємодії системи місцевого самоврядування та волонтерських рухів у сфері соціальної підтримки населення є проактивна модель, яка зорієнтована на упередження, профілактику виникнення негативних подій та ініціює процеси для створення максимально сприятливих умов для жителів територіальної громади.

**Ключові слова:** система місцевого самоврядування, волонтерський рух, модель взаємодії, громадянське суспільства, ефективність діяльності органів місцевого самоврядування, форми взаємодії, сфера соціального захисту населення, територіальна громада.

**Постановка проблеми у загальному вигляді та її зв'язок із важливими науковими чи практичними завданнями.** Сучасний етап розвитку української держави та суспільства, стратегічний євроінтеграційний курс зумовлюють модернізацію в системі місцевого самоврядування, де децентралізація виступає одним із головних компонентів розвитку місцевих громад. Розвиток демократичних процесів, місцевої демократії актуалізує потребу у оптимізації моделей взаємодії системи місцевого самоврядування з волонтерськими рухами, які виступають активним чинником самоорганізації населення локального рівня. Так, показником зрілості демократії і громадянського суспільства є рівень розвитку місцевого самоврядування, так як його зміцнення підвищує громадянську активність і суспільну відповідальність населення, сприятиме залученню значної його частини до демократичних і соціально-економічних процесів, до створення й ефективної діяльності різноманітних громадських, неурядових організацій. Вітчизняний науковець В. С. Колтун щодо демократичних засад управління зазначає: «Актуальність сучасних розробок свідчить, що в процесі реалізації форм прямої (безпосередньої) демократії територіальна громада не тільки формується як згуртований колектив, а і напрацьовує значний соціальний потенціал, який дає змогу комплексно вирішувати наявні проблеми. Таким чином, до першочергових завдань місцевого самоврядування слід віднести більш активне залучення членів територіальної громади не тільки до реалізації форм прямої (безпосередньої) демократії, а і до участі у здійсненні завдань і функцій місцевого самоврядування» [10]. Отже, актуальність даного дослідження обумовлена необхідністю обґрунтування ефективної моделі взаємодії системи місцевого самоврядування з волонтерськими рухами в процесі реалізації соціальної роботи.

**Аналіз останніх досліджень і публікацій.** Сучасний поступ місцевого самоврядування в Україні пов'язують з проблемами розвитку

громадянського суспільства, форм безпосередньої демократії, удосконалення системи взаємодії між органами державної влади, органами місцевого самоврядування, їх асоціаціями та іншими об'єднаннями, громадськими організаціями, підприємницькими структурами. На даний час вітчизняними науковцями напрацьовано пласт підходів щодо методів та форм взаємодії системи місцевого самоврядування з громадянським суспільством та шляхів її ефективного здійснення з різними суб'єктами. Так, О. О. Бабінова [1] розглядає теоретичні аспекти забезпечення співпраці органів місцевого самоврядування з громадськістю, В. С. Колтун [11] обґрунтовує думку, що тенденції взаємодії, котрі формуються на базовому рівні місцевого самоврядування, згодом еволюціонують і знаходять відображення на загальнодержавному рівні управління, М. В. Туленков [19] зосереджує увагу на внутрішньо- організаційній управлінській взаємодії, яка реалізується на основі вертикальних, горизонтальних і діагональних зв'язків, М. І. Пірен і В. А. Ребкало [16] розвивають проблематику конфліктної взаємодії в системі місцевого самоврядування та аналізують здебільшого психологічні чинники конфліктів.

Також, волонтерська діяльність як інститут громадянського суспільства є предметом наукових розвідок вітчизняних учених З. Бондаренко [3], І. Білич [2], Я. Буздуган [4], Н. А. Вайнілович [5], О. Гордилової [6], Н. Івченко [7], А. Капської [9], Г. Крапівіної [12], Т. Лях [14], К. Сидоренко [17].

**Невирішені раніше частини загальної проблеми:** Проте, незважаючи на наявність значного наукового доробку про волонтерську діяльність та взаємодію в системі місцевого самоврядування, вимушені констатувати, що вітчизняні науковці, як правило, зосереджують увагу на окремих педагогічно-психологічних аспектах здійснення волонтерської роботи, а також особливостях взаємодії тих чи інших елементів системи місцевого самоврядування, що не дає змоги сформулювати цілісне уявлення про організацію взаємодії органів

публічного управління з членами територіальної громади, які залучені до волонтерської діяльності. Рішення за цими напрямками не можуть бути ефективними без глибокого розуміння та запровадження наукових підходів у місцевому самоврядуванні. Вбачаємо, що саме системний підхід і системний аналіз доцільно застосувати для забезпечення ефективної діяльності в процесі взаємодії системи місцевого самоврядування та волонтерських рухів.

**Метою статті** є обґрунтування підходів щодо формування ефективної моделі взаємодії системи місцевого самоврядування з волонтерськими рухами в процесі реалізації соціальної роботи.

**Виклад основного матеріалу дослідження.** Система місцевого самоврядування є цілісною, надскладною, відкритою, соціально-територіальною системою, яка заснована на взаємодії організованої сукупності елементів, при цьому, невід'ємним і основоположним елементом є територіальна громада. Український вчений О. Терлецький щодо функціонування територіальної громади, зазначав «... тільки у зорганізованій громаді може бути лад і порядок» [18]. Зрозуміло, що будь-яка система функціонує у певному зовнішньому середовищі. До зовнішнього середовища відносять все те, що знаходиться зовні системи, поза її межами, включаючи необхідні умови для її існування та розвитку. Середовище є сукупністю всіх об'єктів та зв'язків між ними, зміна яких впливає на систему та складається із багатьох природних, суспільних, інформаційних, економічних, виробничих та інших факторів, які й самі певною мірою перебувають під впливом цієї системи. Безперечно, що взаємодія між системою та зовнішнім середовищем здійснюється через входи і виходи. Вхід системи уможливує дію на неї зовнішнього середовища. Вихід системи – це вияв результату функціонування системи для досягнення певної мети або її реакція на вплив зовнішнього середовища. Загальна кількість взаємодій системи із зовнішнім середовищем є дуже значною, тому на практиці та в процесі наукового дослідження

обмежуються аналізом найсуттєвіших зв'язків, вибір яких визначається конкретними умовами управління тим чи іншим об'єктом.

Також, визначено [7], що система може взаємодіяти із середовищем через:

- призначення, тобто, якщо призначення системи несумісне з середовищем, то необхідно або модифікувати призначення, або модифікувати систему та пристосувати її до умов середовища;
- побудову, тобто компоненти системи повинні гармонійно взаємодіяти як між собою, так і з середовищем;
- оцінку, тобто рівень сумісності системи з середовищем, ефективність реалізації її призначення, можливість реалізації додаткових цілей.

Логічним вбачається твердження, що великі відкриті системи з елементами ієрархії, якою є система місцевого самоврядування, стають нездатними адекватно й своєчасно реагувати на зміни в навколишньому середовищі, а тому для самозбереження та свого розвитку вони мають оптимізувати механізми регуляції, які мінімізують зовнішні впливи на їхнє внутрішнє середовище, тим самим забезпечуючи стабільність відтворення внутрішніх умов існування. Вітчизняний науковець В. С. Куйбіда [13] підкреслює: «Від органів місцевого самоврядування вимагається не тільки відкритість, прогнозування і врахування змін зовнішнього середовища, забезпечення зворотного зв'язку зі споживачами послуг, а й націленість на інновацію, пошук нових організаційно-функціональних принципів і методів діяльності.»

Волонтерський рух з атрибутивними рисами – динамічним аспектом функціонування та властивістю чутливого регулятора передтрансформаційних чинників в зовнішньому середовищі, на наше переконання, може слугувати незамінним партнером для системи місцевого самоврядування та виступатиме провідником суспільних перетворень до внутрішнього середовища системи місцевого самоврядування, що надасть можливість своєчасно їх інтегрувати для забезпечення стабілізації



самої системи та надання гідного відгуку в зовнішнє середовище заради розвитку територіальних громад.

На основі чинників взаємодії системи з навколишнім середовищем, таких як: сумісність системи з навколишнім середовищем, налагодженою взаємодією елементів системи під час зовнішніх впливів, а також оцінці прийнятих рішень органами місцевого самоврядування та ефективній практичній їх реалізації щодо адаптації в змінному середовищі, було виділено п'ять основних моделей взаємодії системи місцевого самоврядування із зовнішнім середовищем: 1. Модель ігнорування; 2.



Рисунок 1. Часова шкала реагування системи місцевого самоврядування на впливи зовнішнього середовища

На (Рис. 1.) схематично відображена реакція системи місцевого самоврядування на події зовнішнього середовища, де пряма відображає часовий вимір прийняття рішення. Так, можливо виділити наступні етапи:

- 1 – прийняття рішення на випередження і/або створення події;
- 2 – прийняття рішення для впливу на подію;
- 3 – прийняття рішення як реакція на подію;
- 4 – ігнорування події, прийняття рішення незалежно від події

У момент, коли вже відбулася певна подія, система місцевого самоврядування може вибрати такі варіанти дії відносно неї: приймати рішення під час події для того, щоб мати можливість часткового коригування ходу події для нейтралізації негативного впливу; приймати рішення після того, як подія остаточно відбулася. При цьому змінити її хід уже неможливо, а залишається тільки діяти відносно наслідків події (негативних чи позитивних); приймати рішення, враховуючи сигнали зовнішнього середовища, виходячи тільки з внутрішніх потреб або наявної ситуації.

Пасивна модель; 3. Реактивна модель; 4. Активна модель; 5. Проактивна модель [15].

На нашу думку, ключовим критерієм виділення моделей взаємодії системи місцевого самоврядування із волонтерським рухом в аспекті соціальної роботи виступає час реагування на подію зовнішнього середовища (рис. 1). Даний показник сукупно відображає внутрішню організацію в системі місцевого самоврядування і її підходи щодо реагування на вплив навколишнього середовища, що відображається у періоді реагування на події та сигнали зовнішнього середовища.

Подія в зовнішньому середовищі

Особливою реакцією на події зовнішнього середовища є їх випередження, що стало можливим і необхідним в умовах сучасної дійсності. За такої ситуації система намагатиметься приймати такі рішення, які б дозволяли або направляти подію в потрібному руслі, або її уникнути, або самим створити необхідну подію на зовнішньому середовищі.

Наступною ознакою виділення, яка пов'язана із попередньою, виступає характер сприйняття системою місцевого самоврядування зовнішнього середовища, відповідно система може діяти таким чином:

- повністю ігнорувати зовнішнє середовище, приймати рішення таким чином, як вважає за необхідне, не враховуючи зовнішні умови;
- сприймати середовище екзогенно, як щось таке, що сформовано ззовні, і яке не має вагомego впливу на діяльність системи. Результатом цього стає прийняття рішень відносно внутрішніх запитів із епізодичним реагуванням на зовнішні сигнали;
- сприймати зовнішнє середовище як постійне джерело сигналів, викликів, дій, на які необхідно формувати відповідну реакцію, але при цьому

середовище виступає екзогенним і на нього впливати майже не можливо;

– намагатися активно взаємодіяти із суб'єктами зовнішнього середовища, у першу чергу, на рівні оточення прямого впливу. У такому контексті постає необхідність у проведенні активного моніторингу зовнішнього середовища, прогнозування його розвитку і розробці відповідних планів або сценаріїв заходів на випадок певних подій зовнішнього середовища;

– зовнішнє середовище сприймається як суб'єкт управління, при цьому воно вивчається, коригується і навіть створюється [15].

В таб. 1 проведемо порівняння моделей взаємодії системи місцевого самоврядування з навколишнім середовищем, визначивши недоліки та переваги кожної із них. Інформація в таблиці адаптована з матеріалів [15] відповідно до нашого дослідження.

Таблиця 1. – Порівняння моделей взаємодії системи місцевого самоврядування та навколишнього середовища

Модель взаємодії	Визначення	Переваги	Недоліки
1	2	3	4
<i>Модель ігнорування</i> (незалежно від моменту події)	Не передбачає дій впливу системи місцевого самоврядування на зовнішнє середовище	Відсутність витрат на моніторинг зовнішнього середовища	Високі ризики тотального впливу чинників зовнішнього середовища на систему
<i>Пасивна модель</i> (незалежно від моменту події, поодинокі реакції на окремі події минулого)	Система реалізує стандартні процедури взаємодії з суб'єктами навколишнього середовища, при цьому спостерігається максимальне відмежування від факторів макросередовища, концентрація на внутрішній взаємодії елементів	Мінімальні витрати на аналіз зовнішнього середовища	– Вузьке поле для виявлення можливостей і загроз в навколишньому середовищі; – Відсутність взаємодії із споживачами соціальних послуг; – Ризики надання неякісних та неактуальних послуг населенню
<i>Реактивна модель</i> (Прийняття рішень органами місцевого самоврядування після того, як вже сталася подія)	Зорієнтована на високу швидкість реагування на зовнішні події й швидкого залучення ресурсів для виконання запиту зовнішнього середовища, пошук інноваційних методів подолання проблем	– Швидка реакція на будь-які події; – Гнучкість систем управління та реагування; – Проста логіка і реагування на дію зовнішнього середовища	– Виснаження ресурсів компанії на постійне «гасіння пожежі» внаслідок появи негативних явищ навколишнього середовища; – Високий ризик упущення потенційних вигід; – Очікувальна позиція на вхідні сигнали; – Залежність від дій інших суб'єктів
<i>Активна модель</i> (у період, коли відбувається подія)	Передбачає активну взаємодію із зовнішнім середовищем з використанням тактичних та стратегічних інструментів, активне використання передових технологій	– Усвідомлення бачення майбутнього; – Тісний контакт із споживачами послуг, що дозволяє формувати швидку реакцію на події; – Попередження сигналів зовнішнього середовища;	– Можливе розмивання меж організації; – Висока динамічність прийняття рішень; – Інформаційне перенавантаження управлінців;

1	2	3	4
Активна модель (у період, коли відбувається подія)	як у розробці продукту, так і прийняття рішення	– Максимальне використання можливостей й зменшення негативного впливу зовнішнього середовища; – Створення власних подій в зовнішньому середовищі	– Високий вплив зовнішніх факторів на діяльність системи; – Неможливість повного усунення невизначеності та турбулентності
Проактивна модель (прийняття рішень органами місцевого самоврядування перед тим, як станеться подія в середовищі)	Самостійне створення максимально сприятливого середовища	– Робота на упередження впливів навколишнього середовища; – Максимальна підготовка системи до впливу зовнішнього середовища; – Врахування можливостей навколишнього середовища і зменшення його негативного впливу	– Високі затрати на моніторинг зовнішнього середовища; – Висока організаційна готовність до змін і навчання

Отже, в умовах високої екзогенної динамічності та невизначеності, посилення впливу факторів макросередовища на систему місцевого самоврядування, найбільш доцільним як для самої системи, так і для середовища є використання проактивної моделі взаємодії, основна суть якої полягає в тому, що система, приймаючи сигнали з навколишнього середовища, готує рішення щодо упередження виникнення негативних подій та ініціює процеси для створення максимально сприятливих умов для жителів територіальної громади. Безумовно, що в процесі запровадження даної моделі взаємодії, важливим дієвим ресурсом для органів місцевого самоврядування може виступати саме волонтерський рух, який по своїй природі є чутливим компонентом навколишнього середовища.

**Висновки і перспективи подальших розвідок.** Отже, в результаті проведеного дослідження *обгрунтовано* підходи щодо формування ефективної моделі взаємодії системи місцевого самоврядування з волонтерськими рухами в процесі реалізації соціальної роботи, де ключовим критерієм виділення моделей взаємодії в аспекті соціальної роботи, виступає

час реагування системи на подію зовнішнього середовища. Відповідно до характеру сприйняття системою місцевого самоврядування сигналів зовнішнього середовища *виділено* п'ять основних моделей взаємодії системи місцевого самоврядування із зовнішнім середовищем: 1. Модель ігнорування; 2. Пасивна модель; 3. Реактивна модель; 4. Активна модель; 5. Проактивна модель. *Встановлено*, що проактивна модель взаємодії системи з навколишнім середовищем є найбільш доцільною, так як зорієнтована на упередження, профілактику виникнення негативних подій та ініціює процеси для створення максимально сприятливих умов для жителів територіальної громади.

Подальші наукові розвідки доцільно спрямувати на розробку оптимальної моделі взаємодії органів місцевого самоврядування та волонтерських рухів з проактивним вектором спрямування за даним алгоритмом: 1. Оцінка потреб жителів територіальної громади; 2. Розробка та реалізація плану спільних дій щодо упередження негативних проявів в зовнішньому середовищі; 3. Постійний моніторинг впровадження моделі з переглядом та вдосконаленням реалізації співпраці.

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# Contents

<b>Section 1. Study of art</b> .....	<b>3</b>
<i>Tetiuk Mykola T.</i> THE FACTORS THAT DETERIORATE THE VISUAL FACET OF A SINGER'S PERFORMANCE .....	3
<b>Section 2. History and archaeology</b> .....	<b>8</b>
<i>Eprikyan Armine Melsikovna</i> MILITARY POLITICAL SITUATION IN NAKHIJEVAN IN 1919–1920 AND ARMENIAN RECONNAISSANCE AGENCIES .....	8
<b>Section 3. Cultural studies</b> .....	<b>12</b>
<i>Giovanni Battista Corvino</i> GLOBAL SPORTS EVENTS AND SEXUAL HUMAN TRAFFICKING – OLYMPIC GAMES, SUPER BOWL, WORLD CUP AND THEIR DARK SIDE .....	12
<b>Section 4. Philology and linguistics</b> .....	<b>15</b>
<i>Arveladze Natia</i> IMPLICIT AND EXPLICIT MEANINGS IN ANCIENT LITERATURE .....	15
<i>Mareyev Dmitry Anatolyevich</i> FROM OBSERVATIONS FOR THE DYNAMICS OF THE ADJECTIVE IN THE EASTERN POLESSIAN DIALECT OF THE UKRAINIAN LANGUAGE .....	19
<i>Petrosyan Wardan Zorik</i> THE ORIGIN OF SONORANT ʒ (Y) AND ITS PHONEMIC VALUE .....	24
<b>Section 5. Pedagogy</b> .....	<b>30</b>
<i>Ivanova Ekaterina Yurevna</i> EXPERIMENTAL VERIFICATION OF READINESS OF FUTURE PRIMARY SCHOOL TEACHERS TO STUDYING OF SPATIAL RELATIONS AND GEOMETRICAL FIGURES .....	30
<i>Oleksiienko Larysa Anatoliivna</i> PROFESSIONAL TRAINING OF FUTURE TRANSLATORS AT THE UNIVERSITIES OF AUSTRIA IN THE CONTEXT OF COMPETENCE APPROACH .....	36
<i>Olishevych Violetta Mykolayivna</i> POLYCULTURAL COMPETENCY OF FOREIGN LANGUAGE TEACHERS .....	40
<b>Section 6. Political science</b> .....	<b>44</b>
<i>Mkhitaryan Sona</i> THE MEDIA COVERAGE OF BREXIT IN SPAIN .....	44
<i>Dr. Huseynov Yusif, Geneva Switzerland</i> ENERGY SECURITY CHALLENGES FOR THE EUROPEAN UNION .....	48

<b>Section 8. Economics and management</b> .....	<b>52</b>
<i>Adhary Saif Alnuami, Maryam Ali Aldhanhani, Khawla Mohamed Aldhanhani, Noura Sabir Alhammadi, Fermin G. Castillo, Burton A. Aggabao</i>	
TRAINING AND DEVELOPMENT: WHAT DOES IT MEAN FOR EMPLOYEE AND EMPLOYER? .....	52
<i>Asma Abdullah Alkaabi, Fatmah Khaled Alasam, Mariam Ahmed Alabdouli, Mozah Hamdan Alkhzaimi, Fermin G. Castillo</i>	
CREATING POSITIVITY AT WORKPLACE THRU CITIZENSHIP BEHAVIOR: THE CASE OF ASTER MEDICAL CENTER .....	60
<i>Paliichuk Tatiana Vladimirovna</i>	
DECENTRALIZATION OF EXPENDITURE RESPONSIBILITIES BETWEEN DIFFERENT LEVELS OF THE BUDGET SYSTEM.....	67
<i>Hamad Matar Alrawi, Shiekha Abdullah Mohammed, Fermin G. Castillo, Saif Eldin Mohamed Fadlalla</i>	
EFFECTIVENESS OF HR PRACTICES AT FUJAIRAH MUNICIPALITY: USING THE MICHIGAN MODEL OF HUMAN RESOURCE MANAGEMENT .....	71
<i>Ivzhenko Inna Borysivna</i>	
PROSPECTS OF FORMING INTERACTION MODEL OF THE LOCAL SELF- GOVERNMENT SYSTEM WITH VOLUNTEER MOVEMENTS.....	78

