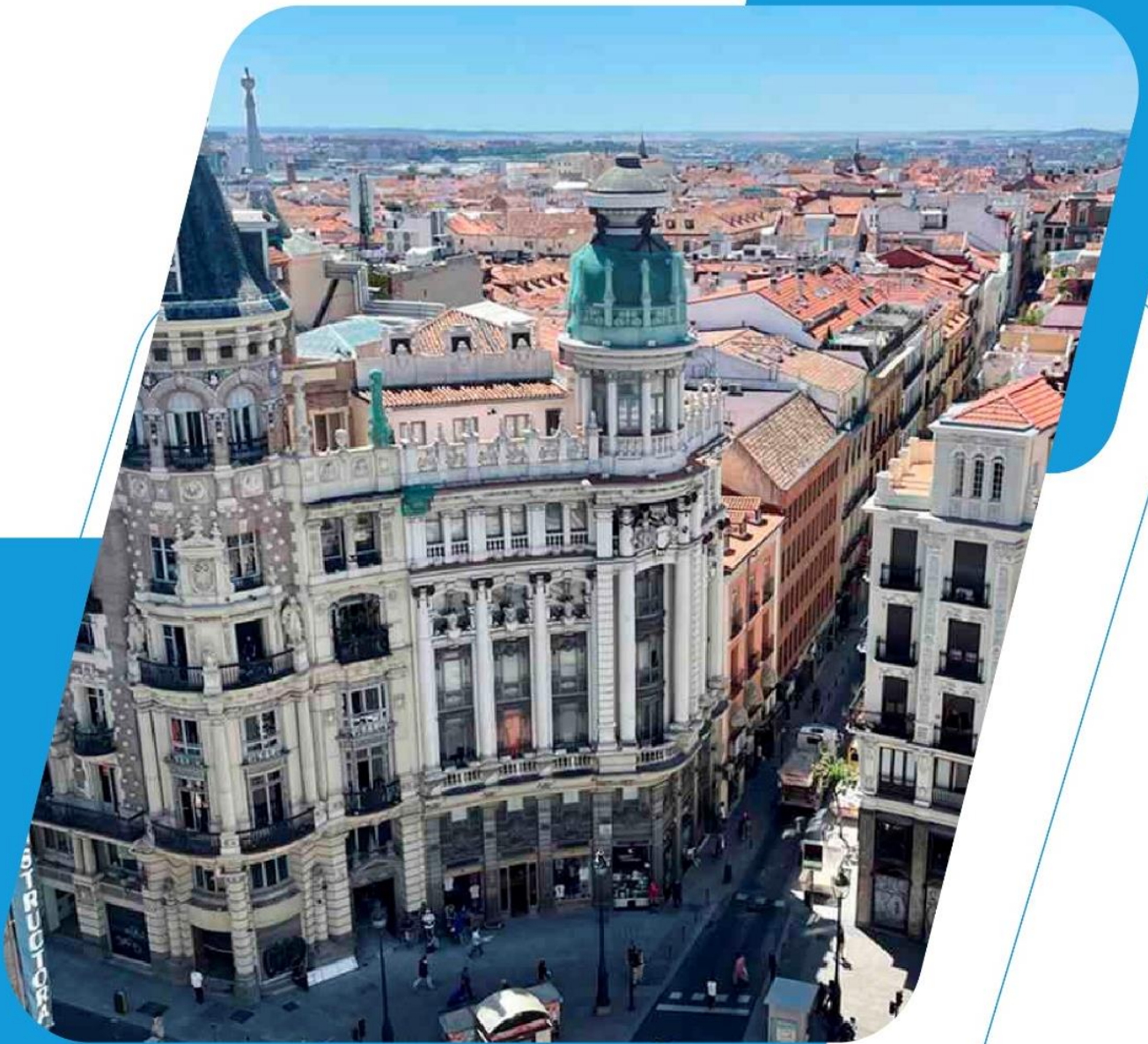




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Biological sciences

QUANTITATIVE INDICATORS OF ZOOBENTHOS IN THE LOWER REACHES OF THE NORTHERN DVINA RIVER (RUSSIA) IN THE ANNUAL PERIOD OF 2022

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Abstract

The paper presents the results of the study of zoobenthos in the lower reaches of the Northern Dvina River (Arkhangelsk region) in the fall of 2022. Its spatial changes in taxonomic composition, abundance and biomass are considered. Oligochaeta gen. sp. dominated in abundance, while mollusks (mainly *Dreissena polymorpha*) played the main role in biomass. The average indices of zoobenthos development in the lower reaches of the Northern Dvina River in autumn (in open water) were as follows: abundance - 20451 units/m², biomass - 4565.8 g/m². This work is part of the long-term monitoring of the lower reaches of the Northern Dvina River.

Keywords: Northern Dvina River lower reaches, zoobenthos, taxonomic composition, abundance, biomass.

Introduction

The Northern Dvina is one of the largest rivers (744 km) in the European North of Russia, formed by the confluence of the Sukhona (562 km) and Yug (443 km) rivers, flows into the Dvinskaya Bay of the White Sea, forming a vast delta consisting of more than 150 channels with an area of 900 km². Its catchment area is affected by many anthropogenic factors, which leads to changes in the structure of aquatic biocenoses. There are changes in the qualitative (species diversity) and quantitative (number and biomass of organisms) characteristics of invertebrate communities, in particular macrozoobenthos [1,2]. Zoobenthos is used in assessing the quality of natural waters during anthropogenic transformation of freshwater ecosystems. At the same time, benthic organisms are a food base for many commercial fish species [3].

Materials and methods

Desktop processing of the collected material was carried out using methods generally accepted in the practice of hydrobiological research [4,5]. The taxonomic affiliation of organisms was determined using the appropriate identifiers [6,7]. In the course of work in the lower reaches of the Severnaya Dvina River in the fall of 2022, zoobenthos samples were collected and processed at 5 sites: within the city limits of Novodvinsk, Gnevashevo village, near the mouth of the seashore, in the Kuznechikha River channel, and near the railway bridge.

Results and discussion

Quantitative composition of benthic biocenoses.

The minimum average values of zoobenthos abundance for the studied autumn period of 2022 in the lower reaches of the Severnaya Dvina River were recorded in the Kuznechikha River channel (from the Arkhangelsk side) - 185.0 units/m², and in biomass at the mouth of the seashore (4.4 g/m²). The maximum values of zoobenthos, both in terms of abundance and biomass, were observed in the city limits of Novodvinsk (529.0 units/m² and 261.6 g/m²). The average values of zoobenthos at all studied stations in the fall were: 318.8 units/m² and 79.3 g/m² (Table 1).

Table 1

Averaged quantitative indicators (abundance and biomass) of zoobenthos in the lower reaches of the Northern Dvina River in the fall of 2022.

Stations	Average abundance, units/m ²	Average biomass, g/m ²
Novodvinsk city	529,0	261,6
Gnevashevo village	467,0	4,7
Estuarine seashore	252,0	4,4
Kuznechikha River channel (from the side of Solombala district)	275,0	83,5
Kuznechikha River channel (from the side of Arkhangelsk city)	185,0	60,6
Railway bridge (left bank)	205,0	61,0
Average	318,8	79,3

In the lower reaches of the Northern Dvina River, **annelida** dominated in abundance in the fall (highest abundance of 52.1% of the total sample, biomass of 0.7%), namely larvae of *Oligochaeta* gen. sp. (51.7% of abundance and 0.4% of biomass of the total sample). They were second only to **mollusca** (36.9% of abundance and highest biomass of 99,0%) *Dreissena polymorpha* (26.4% of abundance), but those dominated in biomass with 76.8%. The fact that these benthic organisms have lower abundance but high biomass is due to their relatively large size. **Arthropoda** in general had the lowest values for abundance (11.0%) and biomass (0.3%) of the entire sample. Note the quantitative values of *Chironomidae* gen. sp. (lv) (abundance of 10.0% of the total sample) and molluscs: *Sphaerium rivicola* (abundance and biomass of 7.2% each), *Unio pictorum* (biomass of 10.4%) and *Viviparus viviparus* (biomass of 3.4%). The remaining hydrobionts did not show quantitative values above than 1.0%. In general, the indicators of benthic fauna development in the fall were: abundance - 20451.0 units/m², biomass - 4565.8 g/m² (Table 2).

Table 2

Taxonomic composition of zoobenthos and its quantitative indicators in the lower reaches of the Northern Dvina River in the fall of 2022

Taxonomic composition	Abundance		Biomass	
	units/m ²	%	g/m ²	%
Annelida				
1. <i>Oligochaeta</i> gen. sp.	10597,0	51,7	26,1	0,4
2. <i>Nereis</i> sp.	57,0	0,3	0,1	0,1
3. <i>Hirudo</i> sp.	28,0	0,1	9,1	0,2
Total:	10682,0	52,1	35,3	0,7
Arthropoda				
1. <i>Chironomidae</i> gen. sp. (lv)	2045,0	10,0	8,0	0,1
2. <i>Sericostoma personatum</i>	170,0	0,8	1,1	0,1
3. <i>Ceratopogonidae</i> gen. sp. (lv)	28,0	0,1	1,6	0,1
Total:	2243,0	11,0	10,7	0,3
Mollusca				
1. <i>Dreissena polymorpha</i>	5398,0	26,4	3509,4	76,8
2. <i>Sphaerium rivicola</i>	1477,0	7,2	330,0	7,2
3. <i>Unio pictorum</i>	170,0	0,8	474,5	10,4
4. <i>Viviparus viviparus</i>	170,0	0,8	166,8	3,7
5. <i>Bithynia tentaculata</i>	170,0	0,8	15,4	0,3
6. <i>Lymnaea</i> sp.	85,0	0,4	3,7	0,1
7. <i>Anodonta anatina</i>	28,0	0,1	19,3	0,4
8. <i>Valvata</i> sp.	28,0	0,1	0,7	0,1
Total:	7526,0	36,9	4519,8	99,0
Bottom line:	20451,0	100,0	4565,8	100,0

Conclusion

Thus, the benthic fauna of the lower reaches of the Northern Dvina during the sampling period included representatives of 14 taxa of benthic invertebrates united into 3 systematic groups of zoobenthos. **Mollusca** were characterized by the largest number of species of the whole sample -8 species. Then were **annelida** and **arthropoda**, which had 3 species each. The dominant organisms for the studied period were *Oligochaeta* gen. sp. (in terms of abundance) and molluscs *Dreissena polymorpha* (in terms of biomass for the whole period of studies).

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SPECIES DIVERSITY OF FRESHWATER ICHTHYOFAUNA OF THE SOLOVETSK ARCHIPELAGO (RUSSIA, WHITE SEA)

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The Solovetsky Islands occupy a special geographical position at the junction of the Onega and Dvina bays and the White Sea Basin. The small archipelago is characterized by a unique natural, historical and cultural complex, included in the UNESCO World Heritage List. In its waters there are about 120 large and small islands, the largest of which have exceptionally high lake content, exceeding that of Karelia. The lakes of the Bolshoi Solovetsky Island are united into a unique lake-channel system, the waters of which differ in a number of hydrological, hydrochemical and hydrobiological characteristics [1].

The emergence of the lake ichthyofauna of the archipelago supposedly occurred in the interval from 11 to 13 thousand years ago [2], and its formation is of interest in the zoogeographical aspect. It turned out that the island fish fauna (8 native species) is significantly poorer compared to the mainland northern taiga reservoirs - for example, the ichthyofauna of the Lake basin. Kozhzero (Arkhangelsk region) has 26 species. Moreover, the number of native fish species on the islands is even less than in the lakes of the eastern Bolshozemelskaya tundra, from where 15 species are known. The first mention of the fish of the Solovetsky archipelago can be found in the descriptive works of travelers and monastery servants [3]. A brief description of the fisheries of the Solovetsky Monastery was published by an employee of the Solovetsky Biological Station I.K. Tarnani in the 19th century. [4]. Already in the twentieth century [5] gave a description of roach from lakes Filimonovo and Bolshoye Yagodnoe, located in the northeastern part of the Bolshoy Solovetsky Island. Then a work [6] came out on the Solovetsky vendace, which is part of the ichthyofauna of the lake. Big Red. A comprehensive study of the inland waters of the archipelago was already carried out in the mid-1960s by an expedition of SevNIORKh. As a result, information was published on the lake ichthyofauna and its fishery use, and on the nutrition of individual fish species [7]. Subsequently, studies of the ichthyofauna were continued by employees of a number of fisheries [8, 9] and academic [10] institutes.

The data obtained during the study significantly complements the material already available in the scientific literature on the ichthyofauna of the Solovetsky Islands. According to the results obtained, the general list of fish ever recorded in the lakes of the Solovetsky Archipelago includes 18 freshwater species and the migratory White Sea smelt, which enters some lakes in the spring. Of these, 8 species are representatives of the local (native) ichthyofauna - common pike, common (river) perch, burbot, ruffe, roach, three- and nine-spined stickleback, as well as the already mentioned White Sea smelt. 11 species are introduced with varying degrees of acclimatization effect (European vendace, European whitefish, peled, brook trout, ide, sterlet, European grayling, bream, tench, as well as gold and silver crucian carp). Thus, today 19 species live in the inland waters of the Solovetsky Islands, including both local and introduced fish with varying degrees of acclimatization effect (table). Of all the fish species introduced into the lakes of the Greater Solovetsky Island, the commercial effect was obtained only from stocking water bodies with European vendace, which successfully naturalized and formed local populations in a number of large lakes in the western part of the island. Currently, it is numerous, found in several reservoirs in the western part of the Bolshoi Solovetsky Island and is represented mainly by a large form.

***Systematically**, the ichthyofauna of lakes includes 8 families. Among them, in terms of the number of species (4 or 28.7% of all fish species), the dominant family is the carp family, including roach, ide, as well as gold and silver crucian carp. 2 species each, or 14.3% each, are included in the*

Freshwater ichthyofauna		
Local	Universes	
	Types of fish	Acclimatization effect
1. Pike	1. Sterlet	No
2. Burbot	2. Bream	No
3. Perch	3. Tench	No
4. Ruff	4. Grayling	No
5. Roach	5. Peled	No
6. Three-spined stickleback	6. Vendace	Naturalization
7. 9-spined stickleback	7. Golden carp	Partially
8. Smelt	8. Goldfish	Partially
	9. Whitefish	Single
	10. Brook trout	Single
	11. Ide	Single

families of whitefish (ciscoid and whitefish), perch (perch and ruffe) and stickleback (three- and General list of freshwater fish in the reservoirs of the Solovetsky Archipelago nine-spined stickleback). One species each (7.1%) is included in the families of salmon (brook trout), smelt (smelt), pike (pike) and burbot (burbot). According to the classification of G.V. Nikolsky (1980) [11], all freshwater fish of the Solovetsky archipelago belong to 4 faunal complexes. In terms of species, the largest number of species (7 or 50.0%) includes the boreal lowland faunal complex. This includes pike, ruffe, perch, ide, roach, as well as gold and silver crucian carp. The Arctic freshwater complex, including vendace, whitefish, smelt and burbot, is represented in slightly smaller quantities (4 species or 28.6%). Two species (14.3%) – three- and nine-spined sticklebacks are included in the Ponto-Caspian freshwater complex. The boreal foothill complex includes only one species (7.1%) - namely, brook trout.

According to the nature of **feeding** in the lakes of the Solovetsky archipelago, fish are divided into three groups: planktivores, predators and euryphages. Only one fish species (7.1%) – the European vendace – is characterized by typical planktonic feeding. Predators are more than a third (5 fish species or 35.7%) of the total modern composition of the ichthyofauna, represented by anadromous smelt and aquatic species - brook trout, pike, perch and burbot. Only 1 species belongs to benthophages, namely whitefish (7.1%). The most numerous group (7 species or 50.0%) are fish with a mixed diet (euryphagous), which includes ide, roach, gold and silver crucian carp, ruffe, as well as three- and nine-spined sticklebacks.

Based on the type of **reproduction**, the vast majority of fish belong to species that lay eggs on a specific spawning substrate. About half of all species (6 or 42.8%) lay eggs on the bottom substrate. Vendace, whitefish and brook trout spawn on rocky soil (lithophiles), and smelt, ruffe and burbot on sandy soil (psammophiles). The same number of species (6 or 42.8%) lay eggs on the plant substratum. This group includes spring-spawning species (phytophiles), which unite both predatory fish (pike and perch) and peaceful cyprinids (ide, roach, gold and silver carp). And only two species (14.4%) - three- and nine-spined sticklebacks - arrange peculiar nests for laying eggs.

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Cultural sciences

NATURE AS THE OTHER: THE FALLING OF HUMANITY SHOWN IN THE SNOW LEOPARD OF CHINGIZ AYTMATOV

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Abstract

Chingiz Aytmatov is revered for building a bridge between the world of traditional Kyrgyz folklore and modern Eurasian literature. His writings illuminate the changes that faced the peoples of the Soviet Union both before and after its demise, and his own life is an integral part of that broader turbulent pattern. Published in 2006, The Snow Leopard is the last novel of Chingiz Aytmatov, the great Kyrgyz writer. The novel has two heroes, Jaa-Bars, a leopard and Arsen Samanchin, a journalist. In this novel, the writer had broken the distinction between human and animals through two paralleled story lines, in which both the snow leopard and the journalist became the victims of an international poaching. In The Snow Leopard, the animals appeared as the Other of human beings, which can be killed for no reason. Similarly, the Kyrgyz people living in the mountain are also the Other of the rich merchants in the big cities. The novel has shown the conflict between human and nature, traditional virtues and materialism, the rich and the poor, good and evil and life and death. More importantly, the author expressed his ideal of treating all lives as equals through the image of Jaa-Bars, the snow leopard, who shared the same fate with the hero. The Australian ecofeminist Val Plumwood was famous for her efforts arguing against the "hyperseparation" of humans from the rest of nature and what she called the "standpoint of mastery": a reason/nature dualism in which the natural world—including women, indigenous people, and non-humans—is subordinated. The novel of Chingiz Aytmatov has shown the above separations from different subplots, such as the separation of the lovers, the expulsion of the journalist from the news press, the hunt for the endangered snow leopard by the Arabic princes and also the legend of the Eternal Bride. Just as the title of the novel suggests, the "mountains" of the balance between human and nature, of the goodness in people's hearts, are falling down, and when this tragedy happens, it is always the disadvantaged --- the good, the poor who pay for the price. The image of the journalist dying together with the snow leopard in the end of the story showed us a ultimate equality, suggesting that all lives are equal in nature, and to protect nature is to protect ourselves.

Keywords: *The Snow Leopard, Chingiz Aytmatov, anthropocentrism, human/nature dualism, ecological imperialism*

1. Introduction of The Snow Leopard (or When the Mountains Fall Down: The Eternal Bride)

The Snow Leopard tell the stories of a journalist and an aged snow leopard whose fates had interwoven in a hunt. Both of them are outcasts in their worlds and become the sacrifices of that very hunt.

Jaa-Bars is an old snow leopard deserted by his lover and group. He was lonely, angry and sad. He tried to chase his lover who had already followed a much younger and stronger male leopard. Unfortunately, Jaa-Bars failed in the duel with the new leopard, what was worse, his ex-lover also joined their fight and gave him a fatal kick. So he left the group and decided to leave this area and cross the Stirrup Mountain, where there were few snow leopards. However, the snow was too thick and he was not as strong as before to climb the mountain. In despair, Jaa-Bars lingered alone near the mountain pass, waiting for his destiny to come.

Arsen Samanchin is a journalist who despised the invading of popular culture towards traditional art, and the monopoly and domination of the plutocrats on media and art. He fell in love with a talented opera singer, Aidana Samarova, and they conceived the idea of the opera The Eternal Bride based on a Kyrgyz legend. Aidana promised to sing for it, however, she later turned to a merchant who made her a famous pop singer and refused to meet Arsen again. Arsen tried to meet her in a hotel but was insulted and expelled. Later, he was threatened by the merchant, asking him to stop publishing those articles criticizing the commercialism and plutocrats. In anger and despair, he decided to murder the merchant.

One day an opportunity presented itself to him. His parental uncle Bektur Agha, who ran a hunting company "Mergen", paid him a visit and asked him to work as an interpreter in the upcoming hunting session for some Arabic princes, who aimed to hunt for the snow leopard in the mountains. Hearing that the interpreter would also be armed with a gun, Arsen agreed readily, with a plan for revenge in his heart. When they went back to the village, the local people were thrilled at the idea that this hunting event would bring them so much money. When Arsen was busy preparing for his work, he was approached by Tashtanafghan, his former school mate who had fought in Afghanistan. Tashtanafghan told him that he planned to take the Arab princes hostages and blackmail them for millions of dollars. He asked Arsen to cooperate with them, otherwise he would be killed. Arsen would never agree with such a crazy idea and he persuaded Tashtanafghan not to do that, but in vain. So after days of inner conflict and torture, he decided to sacrifice himself to protect the Arabic people and also to protect his own people. At the designated hour he shouted at the Arabic princes to leave and forget about the snow leopard. The Arabic princes fled but Arsen and the snow leopard were shot. In the end, Arsen died alongside the snow leopard.

Both of them are deserted and finally became victims in the battle between good and evil. By letting the man and the snow leopard dying together in the mountain, the author showed his view of life: all lives in the nature are equal, there is no such thing as one is superior to the other. And as he said in the novel: Inevitably, the good has to pay for the bad.

2. Human/nature Dualism in The Snow Leopard

Plumwood (2001) pointed out that the ecological imperialism is based on the " 'reason-centered culture' that once helped secure and sustain European imperial dominance, but now proves ruinous in the face of mass distinction and the fast-approaching 'bio-physical limits of the planet'." In the novel *Snow Leopard*, the author showed the intense relationship between man and nature. In the past, people just hunt for their life necessities but now they hunt for fun, for showing off. The snow leopards are endangered, but the local people are still happy to see these Arabic people come and hunt their national treasure just for the sake of the money they bring. Those Arabs fly through the mountains on helicopter and shoot the snow leopards with high-tech rifles and there is a team of local people helping them to detect the track of the snow leopards. There is a sad irony in this plot, when the author wrote that the local people were actually celebrating the coming of those Arabic princes like celebrating a festival, which means that they have lost their love for their homeland and all they crave for is money. On the other hand, the Arabs, who occupy the top position of the food chain, consider nature as their amusement park, and they don't care whether their hunting will make a species distinct. This regal aloofness towards the nature stems from the mindset that nature is just something for them to exploit, rather than something to respect carefully.

Val Plumwood identified human/nature dualism as one of a series of gendered dualisms, including "human/animal, mind/body ... male/female, reason/emotion, [and] civilized/primitive", and argued for their abandonment, as well as that of the Western notion of a rational, unitary, Cartesian self, in favour of an ecological ethic based on empathy for the other. Plumwood rejected not only the "hyperseparation" between self and other, and between humanity and nature, but also postmodern alternatives based on a respect for absolute difference and deep ecological alternatives based on a merging of the self and the world. Instead, she proposed a view that recognizes and grounds ethical responsibility in the continuities and divisions between subject and object, and between people and the environment. Plumwood viewed human/nature dualism as "seeing the others as radically separate and inferior, the background to self as foreground, as one whose existence as secondary, derivative or peripheral to that of the self or center, and whose agency is denied or minimized." This kind of attitude is not only towards nature, but also towards the people they deem inferior to them. In the eyes of the merchants and Arab princes in this novel, the poor people are not regarded as equal human beings, but just tools. But the problem is they are human. And when the rich and powerful people forget the humanity in them, disasters will happen. In this novel, the Arabs have made perfect plans for the hunting, with almost the whole village at their service. But they forgot that they also became the prey of the poor people for they had no chance to change their destiny and earn more money. And the poor believed that they had the right to rob these rich Arabs because in some degree, those rich people were responsible for their poverty and misery. Certainly, it made some sense, but those people who planned to blackmail the Arabs ignored that when they did so, they had lost the most valuable quality of their culture and tradition, and would cause the start of a vicious circle in which the rich become more convinced that the poor are inferior and evil beings and treat them with even less respect and in turn, trigger a deeper hatred of the poor people towards them.

The hero of the novel, Arsen sharply foresees this tragic ending, so he sacrificed his own life to stop his people from falling. This is a heroic behavior and also proves the author's point that the good always pay for the bad. The ending of the story is almost dramatic, to save his people's reputation and dignity, Arsen decided to play an extreme environmentalist, shouting to the Arabs to stop hunting for the snow leopards. His performance had spared the Arabs from being killed and stopped his friends from becoming criminals, because he knew too well that once a person had lost himself, there was no point in possessing a lot of money. There is no doubt that Arsen is a quixotic idealist, who had achieved his ideal at the cost of his own life. The author let him rest with the snow leopard, showing the great equality in face of nature. Arsen lied in the arm of the old snow leopard, like a child lying in the arm of his mother. Maybe the author wanted to express his wish through this moving picture: only when human stop viewing nature as the Other, instead as equal, will we have a brighter and more desirable future.

3. Conclusion

The Snow Leopards reveals the dualism existing in our society from many different levels. It has shown the crisis facing our world today: human beings are increasingly brutal and greedy, exploiting the nature and having lost the goodness in their hearts. Viewing nature, the poor, women, and other disadvantaged groups as the Other, is the cause of so many problems and tragedies of our society. Chingiz Aytmatov let his hero die at the end of the story, a seemingly tragic ending. But if we observe it from another angle, we will find that the author actually suggested that it's worth dying for one's ideal to protect the goodness in human nature. So the author actually expressed his view of life and death: instead of living indifferently, it's far better to die for one's ideal. And death also allows human beings to go back to their place in nature, that is, becoming a part of nature, instead of the so-called master of nature.

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Economic sciences

ANALYSIS OF COMPETITIVENESS AND COMPLEMENTARITY OF ENERGY TRADE BETWEEN CHINA AND CENTRAL ASIAN COUNTRIES

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Abstract

In recent years, the energy trade between China and the five Central Asian countries has gradually become closer and has a very good prospect of development, and the trade volume has also shown a high growth trend. This paper describes the competitiveness and complementarity of energy trade between China and the five Central Asian countries in the context of "One Belt, One Road" through the trade integration and trade complementarity indices, and puts forward suggestions to promote the rapid development of energy trade between the two sides.

Keywords: Belt and Road, energy trade, trade potential, countermeasures

As China's "One Belt, One Road" initiative continues to advance, the continued deepening of trade cooperation with Central Asian countries in energy resources is a matter of China's energy security and economic development. Under the continuing constraints of China's energy shortage, energy security and single channel of energy import, it is urgent to seek new energy cooperation, and the five Central Asian countries have good conditions of abundant natural energy resources.^{[1]3} . Energy trade between China and the five Central Asian countries will not only solve China's domestic energy shortage problem, but also bring economic benefits to the five Central Asian countries, which is undoubtedly a win-win cooperation for both sides and is of great significance to the economic development of both sides.

Based on the Standard International Trade Classification (SITC) and HS codes, this paper selects the main commodity contents of Chapter 25, Chapter 26 and Chapter 27 of Category 5 to study China's energy trade with the five Central Asian countries.

I . Current status of energy trade between China and the five Central Asian countries

As can be seen from Figure 1, China's energy trade with the five Central Asian countries has been larger in the last decade, and the volume of energy trade, while not growing consistently, has been relatively less volatile overall, with imports gradually decreasing from 2014... due to the impact of the international energy market. China's crude oil imports with Kazakhstan began a downward trend in 2014, falling to 3.234 million tonnes in 2016, and the trade volume also fell, but a series of cooperation was carried out in areas such as deep processing of crude oil, construction of refineries and construction of oil equipment manufacturing plants, while many energy-related cooperation intentions were also reached. In addition to this, China's energy trade with the five Central Asian countries has also increased in other areas. For example, in 2016, Turkmenistan's natural gas accounted for about 30% of the total imports, and China gradually became the largest partner in Turkmenistan's natural gas exports. In the past five years, bilateral energy trade has been growing steadily, with a sustainable trend and the expansion of cooperation being the goal of future development.^{[1]5} The expansion of cooperation will be the goal of future development.

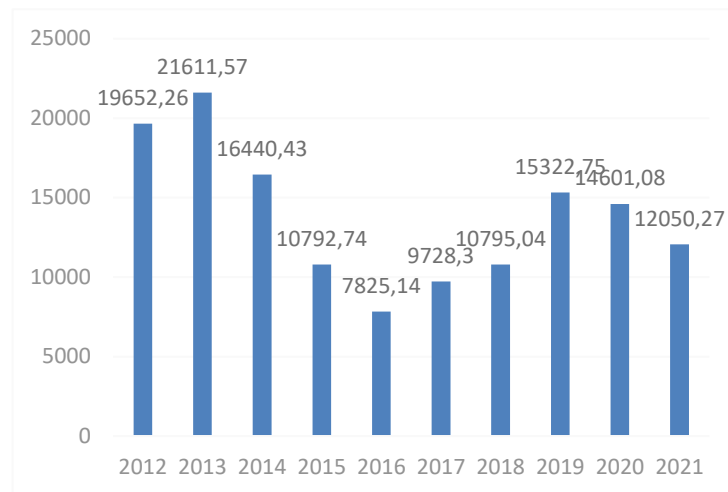


Figure 1 Energy trade between China and the five Central Asian countries, 2012-2021
Unit: USD million

Data source: UN comtrade

China and the five Central Asian countries have been trading closely in energy trade, and the share of energy trade in China's total energy trade has been between 1.8% and 5%, as shown in the graphs for 2012 and 2021 respectively, the share of China's energy trade with the five Central Asian countries in China's total energy trade can be seen to be as high as 4% in 2012, and in 2021, due to the epidemic, China's total energy trade as well as energy trade with the five Central Asian countries decreases in 2021 due to the epidemic, but also by 2 per cent.

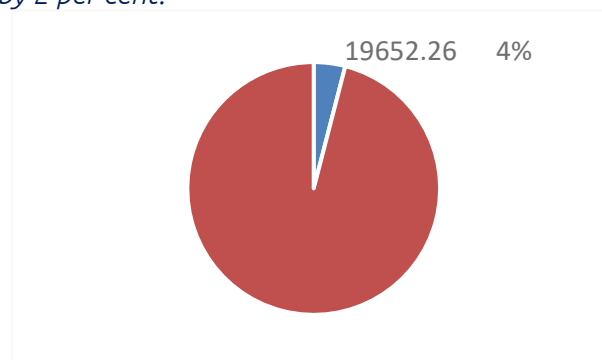


Figure 2 China's energy trade with the five Central Asian countries and its share in China's total energy trade in 2012 Unit: USD million

Data source: UN comtrade

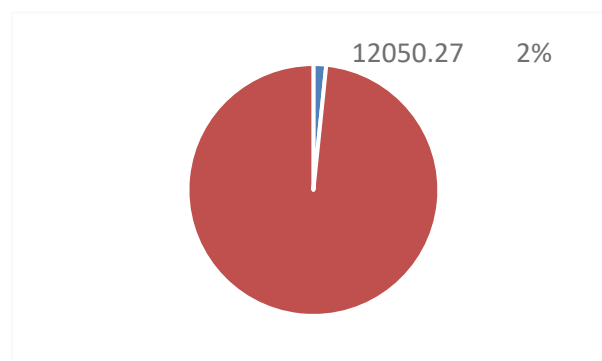


Figure 3 Share of China's energy trade with five Central Asian countries in China's total energy trade in 2021 Unit: USD million

Data source: UN comtrade

II . Analysis of the energy trade potential between China and the five Central Asian countries

(i) Degree of trade integration

The trade integration index has been studied and refined by various economists to provide a good assessment of the degree of interdependence between two countries in international trade and is calculated as follows:

$$TCDab = (Xab/Xa)/(Mb/Mw)(1)$$

In equation (1), $TCDab$ denotes the trade integration of country a to country b , Xab denotes the energy trade exports of country a to country b , Xa denotes the total energy trade exports of country a ; Mb denotes the total energy trade imports of country b ; and Mw denotes the total world energy trade imports.^[15] If $TCDab > 1$, it means that a and b are closely linked in energy trade, and if $TCDab < 1$, it means that a and b are loosely linked in energy trade.^[15] If $TCDab > 1$, it means that a and b have strong energy trade ties, while if $TCDab < 1$, it means that a and b have loose energy trade ties. The energy trade integration between China and the five Central Asian countries in the last five years is calculated as shown in the table below.

Table 1

Energy trade integration between China and the five Central Asian countries, 2017-2021

Year	China's energy trade integration with five Central Asian countries	Five Central Asian countries' energy trade integration with China
2017	2.56	0.96
2018	1.96	1.99
2019	2.06	1.86
2020	3.23	2.06
2021	0.76	2.23

Data source: UN comtrade

As can be seen from the table, the energy trade integration between China and the five Central Asian countries is almost all greater than 1 during the period 2017-2021, indicating that China and the five Central Asian countries have close energy trade ties, and the energy trade integration index of both sides shows an increasing trend, which shows that the two sides have good prospects for cooperation in energy trade and great potential for cooperation. Ошибка! Источник ссылки не найден. This shows that the two sides have good prospects and great potential for cooperation in energy trade.

(ii) Trade complementarity

The Trade Complementarity Index (TCI) is a measure of the closeness of trade between countries and is used to test how well a country's exports of a product match another country's imports.^[11] It is a measure of how well a country's exports match the imports of another country. The trade complementarity index is calculated to analyse the degree of complementarity in energy trade between China and the five Central Asian countries.^[11] The formula is as follows.

$$Cij = RCA_{Xik} \times RCA_{Mjk}(2)$$

In equation (2), product similarity index: $RCA_{Mjk} = (m_k / M_j) / (W_k / W)$, where jk is the import value of country j 's k categories of commodities, M_j is the total imports of all commodities in country j . RCA_{Xik} is the index of significant comparative advantage of country i in the k categories of commodities. By definition, the index of trade complementarity between two countries is greater when the main types of goods exported by one country coincide with the main types of goods imported by the other country. Generally speaking, when the Cij value is greater than 1, it means that the two countries have trade complementarity in commodity k . The opposite is true when the Cij value is less than 1. Ошибка! Источник ссылки не найден. Accordingly, the energy trade complementarity index between China and the five Central Asian countries for the last five years was calculated as shown in the following table:

Table 2

Energy trade complementarity index between China and five Central Asian countries, 2017-2021

Year	Energy Trade Complementarity Index between China and five Central Asian countries
2017	2.38
2018	3.75
2019	3.97
2020	2.80
2021	1.95

Data source: UN comtrade

From the above table, it can be concluded that the energy resources trade complementarity index between China and the five Central Asian countries is stable and above 1 from 2017 to 2021. In 2018 and 2019, the energy resources trade complementarity index grows close to 4 and is in a stable state, but in 2020, due to the outbreak of the New Crown epidemic, the energy trade between China and the five Central Asian countries is hit by the epidemic and the trade volume decreases, so the trade

complementarity index also decreases, now that the situation of the epidemic has improved, the impact brought about is expected to gradually eliminate, and the energy trade between the two sides will also improve. As a result, trade in energy resources between China and the five Central Asian countries is expected to become closer and trade complementarities will become stronger.

III. Unfavorable factors affecting energy trade between China and the five Central Asian countries

Although the cooperation between China and the five Central Asian countries in energy resources trade is increasing and some good progress has been made and some cooperation intentions have been reached, there are still some influencing factors that hinder the cooperation between the two sides, as follows.

(i) Inadequate infrastructure development in Central Asian countries

Although the level and capacity of transport facilities in Kazakhstan is better than in other Central Asian countries, the level of transport in other Central Asian countries is clearly lower, and all types of transport facilities are aging and under-utilised or even obsolete, and would cost a lot to rebuild. In terms of electricity supply, Kazakhstan, Ukraine and Turkey have mainly thermal power generation, while Tajikistan and Kyrgyzstan have mostly hydroelectric power generation, but the power generation equipment and facilities are aging. In addition, Central Asia is less industrialised.^{[1]6}

(ii) Inadequate legal system for energy cooperation in Central Asian countries

At present, the laws, regulations and systems of the five Central Asian countries in the area of energy resources cooperation are not perfect. However, the legal environment for energy cooperation between China and the five Central Asian countries needs to be optimised, as the legal sources of cooperation between the two regions are mostly based on the domestic legal systems of each country and bilateral agreements. Apart from Kazakhstan, other countries in the five Central Asian countries are not highly market-oriented, have imperfect legal systems and low legal popularity, and there are phenomena such as the lack of legal systems, lack of knowledge and understanding of the law by law enforcement officials, rough enforcement and arbitrary interpretation. The rule of law environment in the five Central Asian countries is not ideal, for example, there is a lack of domestic rule of law in Uzbekistan, the legal system in Tajikistan is too broad and lacks detailed laws and regulations, etc. The investment dispute settlement model is low in protecting international energy investments.

(iii) High risk of participation in cooperation by Chinese energy enterprises

The main mode of cooperation between Chinese companies in the energy resources trade in the five Central Asian countries is mergers and acquisitions and joint ventures, which enable Chinese companies to participate in the energy development of the five Central Asian countries in a more direct manner. However, due to the different cultures of each country, there are certain obstacles and difficulties in language communication, and many joint ventures become more risky and difficult to manage. Chinese companies are also able to take direct ownership of the energy in question through M&As, taking advantage of our existing corporate strengths, but the Central Asian countries are aiming to protect their local companies and are placing excessive requirements on M&As in terms of shareholding structure and management, which increases the risk of Chinese companies participating in M&As.^{[1]6} This increases the risk of Chinese companies participating in M&A. For example, in recent years, Kazakhstan, which has been hit by the financial crisis, has tightened its policy on a number of domestic markets compared to previous years, with particular emphasis on some of the more important energy resources, and has implemented strict control programmes and policies. In addition to this, the country's control over energy resources has been gradually strengthened through a series of mergers and acquisitions, government support and other means, which has restricted the investment and development of Chinese companies in Kazakhstan.^{[1]7} This has restricted the investment and development of Chinese companies in Kazakhstan.

(iv) Safety factors

Extremist forces are very active in the three Central Asian countries, threatening the security and stability of the Central Asian region, and the uncertainty of terrorists. Although the Central Asian region is rich in energy resources, it is also based only on energy resources. Terrorists are likely to attack or sabotage relevant energy pipelines and facilities as a means of achieving their goals, inciting trouble and affecting the development of the Central Asian region.

(v) Intervention by major powers

The United States has an expanding presence in Central Asia and values control of the Caspian Sea region, which has a unique strategic position, both politically and economically, and is constantly developing policies to contest control of the Caspian Sea. Likewise, Russia also places great importance on trade in energy resources, which it has used for many years to promote diplomatic relations and as a

diplomatic strategy and tool. In addition, other countries, such as Japan, are frequently involved in the development of energy resources in the Caspian Sea region, with a strong intention and ambition, in order to benefit economically and to guarantee their own energy security. *Ошибка! Источник ссылки не найден.* The Caspian Sea region is also frequently used by other countries, such as Japan, as a means of economic gain and to ensure their energy security.

IV. Suggested measures to promote the rapid development of energy trade between China and the five Central Asian countries

(i) Strengthening infrastructure development between China and Central Asian countries

The Central Asian countries all have the idea of improving their domestic infrastructure construction, but as their economic level is relatively backward, they urgently need foreign investment enterprises to help them. As one of the countries with the highest level of infrastructure construction in the world, China should seize this opportunity, grasp the current dual needs of China and the five Central Asian countries in the field of infrastructure construction, and give full play to China's advantages in the field of infrastructure construction, so as to fight for opportunities and preferential policies for energy trade in the five Central Asian countries. At the same time, it should increase its development cooperation with Central Asian countries, open the way for sustainable development of energy trade, strengthen the infrastructure of relevant cooperation projects to prevent dangerous elements from destroying them, and make plans to ensure minimal damage after the relevant infrastructure is destroyed.

(ii) Improving the system of cooperation between China and Central Asian countries

At present, the cooperation system between China and Central Asian countries is not perfect, and the imperfection of the system will certainly lead to the uncertainty of the prospect of cooperation between the two sides, therefore, China should improve the relevant cooperation system to guarantee the deepening of cooperation between the two sides, such as the legal system, the insurance system, and the implementation of the "Belt and Road" initiative, and establish a professional cooperation mechanism, so as to Strengthen the willingness of both sides to cooperate and enhance the breadth and depth of their cooperation.

(iii) Improving the competitiveness of Chinese energy enterprises

China's energy enterprises should actively explore the manufacture of relevant equipment, master the relevant high-end technology about the energy industry, and for the competition and suppression of other countries, China should focus on improving the competitiveness of enterprises. We should make use of big data, combine the development trend of the current era, build a database of energy information and pay higher attention to cooperation projects. In addition, we should optimise our business model to attract outside investment and thus enhance our corporate competitiveness. In addition to this, we should vigorously cultivate relevant energy talents such as management-oriented talents for use in cooperation projects between the two sides, and encourage talent innovation.

(iv) Adhere to the approach of win-win cooperation

The energy trade between the five Central Asian countries and China has never been a relationship of exploitation and exploitation, and China should always work with the five Central Asian countries with the desire to benefit both sides in a mutually beneficial way. *Ошибка! Источник ссылки не найден.* The Central Asian countries have always had a mutually beneficial relationship with China. The Central Asian countries have always been in a deficit position in the trade of energy resources with China because the primary products of the Central Asian countries account for up to 50% of the energy resources exported to China, and some primary products even account for more than 80%, such as the natural gas exported by Turkmenistan to China. We should do our best to change this situation, invest in other non-energy products of the five Central Asian countries, understand the future plans of each Central Asian country and give timely and competent assistance, so that the Central Asian countries do not become discontented and have a discontented mentality.

(v) Harmonisation of relations between major countries

Central Asia's rich energy resources have long been known as a strategic energy and resource base for the 21st century. *Ошибка! Источник ссылки не найден.* At the same time, its geographical importance makes Central Asia an important area where the major powers are playing against each other. We should coordinate our relations with the other powers, contribute what we can to common prosperity and the pursuit of common interests, and cooperate with them in related fields, based on the principle that all countries form a community of destiny.

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CORPORATE LEARNING: CONCEPT, ESSENCE, MODELS AND EVOLUTION OF CONCEPTS**Mussanova Lyazat Muratovna**

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Abstract

The processes of globalization, informatization, integration and internationalization of the economy, business and education, building a knowledge society lead to the transition to a new economy - knowledge-based economy, become the most important challenges and encourage the search for new approaches. development of human resources as a necessary condition for the competitiveness of organizations and sustainable economic growth of society as a whole. In this context, corporate education becomes an important component of education. That is why developed economies pay great attention and realize state support for the development of corporate education as a component of continuing professional education (Bodnarchuk et al., 2019). It is worth noting that 90 percent of university graduates believe that they are well prepared for the market and more than 60 percent believe that they possess critical thinking skills, only 50 percent and 40 percent of their hiring managers, respectively, share this opinion (Berr, 2016; Hyde & Bravo, 2015). This makes the development of corporate education a relevant research topic. This objectively determines the expediency of comprehension and creative use of progressive ideas of foreign, in particular, American experience of building a system of corporate education. The United States of America is a country that has achieved leadership in the world economy, intensive development and global recognition of corporate education, has the world's widest network of corporate universities, a high level of competitiveness and efficiency of companies providing corporate training.

Keywords: corporate education, partnership, models, international experience, development, traditional education.

A powerful incentive for companies to train their employees is the need to adapt to the changes caused by globalization processes, the emergence of new competitors in the market, the shortening of the product life cycle, etc. In such conditions, companies have the need to implement new business strategies that lead to mergers and acquisitions, restructuring, capitalization or, on the contrary, reduction of companies' capital (Jankov & Caref, 2017). There are increasing demands on employees to deliver high quality customer service and company performance and, consequently, to take responsibility for their career and professional development (Kimmons et al., 2017). In response to this, and given the lack of job security from employers, employees expect, among other things, opportunities for them to learn and improve their skills, which enhances their employment prospects in other companies (Livingston, 2018). Despite economic challenges and shrinking employee education budgets, U.S. companies realize that it is impossible to recover from the crisis without employee training (Long, 2018). As a result, organizations continue to train staff, saving money and expanding the pool of learners through the proliferation of electronic, particularly mobile, learning technologies (Tatiana et al., 2018).

Diltrey (2017) defined corporate university as "a management intervention that takes a company or organization to a new robust and sustainable phase of business development that it could not have achieved with current levels of thought leadership capabilities and learning styles" (Diltrey, 2017). pp. 5). In the United States, about 2,000 organizations can be considered corporate universities (Company Campus, 2015) and globally there are more than 4,000 organizations (Colo et al., 2013). Their number continues to grow in developing countries (Notman and Kuznetsova, 2018), especially in China (Alagarajah and Li, 2015), where more than 1,000 organizations are identified as corporate universities (Wu, 2013). As the costs of establishing and managing corporate universities are relatively high (Kolo et al., 2013), questions remain about the return on investment, especially in developing countries such as China (Xu and Chen, 2018). Corporate universities need to be relevant to their stakeholders (Cappiello and Pedrini, 2017), both internal and external. Without stakeholder support, a corporate university will serve a limited purpose (Nichols, 2016).

Experts have attempted to conceptualize and define QE since Jean Meister's seminal and disruptive text, *Corporate Universities: Lessons for Creating a World Class Workforce* (1998). In this text, Jean

Meister challenged higher education management with some key facts about the changing elements of the workplace. Specifically, Meister draws attention to the rapid diffusion of technology and the changing shelf life of knowledge, skill requirements, and education in the workplace. These advances have forced organizations to be more responsible for the development of their employees. This responsibility, according to Meister, leads to the creation of meaningful developmental experiences at work as part of a full-time job offer. Although devastating to the nature of traditional education, trends in corporate education spending support Meister's statement and demonstrate a growing concern and investment in employee development. In 1998, it was indicated that corporate spending on education was approximately 10% of education spending in the United States (Meister, 1998), or \$62 billion per year. In 2013, it was estimated that the U.S. education market was valued at \$1.4 trillion dollars (Cavanagh, 2013). This \$1.4 represents approximately 100% growth over the 18-year period since Meister's original text. Global Silicon Valley Advisors estimates new corporate spending on training at \$175 billion in 2017 (Education Sector Factbook, 2017). This growth rate makes the corporate education segment the fastest growing segment of the education industry.

OCs can be difficult to identify because of their similarities and attachment to outdated training functions. Experts agree that OCs do not simply offer "training" but may provide a variety of value-added services in support of organizational goals and behavior change (Allen M., 2002). However, the rapid expansion of the description indicates that many organizations have labeled their training departments as QRs to keep up with the trend. While ideally scientists should have a clear definition of the phenomenon and trend, the rapid expansion of the concept has left a plethora of definitions to explore. Table 1 provides a list of key definitions from the most authoritative literature on corporate learning. These definitions are broad and offer a great deal of latitude in constructing the design of corporate learning.

Table 1

List of definitions of corporate training

Determination	Source
<i>A strategic umbrella for developing and training employees, customers and suppliers to meet the organization's business strategy</i>	<i>J.C. Meister (1998)</i>
<i>A function or department strategically focused on integrating the development of people as individuals with their teamwork and ultimately the entire organization: by connecting with vendors, conducting extensive research, facilitating content delivery, and leading the effort to build an excellent leadership team.</i>	<i>K. Wheeler (1998)</i>
<i>A general designation for the activities and processes of formal learning and knowledge creation in an organization</i>	<i>D. Walton (1999)</i>
<i>A comprehensive organization that is a strategic tool designed to help the parent organization achieve its mission through activities that promote individual and organizational learning, knowledge, and wisdom.</i>	<i>M. Allen (2002)</i>
<i>Any educational institution that exists outside academia: a companion to the concept of lifelong learning, the corporate university allows businesses, both for-profit and non-profit, to maintain and expand the knowledge of their employees and, as a result, secure their position in the marketplace</i>	<i>C.E. Gould (2005)</i>

The most appropriate definition of corporate learning for this study is Mark Allen's definition of corporate learning shown in Table 1. This definition most fully captures the term corporate learning. First, his definition clearly links the purpose of the CoL and the organization's goal of achieving the mission. This creates a clear alignment between the goals with careful consideration and planning. Second, Allen defines the intentions of the OC as being of strategic importance. While these words may be implied in other definitions, the very nature of a strategic tool requires trade-offs and key decisions for the organization, including investments in time and energy. Third, Allen suggests a broader set of potential activities, including knowledge, learning, and wisdom at the individual and organizational level. This pushes the boundaries for organizations to go beyond learning. It should be noted that this also incorporates other elements of traditional HR activities including performance and talent management, talent development, leadership development, knowledge management and orientation as key functions within QR. Using Mark Allen's definition for this study provides a wider latitude to include QR-like

functions. It makes it possible to find an organization with or without the QR label attached. It also provides an opportunity to exclude non-strategic functions that focus solely on technical training. Having chosen the best definition for this study, the next step is to identify the main areas of literature on QR to provide perspective and bring to life the context of QR. In the next section, the definition will be brought to life by reviewing the literature through the definition of QRs. This provides a better understanding of what QRs are and what they do. Meanwhile, there are pressures on corporate training. The pressure on corporate education systems comes primarily from two directions. First, the importance of the training programs themselves is growing rapidly. As a report by Deloitte (one of the largest consulting and auditing companies in the world) on the most important trends in human resources (HR) shows, in the largest countries of Europe and North America, 80% of HR managers consider the problem of human resources training as one of the biggest problems. In Japan, India and China, the figure is even higher (Walsh & Volini, 2017).

The growing importance of employee training is caused by several fundamental processes in the labor market. The globalization of the economy causes an increase in the territorial representation of companies and increases the distance between employees and the management center, which increases the demand for distance and automated training formats. Increasing life expectancy leads to an increase in the career longevity of employees and the demand for training and retraining courses both inside and outside companies. Technological advances are reducing the obsolescence of employees' current skills, while also leading to the emergence of new ones (e.g., the ability to use specific digital tools). Deloitte analysts believe that in the current environment, half of the skills of the average specialist become obsolete in just five years, and in high-tech industries, such as the IT industry, this period is even shorter. According to Deloitte analysts, software developers are obliged to update their talent pool every 1-1.5 years (Walsh & Volini, 2017). The essence of corporate training encompasses several important aspects:

- Professional development: Corporate training is aimed at expanding employees' knowledge and skills, making them more competent in performing their tasks.

- Adapting to change: In today's world, change happens rapidly. Corporate training enables an organization to adapt to new requirements and technologies.

- Increase motivation: Training can incentivize employees by increasing their level of motivation and engagement.

- Strategic development: Corporate training can be aligned with the goals and strategy of the organization, making it an important element of corporate culture (Kottke, J. L., 1999). It should be noted that the theoretical foundations of corporate education in the USA are characterized by multidimensional, polyconceptual, integration of philosophical and pedagogical, economic, sociological, psychological ideas, theories and concepts, in particular, the concept of knowledge society, the concept of continuing education, the theory of human capital, the theory of the firm, the concept of human resource management ("Compliance Model", "Harvard Model"), the theory of learning organization, the concept of organizational development, and the concept of management. These theories and concepts have become the basis for the functioning and development of corporate education in the United States (Sabat et al., 2019). In the developed countries of the world the development of corporate education is given considerable attention both at the state and organizational levels. The American and Japanese models of corporate education are distinguished. For the American model of corporate education, which is used in Canada, Australia, Great Britain and other European countries, there is a more narrowly focused professional training of personnel. The Japanese model of corporate education is based on the moral qualities of personnel and loyalty to the company, and the main task of corporate education in this model is to improve the qualifications of personnel in order to ensure their high mobility. According to content analysis, there are three contemporary models of corporate education in the United States:

- An insourcing model in which an organization has staff responsible for curriculum and course development and employee training, and it commissions only a very small portion of training services from external training providers (Williamson, 2018);

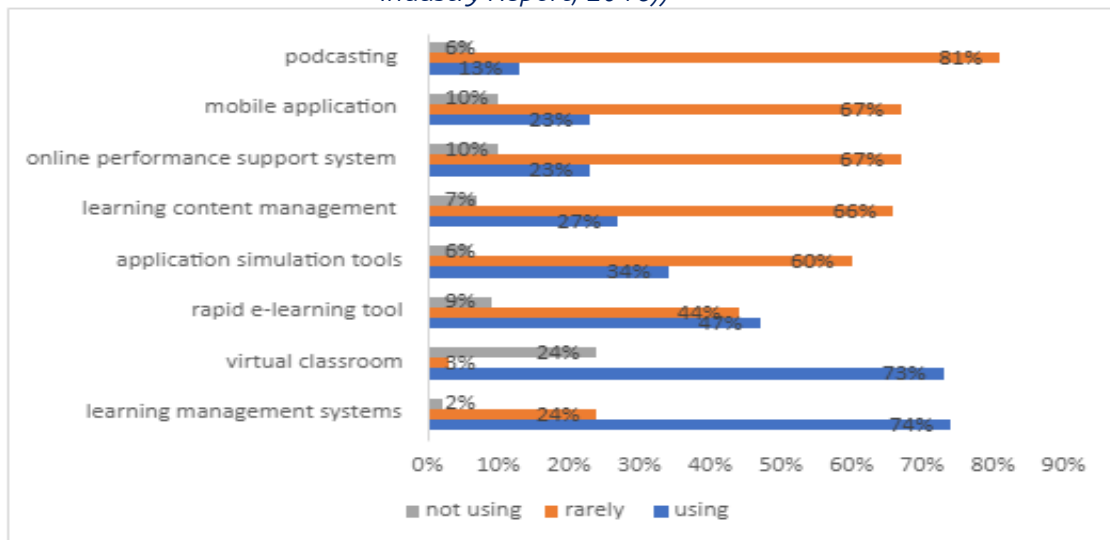
- An outsourcing model in which an organization, with only a small team of managers responsible for training, buys most of the required training services from one or more providers who are almost entirely involved in the planning, design, and implementation of all training activities for it. (Yamashita, 2018);

- A hybrid model in which an organization carries out part of its core educational activities independently and partly with the involvement of third-party organizations (Tatiana et al., 2018). Thus, the company seeks to use the strengths of third-party providers, realizing that it cannot provide educational services at the required level, because, as a rule, it is not an educational organization. For

example, curriculum development may be an internal function and course development can be outsourced. Training may be delivered using internal systems and resources (e.g. web-based), while management training and development is entirely provided by an external provider. Of particular importance in the functioning of the corporate education system in the USA is the social partnership between universities, business structures and the state, which in the conditions of the global knowledge economy has become widespread and has gone beyond the traditional funding of individual research projects. The most common forms of social partnership between education and business are the inclusion of industry and business leaders in the boards of trustees of educational institutions; assistance to university professors in the development and teaching of educational programs in corporations; providing corporations with the necessary equipment for higher education institutions that provide training for enterprises using the latest technologies; internships and traineeships for students and their further employment in corporations; business cooperation, and so on. The evolution of corporate training concepts reflects changes in the requirements and expectations of employees and organizations.

Figure 1

The most commonly used technology in U.S. corporate training is computer-based (Training Industry Report, 2016))



It is significant for our study that, international authors (Allen & McGee, 2004; Firtz-Enz, 1995; Kirkpatrick & Kirkpatrick, 2010; Hamblin, 1978; Ma, Liu, Jiang, Yu, & Gan, 2017; Meister, 1999; Philips, 1991; Alpersted, 2001; Borges-Andrade, 1982; Eboli, 2004; Lacombe & Albuquerque, 2008; Vargas & Abbad, 2012; Vergara, 2000) most often study topics such as evolution, trends, scope, pedagogy, productivity, alignment with performance, collaboration, competitiveness and evaluation. The bibliometric summary presents the relevant studies and authors (Table 2).

Table 2

Bibliometric summary of research on corporate education and corporate universities

Theme	Author
Corporate Education Assessment	Borges-Andrade (2006); Carvalho (2014); Maurício, Vieira, & Claro (2018); Kirkpatrick & Kirkpatrick (2010); Hamblin (1978)
Training as Competitive Advantage	Basterretxea & Albizu (1982)
Return on Investment in Corporate Education	Phillips (1991).
Impact of Tacit Knowledge on Generating Competitive Advantage	Berman; Evans (1998)
Learning as a Competitive Advantage	Hatch & Dyer (2004); Ma et al. (2017)
Corporate Education Productivity	Allen & McGee (2004).
Corporate Universities Profile	ABTD (2014); Eboli (2010).
Stakeholders-based Analysis	Guerci, Bartezzaghi, & Solari (2010).
Management by Competence in Corporate Universities	Santos, Nascimento, Andrade, & Santos (2012).

<i>Operational Process</i>	<i>Abel & Li (2012).</i>
<i>Assessment of Corporate University in development banks</i>	<i>Marinelli (2013)</i>
<i>Coordination of the knowledge flow of Corporate University in the Context of multinational companies</i>	<i>Slettli & Gronhaug (2017).</i>

Based on the available literature, it is concluded that there is a lack of research on evaluating the impact of partnerships on corporate education. This area will be presented in this paper. This study provides an introduction to the topic of corporate learning, revealing its essence, various models and the evolution of concepts. This topic remains relevant and important in today's organizational environment, where the ability to train and develop staff is a key success factor. Subsequent papers will explore more detailed aspects of corporate learning and its impact on the organization. Traditional universities are facing competition from corporate universities, and many are actively partnering with corporate universities to end revenue losses. Others have been forced to "professionalize" their mission and eliminate or replace underfunded programs in favor of introductory, service, and research programs. Debates over university curriculum occur, and often commercial interests are at odds with the university curriculum. Universities have struggled to keep liberal arts curricula from being swamped by technology and science. Colleges and universities have been criticized for selling out to corporate America as business training centers and turning college presidents into full-time fundraisers who more closely resemble CEOs than academic leaders. Corporate universities can either threaten traditional universities or provide them with new opportunities.

Many universities are increasing the number of distance learning programs. Distance education programs increased by 72 percent between 2015 and 2020 alone. Business schools at traditional universities are a key group in the quest to become more modern and responsive to corporate needs. Universities are also looking for ways to make up for the loss of money due to fewer students seeking traditional degrees. The adult student population now exceeds the traditional college market for students ages 18 to 24 and is expected to grow. To serve non-traditional students, universities now have to compete with corporate universities, certificate programs, virtual universities, and even for-profit educational firms. Through corporate partnerships, traditional universities are meeting the needs of adult students who have left university programs. Since universities already have many, if not all, of the facilities needed for distance learning, corporations can rely on these classes to save costs and reduce the learning time associated with implementing new distance learning technology. Universities will continue to be a great source of knowledge for corporate universities as they add more e-commerce and other courses related to current business issues. In addition, corporations will have to partner with reputable colleges to offer transferable college credits for degrees.

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Jurisprudence

COMPARATIVE ANALYSIS OF AUTHORIZED PARTIES BEFORE THE CONSTITUTIONAL COURT OF THE REPUBLIC OF KOSOVO AND THE CONSTITUTIONAL COURT OF THE REPUBLIC OF ALBANIA

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Abstract

The Republic of Kosovo and the Republic of Albania follow the European model of constitutional justice. In these countries, the Constitutional Court is seen as a special constitutional body, that is dedicated for the protection of constitutionality and legality.

In addition to the constitutional jurisdiction, the authorized parties are also provided who can initiate the cases that are under the jurisdiction of the Constitutional Court.

The Constitution of the Republic of Kosovo and that of Albania have adopted the constitutional doctrine based on the request presented by a constitutional subject, so they both have defined the authorized parties who can initiate a constitutional trial.

In this way we have managed to find which are the similar and different authorized parties in the Constitution of the Republic of Kosovo and in that of Albania.

After examining the similarities and differences between the authorized parties, we have determined whether it's necessary to expand the authorized parties in Kosovo like in Albania.

The constitutional determination of the authorized parties is important, since it's one of the criteria for admissibility of a constitutional request.

Keywords: *constitutional trial, parties, Republic of Albania, Republic of Kosovo.*

Research questions

RQ 1: What is the purpose of determining in the Constitution the parties who have authority to initiate a constitutional trial?

RQ 2: Are the authorized parties before the Constitutional Court of the Republic of Kosovo different from the authorized parties before the Constitutional Court of Albania?

RQ 3: What are the joint authorized parties of the Constitutional Court of the Republic of Kosovo and the Constitutional Court of Albania?

RQ 4: Why did Albania expand the list of authorized parties for the Constitutional Court with the Constitutional Amendments in 2016?

RQ 5: Should the list of authorized parties of the Constitutional Court of the Republic of Kosovo be expanded in the future, as in Albania?

Research hypotheses

H1: The state constitution defines the parties that have the authority to initiate constitutional trials.

H2: An analysis of the Constitution of the Republic of Kosovo and the Constitution of the Republic of Albania shows that different parties have the authority to initiate trials under the jurisdiction of the Constitutional Court.

H3: The President of the Republic, the Government/Prime Minister, the Parliament/Deputies, the Ombudsman, municipal/local government institutions, courts and individuals are parties with joint powers in the Constitutional Court of the Republic of Kosovo and the Constitutional Court of the Republic of Albania.

H4: With the constitutional amendments in 2016, Albania has significantly expanded the list of authorized parties in the Constitutional Court.

H5: According to the current list of authorized parties of the Constitutional Court of Kosovo, it is believed that sufficient space is given to refer cases within the framework of its constitutional jurisdiction.

Methodology

There are different methods that can be applied to verify the hypotheses and answer the research questions related to the topic "Comparative analysis of authorized parties before the Constitutional Court of the Republic of Kosovo and the Constitutional Court of the Republic of Albania." Some used methods are: normative legal method, comparative method and case study method.

The main findings

The main findings of this study are listed as below:

The Constitutional Court is considered a very important institution in the constitutional system of every democratic state, as it is in the Republic of Kosovo and Albania.

The authorized parties as well as the jurisdiction of the Constitutional Court are specified through the Constitution of every democratic state.

In this way, the authorized parties are determined taxatively through the Constitution of the Republic of Kosovo and the Constitution of Albania. This is intended to identify the authorized parties and also clarify the legitimacy of the authorized parties that can initiate a constitutional trial.

The Republic of Kosovo and the Republic of Albania represent the European model of constitutional justice and thus share common characteristics, including several authorized parties that are common to both countries.

The Constitutional Court of Albania, during the exercise of its constitutional powers, encountered constitutional obstacles which affected its ineffectiveness. Therefore, it has undergone constitutional amendments in 2016.

Based on Albania's experience with the constitutional reform related to the Constitutional Court which, among others, has included jurisdiction and authorized parties, currently in the Constitutional Court of the Republic of Kosovo there are no obstacles in the exercise of its jurisdiction initiated by the authorized parties effectively.

Conclusion

The position of the authority that makes constitutional justice depends on how a constitutional trial begins and on the parties who have this right.

In this regard, in terms of position the Constitutional Court of the Republic of Kosovo and that of Albania is treated as a separate court and outside the system of ordinary courts.

The constitutional doctrine recognizes two ways of initiating the constitutional trial. The first way is based on the request presented by a constitutional subject. Another way to begin the constitutional trial is through the initiative of the Constitutional Court ex officio.

Analyzing the authorized parties that are defined by the Constitution of the Republic of Kosovo and Albania, we manage to find which constitutional doctrine for the initiation of the constitutional trial these states have represented.

The Constitution of the Republic of Kosovo and that of Albania have defined the authorized parties that can initiate a constitutional trial, with the aim of avoiding unacceptable constitutional requests that could be submitted by parties that are not authorized according to the Constitution.

By comparing the model of the Constitutional Court in the Republic of Kosovo we will find the similarities and differences, with the Constitutional Court of Albania as a European counterpart court in terms of authorized parties.

Based on the experience of Albania, we will be able to conclude if the Republic of Kosovo in the future also needs to expand the authorized parties.

We recommend that the Constitution of the Republic of Kosovo currently has sufficiently provided authorized parties that can initiate a constitutional trial after fulfilling certain constitutional conditions.

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Pedagogical sciences

DEVELOPING THE RESEARCH COMPETENCE OF GENERAL EDUCATION TEACHERS

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DEZVOLTAREA COMPETENȚEI DE CERCETARE A CADRELOR DIDACTICE DIN INVĂȚAMANTUL GENERAL

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Abstract

The module proposed for implementation is developed in the context of the educational policies of the Republic of Moldova and all the European normative and regulatory acts of recent times. It presents a practical support, made in support of teachers, to develop their research competence and facilitate their professional growth. The pedagogical model for the development of teachers' research competence was used as a basis for this curriculum. Some of its components are already present as topics of debate, namely: teachers' motivation for self-improvement and ways of developing metacognition through the application of reflection sheets and research diary. The curriculum will be applied in the Center for Continuous Training and Leadership of the State University "Ion Creanga" in Chisinau. During the internship the training needs of the participants will be taken into account, as well as the Development Strategy "Education-2030", that guides us towards lifelong learning, continuous professional training, motivation, development of the eight key competences (especially research competence) and is the basic strategy in promoting quality education. Several trainings, seminars, situation simulations, debates, brainstorming, case studies, group work, cooperative learning, Socratic method, questioning, lectures, guided discussion, heuristic conversation, independent observation and an exchange of experience between the trainer and other participants are envisaged. Teachers will share their views on the development of research competence in students, their involvement in various national and international competitions, scientific conferences, round tables, etc. The trainees will also be familiarised with the general and specific principles of developing research competence, the three concepts of research and the advantages of research competence in professional work.

Rezumat

Modulul propus spre implementare e realizat în contextul politicilor educaționale ale Republicii Moldova și a tuturor actelor normative și reglatoare europene din ultimul timp. Prezintă un suport practic, realizat în sprijinul cadrelor didactice, pentru a dezvolta competența lor de cercetare și a le facilita creșterea profesională. Ca bază pentru acest curriculum a servit Modelul pedagogic de dezvoltare a competenței de cercetare a cadrelor didactice. Câteva din componentele lui se regăsesc deja ca subiecte de dezbatere și anume: motivația cadrelor didactice pentru autopefecționare și modalitățile de dezvoltare a metacogniției prin aplicarea fișelor de reflecție și a jurnalului de cercetare. Curriculumul va fi aplicat în cadrul Centrului de Formare Continuă și Leadership a Universității de Stat „Ion Creangă” din Chișinău. Pe parcursul stagiului se va ține cont de necesitățile de formare ale participanților, dar și de Strategia de dezvoltare „Educația-2030”, ce ne orientează spre învățarea pe parcursul întregii vieți, spre formarea profesională continuă, spre motivarea, dezvoltarea celor opt competențe-cheie (în special competența de cercetare) și reprezintă strategia de bază în promovarea educației de calitate. Se preconizează mai multe training-uri, seminare, simulări de situații, dezbateri, brainstorming-uri, studii de caz, lucrul în grup, învățarea prin cooperare, metoda socratică, problematizarea, prelegerea, discuția dirijată, conversația euristică, observarea independentă și un schimb de experiență dintre formator și alți participanți. Profesorii își vor împărtăși opiniile vizavi de dezvoltarea competenței de cercetare la elevi, implicarea lor în diverse concursuri naționale și internaționale, conferințe științifice, mese rotunde etc. De asemenea, formabilii vor fi familiarizați cu principiile generale și principiile specifice de dezvoltare a competenței de cercetare, cu cele trei concepte ale cercetării și avantajele competenței de cercetare în activitatea profesională.

Keywords: continuing professional development, research competence, action research, participatory research, participatory action research, reflection sheet, reflection journal.

Cuvinte-cheie: formare profesională continuă, competență de cercetare, cercetare-acțiune, cercetare participativă, cercetare acțional-participativă, fișă de reflecție, jurnal de reflecție.

1. PRELIMINARII

Abordarea subiectului dezvoltării competenței de cercetare a cadrelor didactice a fost și rămâne a fi actuală, deoarece toate reformele pornesc de la resursele umane competente ce sunt forța motrice a schimbărilor calitative. În prezent scopul politicilor educaționale din învățământul general este orientat spre asigurarea unei educații de calitate. Or, o educație de calitate ar însemna: un management bine pus la punct în fiecare instituție de învățământ, o participare cât mai eficientă a elevilor, părinților, comunității locale, un pachet de documente reglatoare, ce ar înlesni procesul de reforme, surse financiare investite și cadre didactice de o calificare înaltă. Tendința de racordare a învățământului general din Republica Moldova la cerințele spațiului comunității europene, transformările profunde din domeniu, orientările spre modernizarea acestuia în toate componentele sale, impun o nouă viziune privind formarea profesională continuă a cadrelor didactice.

În Strategia de dezvoltare a educației pentru anii 2014-2020 „Educația-2020” și Proiectul național „Educație-2030” se pune accent pronunțat pe resursele umane bine instruite, iar în Direcția strategică nr.4 se vorbește despre acțiuni de dezvoltare, sprijin și motivare a cadrelor didactice pentru asigurarea unei educații de calitate. În unul din obiectivele Strategiei se stipulează importanța unui sistem de formare continuă flexibil, adaptat la cerințele și nevoile cadrului didactic.

În anul 2016 Ministerul Educației din Republica Moldova a elaborat Standardele de competență profesională a cadrelor didactice din învățământul general, ce au drept scop:

✓ „consolidarea dimensiunii europene în domeniul educației și dezvoltării continue a cadrelor didactice;

✓ motivarea cadrelor didactice pentru învățare pe tot parcursul vieții” [19, p. 2].

Standardele de competență profesională ale cadrelor didactice din învățământul general, sunt un document reglator în organizarea eficientă a procesului de dezvoltare profesională și promovare în carieră a cadrelor didactice, ce propune 5 domenii prioritare de competență profesională: proiectarea didactică, mediul de învățare, procesul educațional, dezvoltare profesională, parteneriate educaționale. Acestea oferă un grad mai înalt de autonomie în dezvoltarea competențelor profesionale ale cadrelor didactice și a competenței de cercetare.

De asemenea, la 22.05.2018, Consiliul Uniunii Europene vine cu o Recomandare nouă privind competențele-cheie pentru învățarea pe tot parcursul vieții, Recomandarea din 2006 fiind revizuită și actualizată. Conform ultimului document, sunt stabilite opt competențe-cheie:

- „competențe de alfabetizare;
- competențe multilingvistice;
- competențe în domeniul științei, tehnologiei, ingineriei și matematicii;
- competențe digitale;
- competențe personale, sociale și de a învăța să înveți;
- competențe cetățenești;
- competențe antreprenoriale;
- competențe de sensibilizare și expresie culturală” [17, p.7-8].

Competențele în domeniul științei „includ înțelegerea științei drept un proces de investigare prin metodologii specifice, inclusiv prin observare și prin experimente controlate, capacitatea de a utiliza logica și gândirea rațională pentru a verifica o ipoteză, precum și capacitatea de a renunța la propriile convingeri atunci când acestea sunt în contradicție cu constatări experimentale noi” [apud, p. 9].

Așadar, competențele din domeniul științei sunt deja prioritare la nivel național, european, internațional.

2. REPERE CONCEPTUALE

Acest modul poate deveni un reper important în activitatea de formare profesională continuă a cadrelor didactice din învățământul general. În cadrul lui sunt scoase în evidență principiile generale și cele specifice de dezvoltare a competenței de cercetare, cele trei concepte ale cercetării și strategiile de dezvoltare a competenței de cercetare. Aplicarea practică a modulului ar înlesni succesul cadrelor didactice în munca de investigare cu elevii.

Scopul modulului: dezvoltarea competenței de cercetare a cadrelor didactice din învățământul general.

Principiile esențiale pe care le vom respecta pe tot parcursul stagiului de formare sunt:

- principiul reflecției îi ajută profesorului la luarea deciziilor, la dezvoltarea gândirii sale profesionale, contribuie la realizarea cu succes a cercetărilor pedagogice.
- principiul coerenței și continuității, ce implică realizarea unor schimbări majore în activitatea profesională prin identificarea problemelor, stabilirea priorităților de cercetare, proiectarea și realizarea unor investigații științifice proprii.
- principiul flexibilității se referă la capacitatea cadrului didactic de a se adapta ușor la schimbările din jur, de a lua decizii reeșind din situația concretă și practica profesională.
- principiul individualizării, ce vizează două aspecte:
 - 1) formarea continuă răspunde nevoilor de formare ale fiecărui formabil;
 - 2) formarea continuă oferă oportunități de dezvoltare a individualității formabililor. Acest principiu ne indică clar, că profesorul apare într-o ipostază de subiect al educației.
- Principiul conștientizării metacognitive, el presupune dezvoltarea resurselor metacognitive, ceea ce îi permite profesorului să se autoevalueze, autoanalizeze, autocorecteze pentru a face față cerințelor înaintate de autorități și comunitate. Grație acestui principiu, profesorul își evaluează punctele forte și punctele slabe, în scopul ameliorării propriului demers didactic
- principiul responsabilității îl considerăm unul din cele mai importante. Se regăsește într-un șir de acte reglatorii naționale și europene. Acest principiu stipulează necesitatea învățării pe tot parcursul vieții, atât pentru copii cât și pentru cei adulți. Profesorul este pus în situația unui autodidact modern, fiind obligat să țină pasul cu elevii săi, cu tipurile și nevoile lor de cunoaștere.
- principiul inițiativei presupune acțiunile profesorului de a întreprinde ceva, de a fi primul în a aduce o schimbare în: metodele de predare, strategii de învățare ale elevilor, procedurile de evaluare, prevenirea eșecului școlar, dezvoltarea profesională etc. Acest principiu este unul complex și include în sine mai multe roluri ale cadrului didactic. Unul din ele este cel de cercetător: creator al situațiilor de învățare, didactician, observator, conducător al proiectelor, mentor al practicii pedagogice.
- principiul încrederii și susținerii. Încrederea în cel ce învață, susținerea tendințelor lui de autorealizare și autoactualizare sunt două lucruri importante pe care trebuie să le respecte formatorii în raport cu formabilii.

În cadrul sesiunilor de formare vor fi respectate următoarele norme metodologice:

- ✓ Orientarea spre atingerea obiectivelor stabilite;
- ✓ Valorificarea experienței profesionale, a propriilor cunoștințe a cadrelor didactice și implicarea
- ✓ cât mai activă în discuții;
- ✓ Conexiunea la nevoile participanților și receptivitatea de a participa la programul de formare;
- ✓ Aplicarea în practică a cunoștințelor obținute în cadrul programului de formare;
- ✓ Implicarea participanților în rezolvarea problemelor stringente din activitatea profesională;
- ✓ Crearea unui parteneriat de încredere și respect între formator și participanți;
- ✓ Ghidarea participanților pentru acțiune și a reflecției asupra rezultatelor;
- ✓ Abordarea învățării ca un efort de colaborare reciprocă dintre formator și participanți.

Repartizarea orelor:

Modulul prevede **16** ore contact direct și **16** ore activitate individuală.

Condiții de realizare:

- **Mijloace de formare:** În vederea desfășurării cu succes a programului, vor fi utilizate săli de curs de la Centrul de Formare Continuă și Leadership de pe lângă UPS „Ion Creangă”, calculator; tabla interactivă, proiectorul multimedia; marchere colorate, tablă flipchart, pixuri.
 - **Metode de formare:** explicația, training-ul, prelegerea, conversația euristică, brainstormingul, dezbateră, problematizarea, studiul de caz, explozia stelară, jocul de rol, simularea de situații, metoda proiectului, lucrul cu suportul de curs, documentarea bibliografică, demonstrația etc.
 - **Forme și modalități de evaluare:** evaluare inițială, formativă și sumativă.
- 3. COMPETENȚE PROFESIONALE DEZVOLTATE ÎN CADRUL MODULULUI:**
- Dezvoltarea competenței de cercetare a cadrelor didactice;
 - Dezvoltarea profesională a cadrelor didactice prin implicarea în cercetarea-acțiune.

4. DISTRIBUIREA ORELOR PE TEME

Nr. d/o	Temele/conținuturile	Numărul de ore			Numărul total de ore
		Prelegeri	Seminare	Lucrul individ.	
MODULUL I		7	9	16	32
I.	Competența de cercetare a cadrelor didactice din învățământul general.	3	3	6	12
1.	Competența profesională, competența de cercetare - factori ai schimbărilor calitative din învățământul general.	1	1	2	4
2.	Principiile formării profesionale continue - principii generale de dezvoltare a competenței de cercetare	1	1	2	4
3.	Principiile specifice de dezvoltare a competenței de cercetare	1	1	2	4
II.	Dezvoltarea profesională a cadrelor didactice prin implicarea în cercetarea-acțiune	4	6	10	20
1.	Cele trei concepte ale cercetării:cercetare-acțiune, cercetare participativă, cercetare participativ-acțională.	1	-	2	3
2.	Strategii de dezvoltare a competenței de cercetare Predarea reflexivă. Strategii metacognitive. Fișa de reflecție. Jurnalul de reflecție.	1	2	3	6
3.	Avantajele competenței de cercetare în activitatea profesională.	1	2	2	5
4.	Motivația cadrelor didactice pentru dezvoltarea personală și profesională. Schimb de experiență (din experiența profesională a formatorului și altor participanți).	1	2	1	4
5.	Test de evaluare a nivelului competenței de cercetare a cadrelor didactice.	-	-	2	2

5. DESFĂȘURAREA ACTIVITĂȚILOR DE FORMARE**Tema 1.****Competența de cercetare a cadrelor didactice din învățământul general**

Nr. d/o	Obiective	Unități de conținut	Tehnologii didactice
1.	<i>Analiza noțiunilor de competență, competență profesională, competență de cercetare.</i>	<i>COMPETENȚA PROFESIONALĂ, COMPETENȚA DE CERCETARE - FACTORI AI SCHIMBĂRILOR CALITATIVE ÎN ÎNVĂȚĂMÂNTUL GENERAL. POLITICILE EDUCAȚIONALE EUROPENE ȘI NAȚIONALE. STANDARDELE DE COMPETENȚĂ PROFESIONALĂ ALE CADRELOR DIDACTICE DIN ÎNVĂȚĂMÂNTUL GENERAL.</i>	<i>Prelegerea, explicația, discuția dirijată, conversația, problematizarea, documentarea bibliografică.</i>
2.	<i>Identificarea principiilor generale și specifice de dezvoltare a competenței de cercetare.</i>	<i>Principiile generale și principiile specifice de dezvoltare a competenței de cercetare c cadrelor didactice. Familiarizarea cu Modelul pedagogic de dezvoltare a competenței de cercetare a cadrelor didactice din învățământul general.</i>	<i>Conversația euristică, analiza, brainstorming-ul, demonstrația, exemplificarea.</i>

Dezvoltarea personală a cadrului didactic prin implicarea în cercetarea-acțiune

Nr. d/o	Obiective	Unități de conținut	Tehnologii didactice
1.	Argumentarea teoretico-aplicativă a conceptelor.	Cele trei concepte ale cercetării: cercetarea-acțiune, cercetare participativă, cercetare participativ - acțională. Fazele cercetării-acțiune, condițiile care ar facilita cercetarea-acțiune. Domeniile de investigat prin cercetarea-acțiune.	Brainstorming Simularea de situații Dezbateră Training-ul
2.	Aplicarea unor strategii de dezvoltare a competenței de cercetare.	Strategii de dezvoltare a competenței de cercetare. Predarea reflexivă. Strategii metacognitive. Fișa de reflecție, jurnalul de reflecție.	Învățare prin cooperare, brainstormingul oral, studii de caz, posterul, explicația, lucrul în grup, analiza, metoda socratică sau „întrebare-răspuns”.
3.	Evidențierea indicatorilor competenței de cercetare.	Avantajele competenței de cercetare în activitatea profesională. Forme eficiente de dezvoltare a competenței de cercetare a cadrelor didactice.	Brainstorming, explicația, demonstrația, discuția dirijată, lucrul în grup, observarea independentă, posterul.
4.	Determinarea motivației cadrelor didactice pentru dezvoltare profesională.	Motivația cadrelor didactice pentru dezvoltarea personală și profesională. Schimb de experiență (din experiența profesională a formatorului și altor participanți).	Prezentare Power Point, problematizarea, demonstrația, discuția dirijată.
5.	Administrarea unui test.	Nivelul de dezvoltare a competenței de cercetare.	Explicația, testul.

6. SUGESTII METOLOGICE:

În cadrul stagiului de formare profesională continuă vom utiliza diferite tipuri de strategii:

➤ strategii inductive, al căror demers didactic este de la particular la general;

➤ strategii deductive (invers față de cele inductive): general-particular.

Pe parcursul formării vor fi aplicate: metodele de comunicare orală (metode expositive): explicația, descrierea, prelegerea, discuția; metode interactive (de dialog): conversația euristică, dezbateră, brainstormingul, problematizarea, metoda focus-grup, metoda acvariului. Totodată nu vor fi neglijate și metodele intuitive: observarea sistematică, studiul de caz, demonstrația, metode de învățare prin acțiunea practică (operaționale sau practice): metoda exercițiului, metoda proiectului, metoda jocului de rol.

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Philological sciences

MAIN DIRECTIONS AND TRENDS OF FOREIGN LITERATURE

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Abstract

The spiritual world of the people manifests itself in its creative genius, artistic taste and ability, precious words, laughter, proverbs, legends and tales. Nation's vocabulary and folklore are always a source of gifts for written literature, and powerful national literatures have risen and developed on the basis of this source. It was like this in the East, and it is like this in the West. The beginning of the art of words in the literature of all peoples of the world comes from folklore.

It is very interesting that in world literature, together with the epic genre, other genres and forms of literature, including satirical genres, have always been nourished by folklore, the laughter or hatred of the people, the sharp criticism and sarcasm of the people have opened wide opportunities for satire and humor in artistic works, funny and funny events, actions, funny types, funny and wise examples, riddles, questions and answers, proverbs, etc. became an expression of the people's cheerful laughter, and became a mirror of the people's attitude to life events.

The specifics of the world literary process at the turn of the millennium: the problem of globalization in the cultural space, globality as a manifestation of world universality and the new quality of world literature, united on the basis of values common to all national cultures. The increasing international importance of the English language, becoming a means of communication between people belonging to different national traditions and connecting "writers of modern multicultural communities."

The development of postcolonial literature is one of the key events in the current literary process, reflecting the desire to overcome the unipolarity of the world and recognize national and cultural diversity. The evolution of "literary" postmodernism at the turn of the XX-XXI centuries as an expression of a specific worldview in the situation of the "end of the century" and the "debut" feeling of the era. The dynamics of the basic principles in building postmodern discourse under the influence of the changing perception of reality and fiction and the rapid development of Internet technologies. Attention to the historical past, to the "archive" as a worldwide trend; features of approaches to history and the development of historio-graphical metafiction in modern foreign literature. The ratio of cultural layers at the turn of the XX-XXI centuries. Postmodern attention and irony to popular culture; mass culture as a source of ideas for the literary avant-garde. The significance of literary awards in the modern literary process: the award as recognition of the artistic achievements of the writer and the path to understanding the place of the author's work in the modern literary process. National and world awards; discussion about the global impact of the Nobel Prize. Interpretations of literary works in film adaptations as a continuation of the dialogue of cultures at the present stage. Features of the artistic interaction between literary sources and cinema, the perception of literature through the prism of screen culture. The e-book phenomenon: "the end of the Gutenberg era" and "non-linear writing." Implementation of the postmodernism postulates in virtual space at the level of the open structure of hypertext, the mobility of the concepts "author-reader", "reading-writing".

Renewal of aesthetic ideas in literature, criticism, philosophy at the turn of the XX-XXI centuries in the situation of "overcoming" postmodernism. Ideas of "shimmering" aesthetics (D. Prigov, Vik. Erofeev), "trans" and "proto" as features of the new period of development of the postmodern era (M. Epstein), aesthetic chaosmos as order, logos living inside chaos (J. Deleuze, M. Lipovetsky), the end of the "heroic" period of postmodernism and the transition to peaceful life (V. Kuritsyn). Concepts of Alan Kirby, Timofey Vermeulen and Robin van der Akker, Eric Lawrence Ganz in understanding the vectors of the changing sociocultural and literary situation. Formation of a new ideological and artistic paradigm of post-postmodernism (post-postmodernism, after-postmodernism). Principles of building the image of the post-postmodern art world: the concept of "techno-images" (A. Coquelin); virtual reality, created not only with the help of computer technology, but also thanks to creative possibilities; the plurality of the image of

the author-creator, the possibilities of the reader as an artist; transsentimentalism as interest in the past and openness to the future, "new humanism, new utopianism" (N. Mankovskaya). The Prose of Ian McEwan (b. 1948): the movement from existentialism to metamodern poetics. English literature as a subject of search and a field for the author's dialogue with tradition. Moral issues of the novels "Atonement" and "Amsterdam".

The multifaceted work of Michael Frayn (born 1933), philosopher, playwright and novelist, aimed at exploring the ways in which man interacts with history, past and present.

The connection between posthistoricism and poststructuralism and postmodernism. A postmodern approach to history as an open model of existence that does not obey the logic of linear and cyclical development. In the process of deconstructing history, the desire is not for the "absolutization of presence", but for the "sense of presence in the past." Immersion in history thanks to the literary and historical archive, culturally significant intertext. Literature and history as two significant forces in culture, "creating the meaning of our world" (L. Hutcheon). The use of polyphony, dialogism and heteroglossia (M. Bakhtin) to create the effect of an "endless dialogue" between literary and historical texts. Parody and irony in historical discourse as a way to preserve the past "in the face of distortions of the "history of forgetting"" (L. Hutcheon). On the other hand, the constant expansion of the historical and literary context calls history into question and expresses "the continuous pushing back of any certainty into an uncertain future" (I.P. Smirnov).

Traditions of the historical novel and postmodern reading of history in the prose of Julian Barnes. "The History of the World in Ten and a Half Chapters" as a collection of subjective and variable evidence about the past and present, forming an endless chaotic context with repeating plots and motifs. Interpretations of the biblical legend of the Flood and Noah's Ark in the plots of short stories. Features of constructing a system of images. An exploration of paradoxes in the destinies of humanity when myth "becomes reality." The immersion of human consciousness in the world of everyday life, dependence on everyday conventions and the inability to penetrate into the essence of high and eternal landmarks. The theme of art as a sphere of connection between history and human suffering. Analysis of the phenomenon of memory and perception of the past in the novel "Premonition of the End." Features of the subjective organization, the use of the autobiographical form of the hero's narration about his life. The confessional beginning in the novel and the retrospective reflection of Tony Webster, analyzing the past. The role of subjective sensations in the hero's perception of reality, distorting the meaning and leading to fatal, irreparable mistakes; projection of the logic of the development of events in private fate onto the history of society.

Peter Ackroyd is a prominent representative of modern English literature, exploring the problem of time as a philosophical and historical category and the relationship between the past and the present. Genre modifications of the postmodern novel in the writer's prose and the creation of "alternative histories" that affirm the connecting role of tradition in the history of culture. Disruption of the linear progression of time and cause-and-effect relationships in the world, disruption of the logic of events in the novel "Hawksmoor". Architecture as "frozen music" and art, combining layers of the eras of the 17th and 20th centuries; mutual reflection of past and present in the novel. The chronotope of the circle, the annual cycle, the eternal theme of childhood as a constant in times of chaos, wandering and vanity. Plot and compositional features of the novel.

*Finding the meaning of the present through establishing connections with the past in the artistic experiments of Umberto Eco (1932-2016). Continuity of eras of the late twentieth and seventeenth centuries; exploration of "baroque spirituality" as "a powerful manifestation of modern culture and sensibility" in the novel *The Island of the Day Before*. The concept of an illusory and fragmentary image of the world and methods of its implementation in the novel (introduction of pseudo-historical details, documents). The idea of the "Reference Point" ("PuntoFijo") and the understanding of time in the novel. The ideological and plot-compositional role of literary, philosophical, musical allusions of the Baroque. The character of the image of Robert de la Grieve as an expression of the "baroque spirit". The erosion of the idea of authorship in the final novel. Multi-level dialogue in the novel "Baudolino" as a process of creating a story, and the main character "is the embodied joy of storytelling" (W. Eco). Images of mosaic memory in the novel "The Mysterious Flame of Queen Loana." A person's past is like "a catalog [...] of different-sized memories." The plot paradox of the novel: does the hero find himself in the search for his lost memory?*

The crisis of literary centrism and the changing role of literature in the cultural context and in the life of society at the turn of the XX-XXI centuries. Visualization and audioization, information

oversaturation, the Internet as factors modifying the appearance of modern literature. Techniques for adapting literature to the period of mediacentrism.

Literary reflection and acute problems of our time in the prose and poetry of foreign authors. Elements of satire and parody in the plots of the novels by Christopher Buckley "They Smoke Here," "The Day of the Boomerang." Addressing the problems of racism, tolerance, the difficulties of interaction between different cultures and nations in creativity, the idea of "historical guilt" in the works of Joseph Coetzee. Traditions of high European culture in the lyrics of Tumas Tranströmer (1931–2015) and the poet's desire to express the deep essence of the present.

Features of the Turkish literary process at the turn of the XX-XXI centuries. A complex attitude towards one's own cultural and literary heritage, intertwined with the culture of Iran and India. Correlation with the literary experience of Europe and the geopolitical conditionality of the development of national variants of realism, postmodernism, and mass literature.

The work of Orkhan Pamuk in the context of the postmodernist paradigm of Turkish literature. The double literary influence of the West and the East and the formation of the dialogical creative manner of the writer. Interest in Russian classical literature and special attention to the novels of F.M. Dostoevsky in connection with the problem of polyphony. The place of Istanbul and Istanbul culture, containing European and Western principles, in the work of Pamuk. Problems of self-identification of modern Turkish society in the writer's novels. The author's appeal to Ottoman history in search of "integrity, beauty and sincerity of past eras" (O. Pamuk). The meaning of the art of painting and the symbolism of color in the interpretation of the writer's novels.

Artistic searches in the novel genre in the works of modern French authors Michel Tournier, Paul Constant, Sylvie Germain, Frederic Beigbeder, Michel Houellebecq. The emergence of new novel modifications, the popularity of the novella. Features of the development of the French version of postmodernism, manifested in a tendency towards neo-romanticism, increased subjectivism, lyricism and musicality.

Dialogue with world traditions in the prose of Patrick Modiano. The meaning of the concept of "memory" in the writer's worldview ("Memory was born before me"). Gaining memory as an opportunity to overcome personal alienation, confront the cultural and historical crisis of the era and return the meaning of existence. "Flickering" chronotope, tragic interweaving of reality and sleep/dreams/dreams", fragments, scattered episodes of memories in the novel narratives "From the Depths of Oblivion", "Dora Bruder", "Street of Dark Shops". The role of subtext in the writer's prose.

Genre-Marie Gustave Leclercq is a continuer of the traditions of French existentialism. Passion for the ideas of surrealism, a genre experiment in the spirit of the new novel in the early period of creativity. The philosophical orientation of the prose and the artist's desire to emotionally respond to the suffering of modern man in a spiritless world. A study of the themes of exile and return, biblical allusions in the novel "The Desert." The originality of the chronotope in the novel "Desert": Desert, Town, Marseille, past and present.

"Dimensions" of fate in short prose by E. Munro. Existential kinks and trials in the novelistic plots of the collections "Too Much Happiness", "Runaway", "Moons of Jupiter". A situation of psychological shock and the discovery of the unusual in the ordinary, the acquisition of new meanings and a "spark of life" in everyday situations. Conjugation of the local space of the novella and the semantic content of the novel.

The meaning of toponymy in the "Canadian" plots of E. Munro's short stories. The image of the province of Ontario of its inhabitants - descendants of settlers from Europe and America - as the focus of a big world in a small one. Cultural and historical connections ("kinship") with the "real, abundant and dangerous" world, "drama" and typicality of human destinies.

Features of narration and forms of psychological analysis in Munro's short stories "Dimensions", "Fiction", "Deep Wells": predominantly indirect speech, which allows you to combine "two visions, two voices, two texts" (V. Schmid). The technique of portraiture and psychological detail in revealing the dynamics of the heroines' inner world. Confessional monologue of the characters in the short stories "The Face" and "Child's Play." Game and "temptation" as "the highest point, the culmination of... [children's] life" in the plots of the short stories. The use of retrospective techniques and "open endings" in the destinies of the heroes.

"Russian" plot in the story "Too Much Happiness." Allusions to the biography and work of Sofia Kovalevskaya. The image of Sofia Kovalevskaya in the context of European cultures. The combination of the present, limited in time and space, and the heroine's broad past. Railway chronotope. The specifics of solving the women's issue in the story. The meaning of the title and ending of the story.

The development of postcolonial literature in Britain at the end of the twentieth century. The desire of representatives of this literature to "reconsider the concept of national identity and relationships between cultures, question many established canons and draw public attention to the fact that in the modern world, monolithic culture is increasingly giving way to cultural diversity" (O.G. Sidorova). Kazuo Ishiguro (b. 1954) is a representative of the galaxy of multicultural writers in Great Britain. The image of "personal Japan" in the writer's novels. "We live in small worlds and big worlds at the same time, and we cannot [...] forget one or the other" (K. Ishiguro). The role of memory and memories in the subjective organization in the novel "The Artist of the Unsteady World." The theme of loneliness and separation from roots in the novel "Never Let Me Go." A study of the English mentality in the novel "The Remains of the Day."

Sometimes the author's plan is so large-scale that one book is not enough to implement it, no matter how voluminous it may be. This is how literary cycles appeared - works united by something in common: a theme, a setting, or characters.

They arose naturally when some writers created new works based on the materials of their predecessors. Thus, in Ancient Greece, different poets wrote about the exploits of the same gods and heroes, medieval writers from Flemish and France retold the legends about the fox Renard in their own way, and Russian storytellers distributed their versions of epics about heroes.

By the 19th century, the concept of an author's cycle appeared in European literature. If in Antiquity and the Middle Ages cycles had a spontaneous character, and then created by one writer, they became conceptual: each work occupied a strictly defined place in them, giving rise to an integral composition that worked to reveal an idea.

It is worth noting that each text in the author's cycle is an independent book that can be considered separately from the others. However, it is its interaction with other parts that creates new meanings that cannot be seen through selective reading.

One of the largest cycles in the history of European literature was the "Human Comedy" by the French classic Honore de Balzac. In his time he became a real innovator. In the era of romanticism, with its cult of individuality, the writer moved away from glorifying the image of a lone hero and focused on the life story of society.

Even at the beginning of his career, Balzac decided to create a large-scale picture of the morals of all French classes from the moment of Napoleon's final abdication of the throne in 1815 until the French Revolution of 1848. The author saw in The Human Comedy an artistic encyclopedia of French life.

The cycle is divided into three parts: "Etudes on Morals", "Philosophical Etudes" and "Analytical Etudes". All of them are interconnected by a number of cross-cutting characters, both central and secondary. It is noteworthy that all the works in the cycle are diverse: among them there are both realistic and philosophical and even fantastic.

"The Human Comedy" was conceived by the author as a truly monumental work. It was supposed to include 137 works. However, the writer managed to complete only 91 of them. He worked very hard, spent 16 hours a day at his desk, slept little and drank a lot of coffee. This is what ultimately prevented Balzac from completing his plan. A busy schedule, unhealthy lifestyle and emotional burnout led to his early death.

Balzac's work was continued by the French realist writer, the father of naturalism in literature, Emile Zola. In the 20-volume Rougon-Macquart series, he showed the life of all classes of French society through the story of one family, whose members penetrated both the elite and the marginal layers.

The action of all the novels takes place almost immediately after the end of The Human Comedy - during the era of the Second Empire, which lasted from 1852 to 1870. Each book in the Rougon-Macquart series can be considered as an independent work, the plot of which develops independently of the others, so you can read them in any order. Nevertheless, the novel "The Rougons' Career" is traditionally considered the beginning. It introduces the main characters to the reader. And the conclusion is the novel "Doctor Pascal", in which the writer brings together the endings of all previous books.

Zola did not have time to finish the next cycle - "The Four Gospels": he died from carbon monoxide poisoning. It is noteworthy that many of his contemporaries considered this incident not an accident, but a planned murder: the writer led an active political life and made many enemies.

The tradition of large-scale author's cycles about the life of French society was continued by Marcel Proust. His In Search of Lost Time series consists of seven novels featuring about 250 characters. However, in contrast to the works of Balzac and Zola, in it Proust did not seek to describe the entire social cross-section of contemporary France - the characters in his books are mainly representatives of secular

society. Another important difference from the cycles of his predecessors is that the author did not try to create a group portrait of the people, but focused on the inner world of the main character, his emotional perception of the world around him.

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USAGE POINTS OF COMMON LEXICAL UNITS WITH THE MODERN TURKISH LANGUAGE

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Abstract

In the dialect vocabulary of the Azerbaijani language there are similar lexical units with the modern Turkic (Turkish) language. The coexistence of literary lexicon with Azerbaijani dialects is due to a number of reasons. The first important reason comes from the common origin of the two languages. According to the researchers, who study common words in Azerbaijani dialects and Turkish literary language, Azerbaijani and Turkic languages, closely intertwined in their phonetic, lexical and grammatical features, are much more similar despite the differences in territorial and geographical indicators. These common elements of the language have been preserved over the centuries and have reached our time. It is because of these characteristics that the Turkic languages are traditionally associated with a group of languages that are initially connected with each other. The origin also manifests itself between the dialects of the Azerbaijani language and other Turkic languages. However, against the background of geographic proximity and common cultural-historical relations, the controversies of the compared linguistic forms are more clearly seen. Another reason is related to the features of both languages.

Keywords: *phonetic content, dialectical vocabulary, transitional accents, semantic field, initial meaning*

The lexical units created in connection with historical events are used in both languages, both in Turkish and Azerbaijani. As is known, the history and languages of the peoples are more or less connected with each other and therefore separate important events are first of all reflected, which played a significant role in the formation of separate Turkic ethnic and cultural regions based on characteristic ethno-cultural relations. It is impossible to investigate the origin of the Azerbaijani people, the Azerbaijani literary language outside the ancient social, historical and ethnic processes in the Caucasus, as well as in Asia Minor, including excluding this study from the general Turkic context. For example, the word "Zindik" (in Persian means as "comfortable, eternal life"), expressing the adherents of the religion of Manism in the III century, after it was forbidden, became used differently in the dialects of our language, and in different dialects in Turkish. Also in Turkish, the word "kufr" in Azerbaijani is used as "shameless" (in dialects in such regions as Fizuli, Ismailly, Gazakh).

Some words in Azerbaijani dialects reflect the certain features of phonetic structure of the modern Turkish language. These signs appear as the characteristic peculiarities to the words of the Azerbaijani language historically. They are characterized with more sound substitution, sound increase, sound drop, the location change of sounds. Some of these features have been formed as a characteristic sign of the Azerbaijani language historically. That is why, some lexical units belonging to the modern Turkish language are subjected to the phonetic changes in the dialects of the Azerbaijani language. For example, in the modern Turkish language the word "firin" ("oven") is used in the meaning of "soba" ("stove"). This word means in the form of metathesis "firni" as the word "tandir" ("oven made of clay") [1] in Borchali, Gazakh, Tovuz dialects of the Azerbaijani language, but in Dashkesan, Shamkir dialects it means the kind of bread.

The common dialect words with the Turkish language differ from one another due to the spread area. It is seen that the connection among the spread of common words to the wide geography and phonetic, lexical-semantic (sometimes even the morphological structure) changes is possible. The wider the common word covers geography, the more forms and content changes can be exposed.

Among the common features of the modern Turkish language there are many signs related to the lexical-semantic level. The common words in Azerbaijani language dialects and modern Turkic literary language are faced with many signs. Among them the structure features of the words, the meaning factor, as well as the structure and the meaning relationships attain the particular importance. The similarity (or identity) and differences in the meaning factor, the meaning components, subject in the word-sign, the expression degree of the subject, sign, events and other features are reflected. There are mutual connections between the dialect and the literary language. But this connection shows itself among the literary and dialectic variants of the same national language. The development of the literary

language is accompanied by the change, renewal of the norm. Sometimes the meaning of the common word does not change, it remains as usual. The absence of change is also conditioned by the functional possibilities of the word. The word "huy" in the Turkish language means in the meaning of "character". But the variant of the word "khay", subjected to the phonetic changing in the Tovuz dialect of the Azerbaijani language, is used in the composition of complex word and there is no change in the meaning: "yakhshikhay" ("good-natured").

In the meaning structure any "sem" - both nuclear and peripheral "sem" can be topical. Though it is connected with the text, speech (communication process), it is also important in principle which the topical "sem"s are included in the literary Turkic – dialect duality of the common word. Usually, a "sem" belonging to the semantic structure of a common word can be topical in literary Turkish, in other "sem" dialects. For example, in the dialects such as Chemberek, Gadabay, Goygol, Gazakh, Ordubad, Shamkir, Tovuz the word "jayikh/jajikh" has the meaning as "edible plant" (In the dialects of the Southern Azerbaijan the same meaning expresses the sound content "jujug"). But in the modern Turkish language the word "jajik" means "dogramaj" (meal prepared with sour clotted milk). The word "jajikh/jajik" has the same "archisem" (the edible plant sem) in the form of both languages, but in the separate form it has two differential sems (in the dialect – the edible plant sem; in the Turkish language – the meal sem prepared from the edible plant).

As the dialect manifestation of the folk language involves the different regional variants, the topical "sem"s can be not one, but several in the dialects. This quantity depends on the number of differential (nuclear) "sem"s in the dialect variants of the common word. For example, the meanings such as "tendir" ("oven") (Borchali, Gazakh, Tovuz) and "chorek" ("bread") (Dashkesen, Shamkir, Tovuz) are topical "sem"s of the word "firni" (meal).

One of the reasons for synonymy in the joint dialects with the Turkish language is the change in the semantic relation of the Azerbaijani language. The word "dev" [5] in Turkish means the meaning of "giant." The Azerbaijani version of this word in the Gazakh dialect also has the meaning of [2] "big" and "rough". The word "hyrsyz" in Turkish means "thief" and from the phonetic point of view in the Jebrail and Zangilan dialects this word [1] also has the same meaning. Or, in Turkish, the word "kagan" means "strong" as in the Lenkoran dialect with minor changes [1], this meaning is preserved, and the word "thief" in Turkish in Agdash, Mingachevir [2] is used as "strong." In addition, some words and phrases in the dialects of the Azerbaijani language, together with the Turkish language, retain their lexico-semantic features. For example, the words "giyar" and "damad" both in the Turkish language and in the dialects of such regions as Julfa, Ordubad, Zengilan [2] and Quba mean [2] "son-in-law", used in the forms "damat" and "guway"; and the word "hey" (Borchali, Kurdamir and Gazakh dialects [1]) and "yay" (Guba and Ordubad accents) have the same synonyms in Turkish and have similar meanings (in Turkish, the word "iyi" is translated as "good", and the word "yey" means "even better").

Diversity of the same linguistic phenomenon according to geographic indicators may be associated with the spread of speakers of dialects (and moreover, subjects of tribal languages) into different spaces, as well as their consolidation. The studies point out several different types and branches of a linguistic phenomenon: dead languages of written monuments, oral languages of dialects and accents, languages of literature, printing and documents, daily spoken language, scientific, technical and professional artistic language, etc. Each of the fields and forms of language use are characterized by certain qualities. Dictionary content is an important part of the language. Even some of them (for example, scientific, technical and professional art) are selected from other forms due to the presence of appropriate words in the field of development [7]. In Azerbaijani textbooks, the vocabulary of the oral language is described as one of the two types of Azerbaijani language from the point of view of style (literary language vocabulary and verbal vocabulary). The vocabulary of the oral language, in turn, is divided into - home vocabulary, generalized vocabulary and vulgar lexicon. Dialectal vocabulary is one of the important types of vocabulary content (dialect vocabulary, vocabulary of terms, slang vocabulary and jargon) [6] in accordance with the use of modern Azerbaijani language [3]. However, in the Russian language the folk lexicon is considered as a group of dialect vocabulary and as a special group consisting of spoken words, is a kind of transition between the folk lexicon and dialectal vocabulary.

When combining dialect vocabulary in linguistic literature, different principles are used [4]. The vocabulary of a specialized dialect is classified as follows: correlative words that are used in the same sense and in different dialects of different phonetic composition; derivative derivative words with new meanings in different dialects; words that are not included in the dialect groups. It should be noted that among the joint dialect words there are such lexical units that belong to the last two groups of specialized dialects [8].

Distinctive signs of joint words in Turkish and Azerbaijani languages are manifested both in the lexical sense of the word and in the areas of distribution. Some words may be used in narrower regions, and another part may be used in relatively large geographic regions. From this point of view, lexical units can be combined into several groups due to their differentiation, functionality, and also their formation. Some common words with the Turkish language are found only in dialects, it is almost impossible to coincide with other words of our language. For example: "keyik" is used as "deer" (in Turkish and Tabasaran dialect), "düngür" (Borchali) - matchmakers, "böre" (Shamakhi) - dyushbara (dish), "damad" (Guba) son-in-law, "həmşirə" (Sheki) - aunt, "bulğur" (Agbaba accent, in the territory of Armenia) –glaze (cum), "köbək" (Bilesuvar dialect) - clan, family, "götürüm" (Nakhchivan) - sick man.

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Philosophical sciences

AN ANALYSIS OF THE HOLY FOOLISH CHARACTERIZATION OF THE PROTAGONIST OF GOGOL'S "THE COAT"

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Abstract

The Sacred Fool is an ancient Russian religious phenomenon, a uniquely Russian group of practitioners who are considered to be "fools for Christ," "wise" and "foolish." The Holy Fool has its roots in Byzantine suffering. The Sacred Fool has its roots in Byzantine asceticism, in ancient Rus' polytheism, and in shamanic culture, making it a truly Russian religious and cultural phenomenon. "According to the traditional interpretation, it is a unique form of Eastern Christian saint worship." The Holy Fool plays a crucial role in Russian culture as a spiritual guide. In Gogol's work "The Coat", the writer pioneered to give the characteristics of the Holy Fool to a ninth-ranking civil servant, Akaki Akakievich, and reveled in a grotesque interpretation of the Holy Fool's character, "from life to death of the body, and from death to life of the soul".

Keywords: Gogol, coat, Holy Fool, Akaki Akakievich

Nikolai Vasilievich Gogol (Николай Васильевич Гоголь 1809-1852) was the best Russian satirist of the first half of the 19th century, a pioneer of the satirical genre, one of the founders of critical realism, and a forerunner of Russian realism in the 19th century. He is known as "the father of Russian prose", and is a writer with far-reaching influence in the world.

I. Gogol's Creative Thought.

Gogol grew up in the countryside since childhood, by the Ukrainian art, especially loved the local ballads, legends and folk theater. Gogol's talent, he is good at keen and profound depiction of life, explore life, good at combining reality and fantasy, very ironic humor. In the early stage of his creative career, Gogol brought readers a series of whimsical fantasy, romantic dreams and folk tales with ethnic colors of Ukraine, such as "Dikanka near the countryside," "Milgrad" and so on, and then with the Petersburg as the background of the novel "Diary of a Madman", "Portrait", "Neva Street", "Coat", and the drama "Chinchilla" and other works of the writer's style of creativity gradually tends to be realistic. He vividly portrayed the official culture of Petersburg, which was characterized by shamelessness, corruption and degradation, as well as the greed, ignorance, laziness and aggressiveness of the commoners and landlords and gentry, which were all vividly presented to the readers. It can be seen from the writer's "Collected Sketches" published in 1835 that the writer's smile of real happiness was fading away, at this time he changed from a quiet idyllic life narrator to a satirist exposing social evils and injustices and deeply sympathizing with the fate of the small people at the bottom of the society, and his creation embarked on a new stage. His collection of novels "Petersburg Stories" (which also included some works of "Sketches") mostly depicted not the life of the landowners in the poor countryside of the provinces, but the dark life of the underdogs in the capital city of Tsarist Russia, Petersburg, and the tragic fate of the "little people" in the autocratic society. The satirical comedy "The Chinaman" and the long masterpiece "Dead Souls" both successfully portrayed the ugliness of the feudal bureaucratic and authoritarian society and ruthlessly exposed the cannibalistic nature of the Russian autocracy and serfdom.

II. The image of the Holy Foolishness of the main character of "The Coat", Arkady Arkadyevich.

The Coat is a new development in Gogol's literary work and one of the writer's most profound creations. The novel describes the story of a ninth-ranking civil servant, whose only spiritual support for survival is the desire to save money to make a new coat, and unexpectedly the hard-won new coat is snatched away just after he puts it on his body. Losing his coat, with

nowhere to get justice and being ridiculed and scolded, the hero finally dies with a grudge. The Coat is a new development in Gogol's creative work, one of the most profound creations of the writer. The writer provokes people to "laugh with tears" to denounce the evils of the time, uses the obscure, deformed and distorted way of the main character to convey to the world the message of the social reality, to expose the evils and injustices, and finally fights against the reality in the form of madness of the "ghost". In the end, he uses the external form of madness, the "ghost", to confront reality and protect himself, which in fact reflects the image of the holy fool that is characteristic of Russian religious culture. It has gradually developed from a folk religious cultural phenomenon into a unique religious cultural and spiritual phenomenon of the Russian nation, combining Western ecumenical and critical factors with Eastern irrational factors, and it is the "model and the main carrier of the Russian tradition", and their insane behavior and divine wisdom, together with their dedication to Christ, have played a great role in the formation of the Russian character. Their madness and divine wisdom, together with their devotion to Christ, played a great role in the formation of the Russian character, and the formation of the Russian national tradition, which is characterized by materialism and spirituality, emotionalism, extremism and irrationality, is closely related to the culture of the Holy Fools. Gogol was a devout Christian full of religious mysticism, his thoughts, his behavior, and many of his works were shrouded in mystery, and what he wrote was 'believable but impossible'. Gogol was a devout Christian, his thoughts, his behavior, and many of his works were shrouded in mystery, and he wrote about 'credible but impossible' things, i.e., a kind of incomprehensible surreal and mysterious mystery 'reality', with the help of this special way of writing, he introduced readers to the chaotic world of transcendence, and combined his mysticism of the world with the spiritual predicament of his contemporaries. Combining his mystical understanding of the world with his contemporaries' spiritual predicament, he issued a stirring humanitarian cry to awaken the soul and conscience of man". The Holy Fool is an ancient religious phenomenon in Russia, and the development process of Russian national character and literary creation is inevitably affected by the idea of the cult of the Holy Fool in Russian religious culture, and it makes sense that the characters of Gogol's works have been saintly and foolish. The study of the phenomenon of the Holy Fool in Russia began in the second half of the 19th century with the debates in magazines and journals about individual figures of the Holy Fool. In the twentieth century, the study of the Sacred Fool expanded from the religious sphere to the entire Russian culture, and more and more studies were conducted in this area. The influence of the Sacred Fool on the character of the Russian nation was inevitably reflected in Russian literature, which was responsible for reflecting reality, and had a great impact on Russian literature. As Thompson said, "In the Romantic period, those who played the role of seekers of truth were generally true fools. In the period of realism and naturalism, the true fool was replaced by the programmed fool".²⁰ In the late Tsarist period, the positive and good image of the traditional fool could no longer satisfy the writers' need to express their own moral and spiritual pursuits as well as their inner religious plots, and Russian writers had to look for a new image to fulfill this mission. Of course, the writers deeply understood that the image of the Holy Fool has always carried the Russian spiritual and cultural traditions and has been a positive and good model image of Russia. Therefore, in this period, the Russian writers were bound to think of the image of the Holy Fool in the creation of their literary images, only the image of the literary Holy Fool needed to be changed and developed with the changes of the times: the negative characteristics of the Holy Fool were downplayed, and the positive and idealized image of the Holy Fool was enlarged. Therefore, the phenomenon of the holy fool broke through the purely religious phenomenon and creatively evolved into the programmed image of the holy fool with the spirit of the holy fool, which gradually evolved in Russian literature from religious sacralization to popular secularization. The programmed fools are not simply reproductions of the statutes of the holy fools, they are not so much related to the traditional fools in appearance, dress and life experience, they are no longer intuitively "for Christ" and intentionally crazy, but their inner spirit is similar to the traditional fools: as the image of the holy fools evolves, the programmed fools are often literary images of escape from secularism and the pursuit of inner perfection of the human personality. They are the main characters in the works, instead of the "marginal characters" in the past, they can be the bottom of the social class or the aristocrats: their spirit is often outside the conditions of their existence, their spirit is more repressed and wandering or their inner self is irresponsible and anarchistic, and these literary images have

enriched the Russian literature. These literary figures have enriched Russian literature. In fact, the Sacred Fool's "real spiritual connection with the world is realized through the more secretive channel of literature." Thus, the special image of the Holy Fool and his way of thinking and behaving formed the model for the protagonists of many Russian writers. In Gogol's work "The Coat", the writer pioneered in giving the minor character Akaki - Akakiyevich the characteristics of the Holy Fool and carouseled a grotesque interpretation of the Holy Fool's character "from life to death and from death to life again". The character of "Coat", Ackaki, is always similar in his determined and persistent pursuit. The main character of "The Jacket", Akaki Akakiyevich, is not a peasant or an aristocrat, but a civil servant of the ninth rank, whose social status and existence determine his status as a minor character. The author didn't directly portray him as a holy fool, but branded him with the mark of a holy fool, so that certain aspects of his behavior could reflect the characteristics of a holy fool, and he participated in the "programmatic process of a holy fool" under the "coat" of a minor character, and this process was continued after the death of the main character. This process continues after the death of the protagonist in the form of a ghostly dystopia. The protagonist, who is in the position of a ninth-rank civil official, is unable to embody all the characteristics of the Holy Fool during his lifetime, and then rises to become a ghost after his death to realize the paradoxical statute of the Holy Fool, so that he can be called a Sacred Fool-type character.

III the main character of "The Coat", Ackaki Ackakiyevich, the Holy Foolish stoicism and carnivalesque vengeance.

The Holy Foolish protagonist, Ackaki Ackakiyevich, reacts BH comically grotesque, BH its comically grotesque, after talking to himself for a good half a day when he learns that he has to redo a coat: he, instead of going home, went in a completely opposite direction, without having matured himself. On the way, a chimney sweep hit him with his unclean side and blackened his whole shoulder, a whole cap of lime fell on him from a house under construction. He did not notice any of this, and afterwards, when he came upon the bailiff, who, placing his halberd beside him, was shaking a tobacco from a horn on his calloused fist, he only woke up a little, and that was because the bailiff said: "Why do you get in the snout? Don't you have a pipe?" This made him look round and turn home." (Instead of going home to his house, he confusedly went in the opposite direction. On the way, the dirty half of a chimney-sweeper stepped on him, making one of his shoulders dirty and black; a large handful of lime spilled on him from the roof of the building on which work was being done. He did not perceive it at all, until he struck a policeman, who had his axe and battle-axe by his side, and was pouring snuff out of his horn-box into his hobbled hand, and then he came to his senses, for the policeman said, "Why are you under the nose of a man, and don't you know how to walk on the sidewalk?" At this point, he looked back and turned around to go home). After the robbery of his new jacket, the protagonist behaves in a grotesque manner: he begins to shout, but his shouts don't seem to be happy to reach the edges of the square. Filled with grief and indignation, he shouted as loud as he could, and then ran off, all the way across the square towards the post, by which stood a policeman, leaning on his battle-axe, who seemed to be looking curiously at him. Wanted to know why someone was running from a distance, shouting. Akaki Akakievich ran closer, panting and shouting, was in a terrible state: the little hair that had been left on his temples and the back of his head was now in a mess; his waist, chest and pants were covered with snow. Akaki Akakievich eagerly and frantically approached the chief of police, trying to get help. But for him, a small man, he will not be able to solve the problem and will even be in an embarrassing situation. The grotesque image of Akaki Akakievich makes us examine the official truth of the society of that time, and his seemingly ridiculous and stupid behavior is actually a satire of the reality. Akaki Akakiyevich, after his sad death, realized his ghostly revenge by frantically stripping off his coat. The "big man", having been obediently stripped of his warm coat by the ghost, took off in his car and went home instead of visiting his girlfriend. Being the ghost stripped of the coat, the big man inside as if being "decolonized" as, greatly stimulated, since then he has rarely said to his subordinates some unkind or harsh words, that is, once in a while need to say when he had to find out the original cause of the matter before saying, because at this time he will often think of that snatched his coat, wearing uniforms, balding short small officials. The "Big Man". The "big man" learned a lesson from the revenge, also from the evil cause he planted in the evil results, he understood and believed that "evil has its retribution", so his behavior and attitude changed, as if he had lost his way on the road of life, a momentary departure from the "good" people, and

the "good" people, and the "good" people. The "good" man has embarked on the path of atonement again, and is recovering the benevolence and love in his heart. And the ghost of revenge did not abuse each other viciously, did not beat brutally and fiercely, did not hideously demand life, but only to carry out "bloodless battles", "not to pursue the breeding ground of these evils - the feudal bureaucracy, the ghost is just to escape the feudal laws and systems after the death of the bondage of one's own power to give the world a chance to escape from the feudal laws and systems, the ghost is just to leave the world. The ghost is only trying to escape from the feudal law and system after his death, to strip off the coat of the wicked and take back the fair treatment, and this kind of revenge seems to be a kind of educational behavior of "getting pleasure after correcting the injustice", not a completely destructive revenge, and the vengeful action only makes the wicked feel fearful, and makes the wicked feel the coldness of the ghost's losing the coat of the ghost in the world, so as to make the wicked feel the coldness of the ghost's losing the coat of the ghost in the world. Cold", so as to give the evil people a warning, so that they return to the good and can no longer for the official unkindness, unrighteousness.

Conclusion

Linking Gogol's "Coat" main character Akaki Akakiyevich's image of the Holy Fool with Bakhtin's theory of ecstasy helps us to better appreciate the writer's rational thinking about real life and emotional expression of the will to live, and helps us to better understand the writer's satirical and religious aspirations to the absurd reality.

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